INDIRA GANDHI NATIONAL OPEN UNIVERSITY

School of Interdisciplinary and Trans-Disciplinary Studies (SOITS)

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTS

"The Integration of Artificial Intelligence (AI) in the Teaching–Learning Process in ODDL"

Academic Year: 2025–2026

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1.0 Introduction

Subject experts play a vital role in curriculum design, content development, and programme delivery in open and distance education. As IGNOU transitions into an "Agentic AI University," it becomes essential to understand the perspectives of subject experts on the integration of Artificial Intelligence (AI) tools in the Teaching–Learning Process within Open, Distance and Digital Learning (ODDL). This report presents a consolidated analysis of the feedback collected from eleven (11) subject experts associated with the School of Interdisciplinary and Trans-Disciplinary Studies (SOITS) for the academic year 2025–2026. The feedback was collected through a structured questionnaire developed by the Centre for Internal Quality Assurance (CIQA), IGNOU, focusing on AI awareness, usage patterns, perceptions, challenges, and suggestions for effective AI integration in IGNOU's academic processes.

2.0 About the School of Interdisciplinary and Trans-Disciplinary Studies (SOITS)

The School of Interdisciplinary and Trans-Disciplinary Studies (SOITS) was established to develop academic programmes and courses that address complex, multi-faceted social and environmental issues. The School houses disciplines including Interdisciplinary Studies, Environmental Studies, Philosophy, English Literature, and related areas. It offers a wide spectrum of programmes ranging from Certificates to Ph.D., catering to a diverse learner base across India and abroad.

Key programmes include M.A. in Philosophy, M.Sc. in Environmental Science, M.A. in Human Values and Ethics, M.A. Environmental Studies, M.A. Sustainability Science, M.A. in Folklore and Culture Studies, M.A. in Migration and Diaspora, M.A. in Environmental and Occupational Health, M.Sc. in Climate Change, PG Diploma in Environmental Studies, PG Diploma in Waste Management, PG Diploma in Climate Change, PG Diploma in Environmental and Occupational Health, PG Diploma in Human Values and Ethics, and Certificate programmes in Climate Change and Solid Waste Management. The School actively contributes to MOOCs under SWAYAM, SWAYAMPRABHA and online programmes aligned with the National Education Policy (NEP) 2020.

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3.0 Methodology

The feedback tool used was a structured questionnaire designed by CIQA, IGNOU, consisting of five sections:

- Section A: General Information (Name, Discipline, Programme, Role, Association with IGNOU)
- Section B: Awareness and Usage of AI Tools
- Section C: Perception of AI in ODDL (Likert-scale questions)
- Section D: Challenges in Using AI
- Section E: Suggestions for Improvement (Open-ended)

The questionnaire was circulated to subject experts associated with SOITS including Unit Writers, Content Editors, Expert Committee Members, Paper Setters, Evaluators, Moderators, and Translators/Vetters. In all, eleven (11) experts submitted their responses, which form the basis of this analysis. Of these, nine (9) experts provided complete responses to the perception and challenge questions, and their data has been used for quantitative analysis.

4.0 Feedback of Experts and Analysis

4.1 General Information about the Experts

Eleven subject experts participated in the feedback study. They represented a wide range of disciplines including Geology, English Literature, Philosophy, Environmental Studies, Environmental Sciences, Environmental and Occupational Health, and Waste Management. Table 1 provides a summary of the participating experts.

Table 1: Profile of Participating Subject Experts

S.No	Discipline	Programme(s)	Role(s)	IGNOU Assoc.
1	Geology	Geoinformatics, PGDEML, ACE, Geology, ME Disaster Mgmt, MSc Env. Sc.	Unit Writer, Expert Committee Member, Content Editor, Moderator	< 5 years
2	Environmental Sciences	ODDL	Unit Writer	< 5 years
3	Environmental Sciences / Waste	PG Diploma in Waste Management, CSWM,	Unit Writer, Expert Committee Member,	5–10 years

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	Management	MSc ENV	Content Editor, Paper Setter, Evaluator, Moderator	
4	English Literature	Migration & Diaspora	Expert Committee Member (Doctoral Research Committee)	5–10 years
5	Philosophy	BA, MA Philosophy	Unit Writer, Content Editor, Paper Setter, Evaluator, Moderator, Translator, Vetter	5–10 years
6	Philosophy	BAPY	Unit Writer, Expert Committee Member, Content Editor, Evaluator, Moderator	5–10 years
7	Environmental Studies / Chemistry	MAENOH, PGDENOH, PGDENOHOL, PGDEML	Unit Writer, Expert Committee Member, Content Editor, Paper Setter, Evaluator, Moderator, Programme Coordinator	10–20 years
8	Environmental Science	PG Diploma in Waste Management	Unit Writer	5–10 years
9	Environmental Studies	MAENOH, MSc Env. Sc., MA Env. Studies, MSc Climate Change, PG Diploma (multiple)	Unit Writer, Expert Committee Member, Content Editor, Paper Setter, Evaluator, Moderator	10–20 years
10	Environmental Sciences	M.Sc. Climate Change	Unit Writer	10–20 years
11	Environmental Studies	PG Diploma in Waste Management	Not specified	Not specified

The participating experts brought diverse academic experience: three had 10–20 years of association with IGNOU, five had 5–10 years, and one had less than 5 years. Two experts did not specify their association duration. Their roles spanned the full spectrum of academic activities including content writing, editing, curriculum design, evaluation, paper setting, moderation, reflecting a comprehensive cross-section of IGNOU's academic workforce.

4.2 Awareness and Usage of AI Tools

4.2.1 AI Tools Familiarity

Nine out of eleven experts (81.8%) confirmed they are aware of AI tools used in teaching and learning. Of the remaining two, one did not mark the awareness question definitively, while another did not indicate any tool familiarity. Table 2 presents the AI tools familiar to the experts.

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Table 2: AI Tools Familiar to Experts (N=11)

AI Tool	No. of Experts	Percentage
ChatGPT	9	81.8%
Grammarly	4	36.4%
Grok	4	36.4%
Gemini	6	54.5%
Claude	3	27.3%
Perplexity	4	36.4%
AI-based LMS tools	3	27.3%

ChatGPT emerged as the most widely known AI tool (81.8%), followed by Gemini (54.5%). Grammarly, Grok, and Perplexity were each familiar to approximately 36% of experts. Claude and AI-based LMS tools were known to 27.3% each. One expert mentioned familiarity with all listed tools, indicating comprehensive exposure to the AI landscape.

4.2.2 Frequency of AI Tool Usage

Table 3: Frequency of AI Tool Usage (N=11)

Frequency	No. of Experts	Percentage
Daily	2	18.2%
Thrice a week	1	9.1%
Once a week	1	9.1%
Quite regularly	1	9.1%
Once a month	1	9.1%
Rarely	2	18.2%
Not specified	3	27.3%

Usage frequency varied considerably among the experts. Two experts (18.2%) used AI tools daily, indicating high integration into their academic workflow, while two others used them rarely. A notable 27.3% did not specify their frequency, which may include experts who have limited or exploratory use. This variation suggests diverse levels of AI adoption, with scope for greater institutional encouragement for regular, structured use.

4.2.3 Areas of AI Tool Usage

Table 4: Areas of AI Tool Usage (N=11)

Area of Usage	No. of Experts	Percentage
Content development	5	45.5%
Content editing	3	27.3%

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Curriculum design and revision	2	18.2%
Question paper setting	3	27.3%
Plagiarism checking	5	45.5%
Creating graphics	4	36.4%
Knowledge gain / additional info	1	9.1%
Developing basic outlines	1	9.1%

Content development and plagiarism checking were the most common applications of AI tools (45.5% each), followed by creating graphics (36.4%). Content editing and question paper setting were each reported by 27.3% of experts. Curriculum design and revision was indicated by 18.2%, suggesting potential for expanding AI application in this critical academic area. Niche usages such as knowledge augmentation and developing basic outlines were reported by individual experts.

4.3 Perception of AI in ODDL

Section C comprised five Likert-scale questions (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1) assessing expert perceptions on the role of AI in ODDL. The analysis is based on nine (9) experts who provided substantive responses. Table 5 presents a consolidated response matrix.

Table 5: Expert Perception of AI in ODDL (N=9)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score*
Q6. AI improves quality of Self Learning Material (Print + digital content)	3 (33.3%)	5 (55.6%)	1 (11.1%)	0	0	4.22
Q7. AI enhances efficiency in content development	2 (22.2%)	5 (55.6%)	2 (22.2%)	0	0	4.00
Q8. AI supports innovative curriculum design	4 (44.4%)	3 (33.3%)	2 (22.2%)	0	0	4.22
Q9. AI helps in seeking updated knowledge in your area of expertise	3 (33.3%)	4 (44.4%)	1 (11.1%)	0	1 (11.1%)	3.89
Q10. AI helps in analysis and synthesis of content available as OER	2 (22.2%)	5 (55.6%)	2 (22.2%)	0	0	4.00

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** Mean score calculated on a 5-point Likert scale. Qualitative responses such as 'somewhat agree' coded as Agree; 'can help' coded as Neutral.*

The perception data reveals a broadly positive orientation among experts towards AI in ODDL. The highest mean score was recorded for "AI improves quality of Self Learning Material" and "AI supports innovative curriculum design" (both 4.22), reflecting strong endorsement. The mean score for "AI helps in seeking updated knowledge" was 3.89 slightly lower due to one Strongly Disagree response, indicating that while most experts value AI for knowledge update, concerns exist about accuracy and reliability in specialised domains. No expert expressed disagreement regarding AI's efficiency in content development or its role in synthesizing OER content. Overall, all statements recorded mean scores above 3.8, signalling collective optimism about AI's potential in ODDL.

4.4 Challenges in Using AI

Despite positive perceptions, the experts identified several challenges in effectively using AI tools. Table 6 summarises the major challenges reported.

Table 6: Challenges Faced by Experts in Using AI Tools (N=11)

Challenge	No. of Experts	Percentage
Lack of training	6	54.5%
Limited access to AI tools	5	45.5%
Ethical concerns (plagiarism/misuse)	8	72.7%
Data privacy issues	5	45.5%
Lack of institutional support	4	36.4%
Expensive paid tools	6	54.5%
Lack of policy	5	45.5%

Ethical concerns such as plagiarism and misuse emerged as the most cited challenge (72.7%), reflecting a heightened awareness among subject experts of the academic integrity risks associated with AI adoption. Lack of training and expensive paid tools were each reported by 54.5% of experts, underscoring the urgent need for institutional capacity-building and provision of affordable AI access. Limited access to AI tools, data privacy issues, and lack of policy were each flagged by 45.5% of experts, while lack of institutional support was mentioned by 36.4%. These findings collectively point to a significant gap between AI's perceived potential and the institutional readiness required to harness it responsibly.

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4.5 Suggestions for Improvement

The open-ended responses from experts yielded rich qualitative insights. Key themes emerging from the suggestions are summarised below.

4.5.1 Benefits of AI in Content Development and Curriculum Design

- AI can significantly shorten curriculum design timelines by aligning learning objectives with topics, activities, and assessments.
- AI provides new perspectives and enables quick access to resources, literature, and references across disciplines.
- AI instantly generates structured course outlines, case studies, and assessments, reducing initial planning time, and acts as an automated editorial guide.
- AI assists in literature review, content organization, language refinement, plagiarism checking, and illustrative example creation.
- AI can provide additional latest information to a certain extent and is useful for knowledge augmentation while preparing notes.
- AI helps retrieve information efficiently, though critical thinking and design still require human judgment.
- Getting an overview of AI and working on it further is beneficial for content development.
- Reading across disciplines becomes easy; AI is useful in referencing and searching for the latest papers.
- AI provides all information and updates in a very short span of time, precisely and with examples.

4.5.2 Suggestions for Effective AI Integration in IGNOU Academic Processes

- Develop a comprehensive institutional AI policy covering ethical use, data privacy, transparency, and academic integrity.
- Establish clear guidelines for faculty, staff, and students on AI-assisted academic work and form a monitoring committee.
- Organise regular AI literacy and prompt-engineering workshops and conduct capacity-building programmes for faculty.
- Provide reference guidelines on AI usage for students while emphasising that self-directed learning cannot be replaced.
- Deploy context-aware AI translation frameworks to localise SLMs into regional languages for equitable access.
- Implement hybrid AI-human evaluation workflows for assignments to reduce grading time while maintaining academic rigor.
- Integrate AI-powered learning management systems for personalised learner support and academic advising.
- Implement AI-based analytics to monitor learner progress and identify at-risk students.
- Embed persistent, curriculum-trained virtual assistants on student portals for 24/7 academic support.

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- Integrate AI for multilingual content development, accessibility enhancements, and rapid updating of course materials.
- A picture or video is more effective than text for learning; AI integration in IGNOU academic content may help in that direction.
- AI must be integrated to make content and presentation better; its use must be tried and tested by IGNOU.
- Subject experts must always verify AI-generated information for correctness AI tools sometimes provide irrelevant or inaccurate information.

4.5.3 Additional Comments

- Routine work will become automated; efficiency increases, but careful attention to ethical issues is essential.
- There should be more workshops on the ethical use of AI.
- AI adoption must be complemented by human expertise and learner-centered pedagogy; a balanced approach combining technology, ethics, capacity building, and quality assurance is essential.
- A robust AI policy framework with human-in-the-loop validation and provision of low-bandwidth, offline-compatible AI tools for rural learners must be prioritised.
- Continuous monitoring, predictive analytics for engagement, and factual drift audits are necessary for responsible AI deployment.

5.0 Conclusions and Recommendations

The feedback analysis of the eleven subject experts associated with SOITS, IGNOU reveals a broadly positive disposition towards the integration of AI in the ODDL teaching–learning ecosystem. The majority of experts were aware of and using AI tools, with ChatGPT and Gemini being the most widely known. The collective endorsement of AI's role in improving SLM quality, enhancing content development efficiency, supporting curriculum design, and facilitating knowledge synthesis is encouraging and reinforces IGNOU's strategic direction as an Agentic AI University.

However, the study also highlights critical implementation gaps: ethical concerns regarding plagiarism and misuse were cited by the largest proportion of experts (72.7%), followed by lack of training and expensive paid tools (54.5% each). The absence of institutional policy frameworks, limited access, and data privacy concerns remain significant barriers to responsible AI adoption. The qualitative suggestions from experts reflect a sophisticated and nuanced understanding of both the opportunities and the risks that AI presents in higher education.

Notably, the study also captured the voice of caution: some experts highlighted that AI tools sometimes provide irrelevant or inaccurate information, making subject expert oversight

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indispensable. AI should serve as an intelligent assistant to, not a substitute for, human academic judgment and expertise.

Based on the consolidated feedback of the subject experts, the following recommendations are proposed for effective and responsible AI integration at IGNOU. First and foremost, the University should develop a comprehensive institutional AI policy that clearly addresses ethical use, data privacy, transparency, and academic integrity, ensuring that all stakeholders like faculty, learners, and staff operate within a well-defined and accountable framework. Alongside this, a robust capacity-building initiative must be launched, comprising regular AI literacy workshops, prompt-engineering training sessions, and faculty development programmes focused on responsible and pedagogically sound AI usage. To ensure equitable access, particularly for learners in rural and remote areas, IGNOU should provision free, low-bandwidth, and offline-compatible AI tools through its student and faculty portals, thereby bridging the digital divide A dedicated AI Monitoring Committee should be constituted to oversee the quality of AI implementation across academic processes, conduct periodic audits, and incorporate ongoing stakeholder feedback for continuous improvement. Given IGNOU's linguistically diverse learner base, AI-powered translation frameworks must be deployed to rapidly localise self-learning materials into regional languages, making education more accessible and inclusive. The University should further leverage AI-based predictive analytics to monitor learner engagement, identify at-risk students early, and trigger timely and targeted human interventions to improve retention and learning outcomes.

In conclusion, IGNOU stands at a transformative juncture where thoughtful, ethical, and inclusive AI integration can significantly enhance the quality and reach of open and distance education. The voices of subject experts, as captured in this feedback report, must serve as a guiding compass in shaping IGNOU's AI policy and implementation roadmap.

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