INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF LAW

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERT'S (2025-2026)

1.0: Preamble

Feedback plays an important role in improving the quality of education and ensuring continuous improvement, especially in Open, Distance, and Digital Learning (ODDL). In recent years, Artificial Intelligence (AI) is becoming an important part of higher education system. Many AI tools are now being used to improve teaching, learning, and academic work. These tools help teachers prepare study materials, revise the curriculum, and develop assessment activities. They also support translation, concept mapping, and personalised learning. AI tools can assist in writing, summarising, editing, proofreading, creating presentations, generating images, analysing data, and answering academic queries. They also help learners to access information quickly and improve their learning experience.

The use of AI in higher education has grown rapidly across the world due to technological advancements and the increasing need for flexible, learner-centred, and technology-enabled education. In line with the National Education Policy (NEP) 2020 and India's AI Mission, IGNOU is taking steps towards becoming an "Agentic AI University." This initiative aims to modernize its distance education system and strengthen digital academic support for learners.

The Subject Experts at IGNOU have an important role in developing Self-Learning Materials (SLMs). They also contribute to curriculum planning, content writing, editing, translation, learner assessment, and academic support. Their understanding of AI tools and their experience in using them are valuable. Their feedback can help IGNOU to identify the opportunities and challenges of AI. It can also support the effective and responsible integration of AI into the ODDL system.

To understand the awareness, use, effectiveness, benefits, and challenges of AI in teaching and learning, the School of Law (SOL), IGNOU conducted a structured feedback survey among Subject Experts associated with its academic programmes. This report presents an analysis of the feedback received and highlights the major findings, key challenges, suggestions, and recommendations for the effective integration of AI into academic processes and learner support services within the ODDL framework.

2.0: About the School and experts involved

The School with the aim to create awareness about legal rights and responsibilities in the emerging world order and to ensure high quality legal education, skills and research offers the following programmes Viz., Doctor of Philosophy in Law (PHDLE); Post Graduate Diploma in Intellectual Property Law (PGDIPR); Post Graduate Diploma in Criminal Justice (PGDCJ);Diploma in Paralegal Practice (DIPP);Post Graduate Certificate in Patent Practice (PGCPP);Post Graduate Certificate in Cyber Law (PGCCL);Certificate in Anti Human Trafficking (CAHT);Certificate in Humanitarian Law (CIHL);Certificate in Human Rights (CHR);Certificate in Consumer Protection (CCP);Certificate in Cooperation, Cooperative and Business Law (CCLBL). The various subject experts throughout India in the specified area of law along with the faculty members of Law discipline having expertise in the subject and

pedagogy followed in ODL system have been involved in the design and development of the curriculum in various programmes of the school developed/ under development / under revision and are involved the various activities viz. Unit Writer, Expert Committee Member, Content Editor, Paper Setter, Evaluator, Moderator, Translator and Vetter.

3.0: Methodology

The goal of the Feedback Form is to leverage AI to make education more accessible, personalized, and interactive; aligning with the principles of NEP 2020 and India's AI Mission and to help the University in strengthening quality teaching practices and effective adoption of AI-enabled educational tools related to the following themes:

Theme 1: Awareness and Usage of AI Tools;

Theme 2: Perception of AI in ODDL;

Theme 3: Challenges in Using AI and

Theme 4: Suggestions for Improvement

The Feedback Questionnaire Form for the Subject Experts as developed by Centre for Internal Quality Assurance (CIQA) was used to collect the data responses from the subject experts involved in conceptualization, planning, development, delivery and other associated activities of different academic programmes offered by the School of Law, IGNOU to identify the perceptive of usage of AI and challenges faced in the process.

The feedback study on "Integration of Artificial Intelligence (AI) in Teaching–Learning Process in Open, Distance and Digital Learning (ODDL)" was conducted by the School of Law IGNOU through an online Google Form. A mixed-method approach involving both quantitative and qualitative methods was adopted for data collection and analysis.

The online feedback form was designed to collect information regarding:

- General profile of the respondents
- Awareness and usage of AI tools
- Perception towards AI integration in ODDL
- Challenges faced while using AI tools
- Suggestions for effective AI integration in IGNOU academic processes

The questionnaire included multiple-choice questions, Likert-scale statements, and open-ended questions to determine benefits of AI in content development and curriculum design and also to gather suggestions for effective AI integration into IGNOU academic processes.

The responses were collected from Subject Experts associated with the School of Law who were involved in curriculum design, content development, editing, evaluation, translation, academic counselling, and programme development. A total of 20 responses were received from the Subject Experts with specializations in Law. The MS Excel is used as the tool for statistical data analysis. The responses were collated, analysed and presented below:

4.0 FEEDBACK ANALYSIS ON "INTEGRATION OF ARTIFICIAL INTELLIGENCE (AI) IN TEACHING–LEARNING PROCESS IN ODDL"

The report aims to present the interpretive analysis of the Subject Expert opinions / feedback on programmes of school of law coordinated by the respective teachers. The feedback responses received from the Subject Experts are present in two parts: I) General Information of the respondents and II) 4 themes: 1: Awareness and Usage of AI Tools; 2: Perception of AI in ODDL; 3: Challenges in Using AI and 4: Suggestions for Improvement.

I) GENERAL INFORMATION OF THE RESPONDENTS

a) Discipline/Subject Areas of Respondents

The majority of respondents represent the field of Law, including specialized areas such as Criminal Law, Constitutional Law, Human Rights, Environmental Law, Cyber Law, Translation and related disciplines. The subject experts are from the various Central, State university and National law schools throughout the India.

b) Association of Respondents in IGNOU Programmes

The responses are collected from the Subject experts involved in various programmes offered by School of Law and associated academic activities of school which includes Unit Writing, Editing, Expert Committee/Board Members, Moderators etc., and is analysed depicting overview of its alignment in the all the school programmes taking School of law as the single unit **(Fig.1).**

The analysis of the 20 feedback responses revealed that the majority of respondents served as Unit Writers (70%), making it the most common role. This was followed by Expert Committee Members (40%) and Content Editors (30%). Moderators accounted for (25%), while Paper Setters (15%). Both Evaluators and Translators (10% each). No respondents identified as Vetter's (0%). Since participants could select multiple roles, the percentages exceed 100%, indicating that many respondents performed more than one role. The findings clearly demonstrate that the participating Subject Experts were actively engaged in various academic processes of IGNOU.

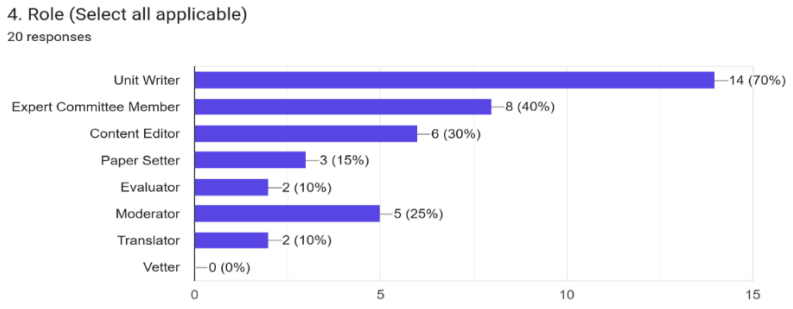


Fig. 1: Association of Subject Experts in IGNOU programmes

c) Duration of Association with IGNOU

The findings suggest that most respondents have moderate to substantial experience with IGNOU, with nearly three-quarters (75%) having 5 years or more of association, indicating that the survey primarily reflects the perspectives of experienced professionals.

The pie chart **(Fig. 2)** indicates that the largest proportion of respondents, 45% have been associated with IGNOU for 5–10 years. This is followed by 25% with less than 5 years of association. Respondents with 10–20 years of experience constitute 20% while those associated with IGNOU for more than 20 years account for 10%.

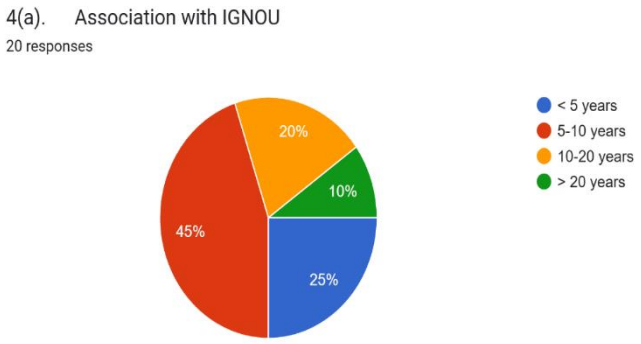


Fig. 2: Duration of Association with IGNOU

II) AWARENESS AND USAGE OF AI TOOLS

a) Awareness of AI Tools in Teaching–Learning

The analysis revealed that all 20 respondents (100%) were aware of AI tools used in teaching-learning process **(Fig. 3)**. The findings indicate growing familiarity and acceptance of AI technologies among Subject Experts involved in ODDL system.

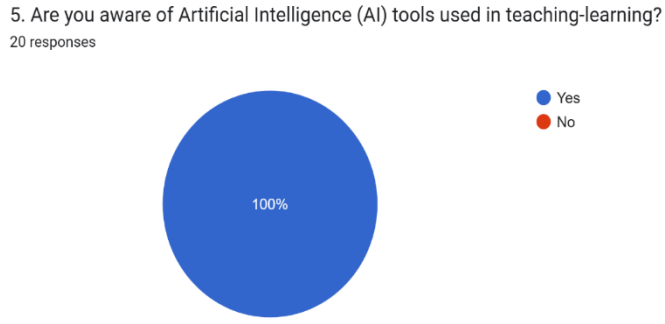


Fig. 3: Awareness of AI tools in teaching-learning process

b) Familiarity of AI Tools

The responses indicate that respondents are highly aware of mainstream AI applications, AI is no longer viewed merely as an emerging technology, but rather as an essential educational support system that has become an integral part of modern academic practice, particularly in the context of digital and distance education.

Among the various AI tools **(Fig. 4),** the findings show a high level of familiarity with AI tools among the respondents. ChatGPT is the most widely recognized tool (95%) indicating familiarity. This is followed by Grammarly (85%), and Gemini (80%). Nearly half of the respondents (45%) reported familiarity with Claude. Meanwhile, Perplexity and AI-based Learning Management System (LMS) tools were each recognized by respondents (25%). Only (10%) of respondents were familiar with Grok, and an equal proportion selected Other AI tools. Since respondents could select multiple options, the percentages exceed 100%, reflecting familiarity with more than one AI tool.

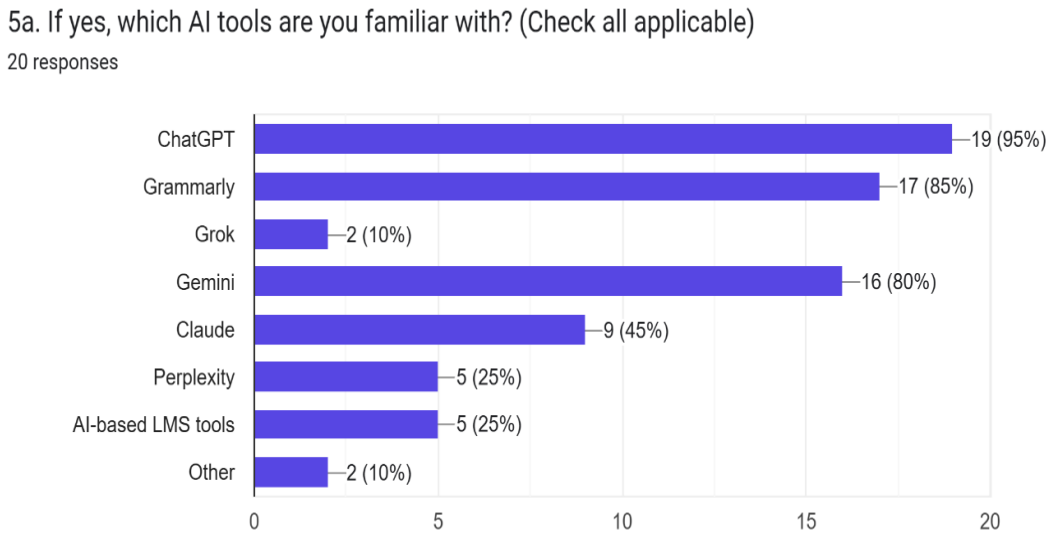


Fig. 4: Familiarity with AI tools

c) Frequency of AI Tool Usage

A considerable proportion of respondents reported that (40%) use AI every single day, (20%) use AI once a week, (15%) rarely use AI, (10%) use AI three times a week, (10%) use AI once every two weeks (a fortnight) and (5%) uses AI once a month **(Fig. 5)**. Overall, a clear majority of 70% rely on AI tools at least once a week, demonstrating increasing integration of AI into routine academic work and professional activities, helping educators improve efficiency, accessibility, learner engagement, and quality in the Open, Distance and Digital Learning (ODDL) system.

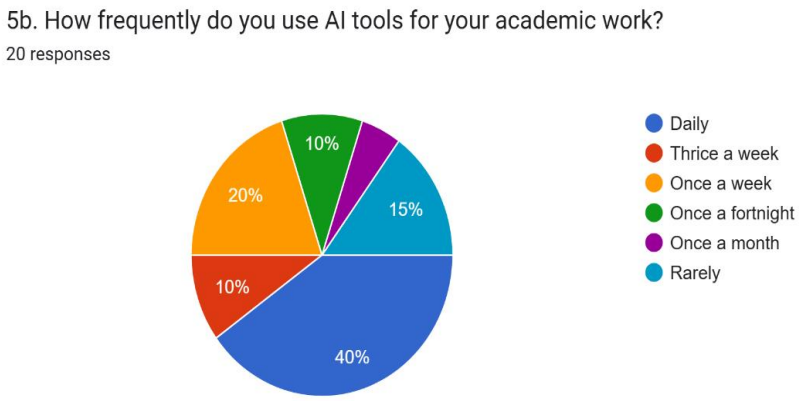


Fig. 5: Frequency of usage of AI tools in teaching-learning process

d) Areas in which AI Tools are Used

The findings clearly indicate that AI is being widely adopted to support efficiency, innovation, to check plagiarism and for overall quality enhancement in educational processes **(Fig. 6).** The responses show that majority is using AI for plagiarism checking (55%) and substantial proportion of respondents are using AI tools for content development (50%), content editing (50%), curriculum design and revision (40%) indicating their growing role in academic content preparation. The responses (40%) indicated the use of AI tools for Graphic designs, followed by responses (20%) indicating the use of AI tools for Question paper setting and other activities (25%).

The findings clearly indicate that AI has become an important academic support system in the ODDL environment. Subject Experts observed that AI tools save time, improve efficiency, enhance creativity, and facilitate faster access to information. The respondents perceived AI as a useful tool for supporting curriculum design, content development, editing and teaching-learning activities.

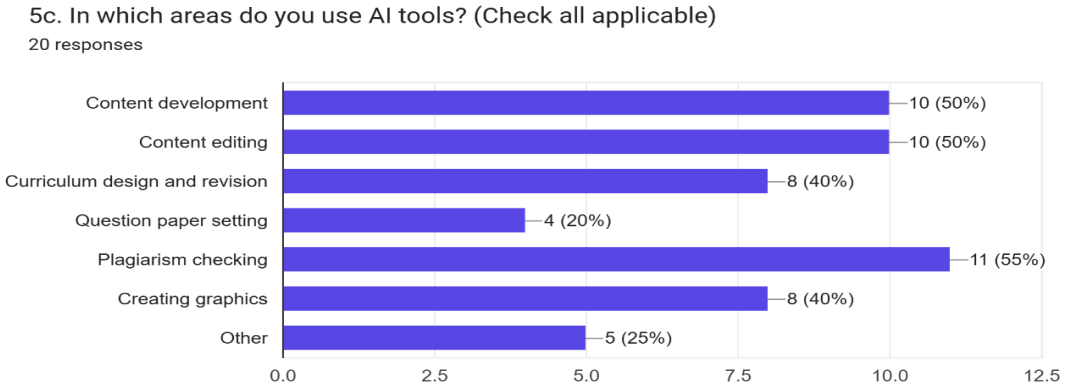


Fig. 6: Areas of usage of AI tools

III) PERCEPTION OF AI IN ODDL

The findings reveal that respondents generally hold a positive perception of the use of Artificial Intelligence (AI) in Open and Distance Digital Learning (ODDL), although opinions differ across the various dimensions assessed **(Fig. 7).**

a) AI improves the quality of learning resources.

Most respondents expressed positive views regarding AI's contribution to improving the quality of learning resources. 44.4% agreed, while 11.1% strongly agreed. Only 11.1% disagreed and 11.1% remained neutral, indicating that over half of the respondents recognize AI as an effective tool for enhancing educational resource quality.

b) AI enhances efficiency in content creation and delivery.

Responses to this statement were more divided than for the other parameters. 44.4% strongly disagreed, 22.2% disagreed, and 33.3% were neutral, while only 11.1% agreed and 44.4% strongly agreed. This polarization suggests that respondents have contrasting experiences or expectations regarding AI's efficiency in content creation and delivery. The mixed responses indicate that perceptions vary considerably, possibly due to differences in familiarity with AI tools or concerns about their reliability.

c) AI supports innovative teaching and learning practices.

The majority of respondents viewed AI positively in promoting innovation. 44.4% agreed and 11.1% strongly agreed, while only 11.1% disagreed and 11.1% remained neutral. These findings suggest that respondents generally perceive AI as facilitating innovative instructional strategies and learner engagement.

d) AI helps in seeking up-to-date information and knowledge.

This parameter also received favorable responses, with 44.4% agreeing that AI assists in accessing current information. 22.2% were neutral and 11.1% disagreed. The results indicate that respondents generally acknowledge AI's ability to provide timely and relevant information for learning.

e) AI helps in the analysis and synthesis of Open Educational Resources (OER).

Responses to this statement indicate a moderately positive perception. 33.3% strongly agreed and 22.2% agreed, meaning that 55.5% of respondents viewed AI positively in this role. However, 22.2% remained neutral and 22.2% strongly disagreed, suggesting that although most respondents recognize AI's usefulness for analyzing and synthesizing OER, some remain uncertain or skeptical.

Overall, the results indicate that respondents perceive AI as a valuable tool for improving the quality of learning resources, fostering innovative teaching practices, facilitating access to up-to-date information, and supporting the analysis and synthesis of Open Educational Resources. These dimensions received predominantly positive responses, reflecting confidence in AI's

educational potential within ODDL. However, perceptions regarding AI's efficiency in content creation and delivery were notably more polarized, suggesting that respondents have varied experiences or concerns about its practical implementation. This finding highlights the importance of providing adequate training, technical support, and opportunities for hands-on experience to increase users' confidence and maximize the effective integration of AI into Open and Distance Digital Learning environments.

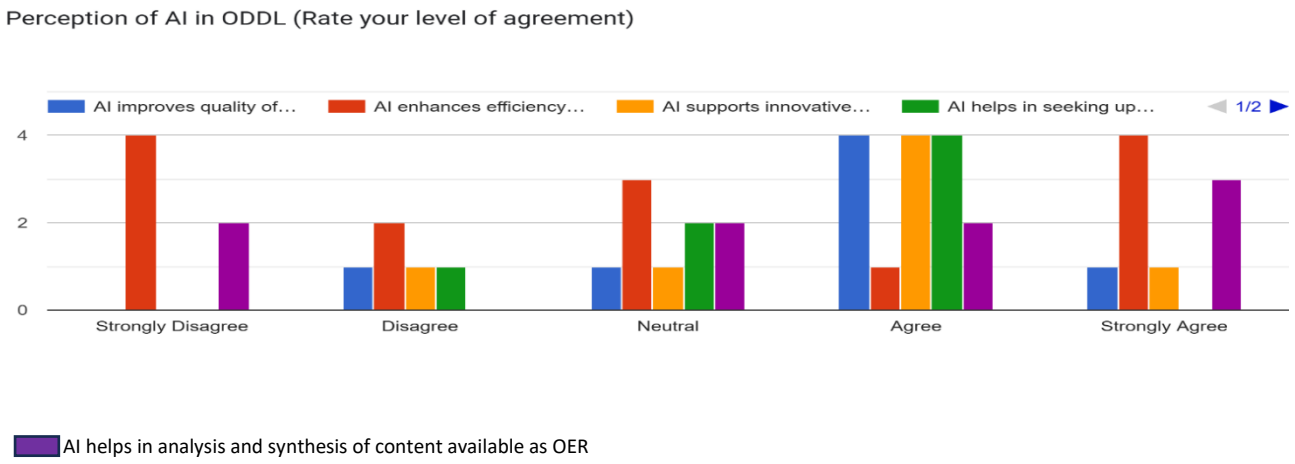


Fig. 7 Perception of AI in ODDL

IV) SUGGESTIONS FOR IMPROVEMENT

a) Challenges faced in using AI tools

The feedback received from Subject Experts indicates that although Artificial Intelligence (AI) has great potential in improving teaching-learning processes in Open, Distance and Digital Learning (ODDL), several challenges still affect its effective use. The majority of respondents agreed that AI supports innovative curriculum design, helps in accessing up-to-date knowledge, and assists in analysing Open Educational Resources (OERs). Despite the positive perception of AI, respondents identified several challenges affecting its effective adoption such as practical and ethical use of AI tools.

The most important challenge faced by the respondents while using AI tools is Ethical concerns **(Fig. 8)** in the form of Plagiarism or misuse (60%), followed by the data privacy concerns (60%), high cost of paid AI platforms (50%), lack of policy (50%), limited access to AI tools (40%), lack of training (40%) and the least being lack of institutional support (20%).

The respondents suggested that these challenges can be addressed through regular training programmes, faculty development workshops, improved digital infrastructure, access to licensed AI tools, and development of ethical guidelines and institutional policies for responsible AI usage. Overall, the findings indicate that proper support systems and awareness are essential for effective and safe integration of AI in ODDL system.

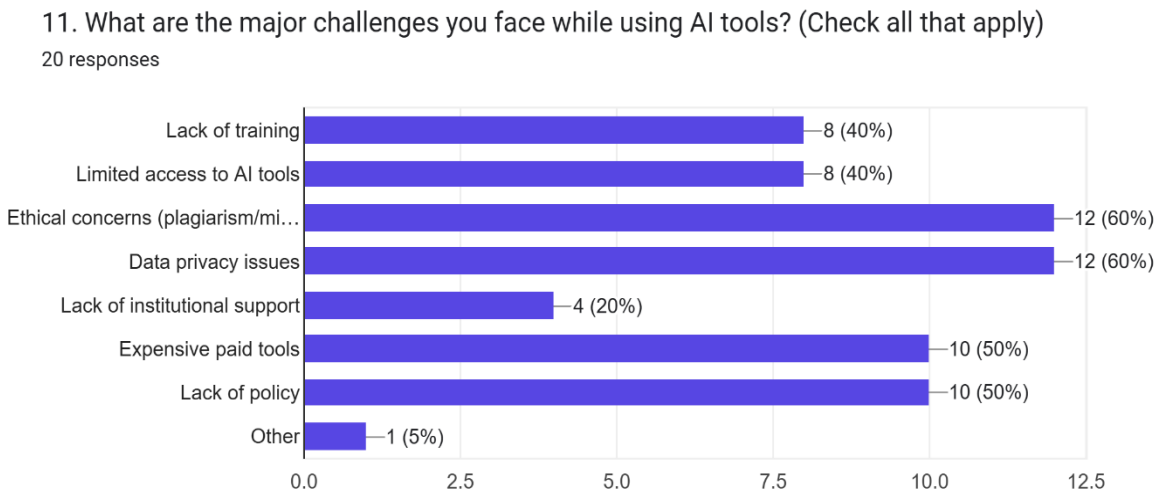


Fig. 8: Challenges Faced in using AI TOOLS

b) Perceived benefits of ai in content development and curriculum design

The following benefits of AI in content development and curriculum design as reported by the respondents were analysed and grouped as under:

- **Efficiency and Productivity:** AI significantly reduces time spent on tasks by quickly gathering information, organizing data, and streamlining the creation of high-quality teaching materials and resources.
- **Content and Curriculum Enhancement:** It supports curriculum development by aligning learning outcomes and instructional activities, identifying gaps, and providing access to global educational frameworks and best practices.
- **Ideation and Innovation:** AI acts as a creative assistant that generates and refines ideas, improves conceptual visualization, and fosters innovation through personalized suggestions.
- **Access to Information:** It serves as a central hub for diverse, up-to-date educational trends and knowledge, making complex materials more accessible and comprehensive.

Specific benefits indicated by the respondents:

- It is good as an assistant. It aids in enhancing the idea generated by individual. It helps in better visualisation of the idea.
- It gathers information from various universities within seconds.
- Help organising ideas and provides good suggestions.
- AI enhances content development by quickly generating high-quality, personalized teaching materials, assessments, and learning resources.
- It supports curriculum design by aligning learning outcomes, instructional activities, and assessments while identifying gaps and improving curriculum coherence.
- It enhances the work quality and save the time.
- It is an Additional resource and gives clarity.

- Availability of Wide range of materials.
- It enhances productivity.
- It adds innovation.
- Make the analysis easy and comprehensive.
- It's quick and gathers every associated knowledge at one place.
- Update regarding the latest educational developments and trends.
- Helps in arranging data, graphics.
- Generating more ideas.
- It supports in the development of content and curriculum design as it enables access to various kinds of curriculum design being followed in top universities, government bodies and institutions across the world.

c) Suggestions for effective AI integration in IGNOU academic processes

The suggestions provided by Subject Experts were analysed and grouped under the following major themes:

- **Strategic Implementation:** Integrate AI to support content development, curriculum design, personalized learning, and administrative efficiency, while maintaining faculty oversight and ensuring AI functions as a supplement rather than a replacement for educators.
- **Governance and Security:** Establish robust ethical guidelines and legal frameworks to protect data privacy and address concerns regarding plagiarism and the public exposure of sensitive information.
- **Capacity Building:** Provide institutional support through the availability of relevant software, the creation of free AI tools for students and faculty, and the implementation of dedicated training courses to ensure educators are proficient in AI integration.

Specific Suggestions:

- Plagiarism and data privacy issues needs to be addressed.
- Use of Quillbot, notebook LM and Claude.
- IGNOU can effectively integrate AI by using it to support content development, curriculum design, personalized learning, automated administrative tasks, and timely student feedback.
- While ensuring faculty oversight. It should also establish clear AI governance, ethical guidelines, regular faculty training, and robust data privacy measures to promote responsible and effective use of AI.
- AI tools should be free for students and teachers.
- There should be some kind of law regarding privacy issue so that right to privacy may be in some extent protected.
- Our data should not be public through AI tools.
- Faculty training in AI integration and institutional support for generating additional resources is a must.
- Yes, AI should be included/Integrated.
- It can streamline distance learning.
- Privacy concerns must be addressed before integration.

- The relevant software's should be made available.
- Conduct courses for teachers in the subject, start dedicated courses too.
- Policy formulation is must.
- AI should be used as a support tool, not as a replacement for teachers. It can improve learning, save time, and make academic services more efficient while maintaining academic integrity.

d) Additional recommendations

The additional comments provided by Subject Experts were grouped under the following major themes

- **Ethical and Regulatory Frameworks:** Establish a national policy on ethical AI use and develop clear institutional guidelines and rules prior to implementation to maintain the integrity of research and decision-making processes.
- **Human Oversight:** Maintain human intervention and ethical supervision at every stage of AI-driven decision-making to ensure accountability and educational sanity.
- **Support and Training:** Provide comprehensive training on relevant software for staff and ensure prompt engagement with subject experts to facilitate effective integration.
- **Resource Access:** Expand institutional support by providing access to advanced AI platforms, such as higher versions of Claude and Perplexity.

Specific Comments:

- Institutions should give access to higher versions of Claude and Perplexity
- Learning AI is fun and quite interesting.
- AI is definitely a better tool for university but some guidelines and rules should be prepared before implementing AI in IGNOU, so that genuine research work can be published.
- AI integration is subject to condition of human ethics.
- Human intervention at every stage of decision-making process by the agentic AI is necessary.
- For ensuring sanity in AI integration, Proper training regarding the relevant software's should be provided and the concerned experts should be invited promptly.
- We should have a national level policy on ethical use of AI.

CONCLUSION AND RECOMMENDATIONS

The responses show that AI is widely seen as a useful support tool for content development and curriculum design. Subject experts believe that it helps save time, improves the quality of academic work, and makes it easier to collect, organize, and analyse information. AI also supports the generation of new ideas, provides access to diverse educational resources, and helps in developing curriculum by referring to national and international best practices. Overall, respondents view AI as a valuable assistant that can enhance academic processes, provided it is used responsibly and under the guidance of educators. At the same time, they expressed concerns about data privacy, plagiarism, and ethical use, highlighting the need for clear policies and human oversight before large-scale implementation.

Based on the feedback following recommendations are proposed

- Integrate AI as a support tool for content development, curriculum design, student learning, and academic administration, while ensuring that faculty remain responsible for all final academic decisions.
- Develop clear institutional policies on the ethical use of AI, with special attention to data privacy, plagiarism, transparency, and academic integrity.
- Provide regular training programmes and capacity-building initiatives so that teachers and academic staff can use AI tools effectively and responsibly.
- Make reliable AI software and platforms accessible to faculty and students to encourage meaningful academic use.
- Establish mechanisms for continuous human review of AI-generated content and decisions to maintain quality, accuracy, and accountability.
- Encourage the use of AI for improving efficiency, creativity, and access to updated educational resources without replacing the role of teachers.
- Strengthen institutional and national guidelines on AI governance to ensure safe, ethical, and responsible adoption across higher education institutions.
- Periodically review AI practices and update policies based on technological developments and the evolving needs of the university.