TEACHERS' FEEDBACK ANALYSIS REPORT (2025-2026)

CENTRE FOR INTERNAL QUALITY ASSURANCE
AND
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TEACHERS' FEEDBACK ANALYSIS REPORT (2025–26)

1. PREAMBLE

Artificial Intelligence (AI) is rapidly transforming the higher education landscape by creating new opportunities for enhancing teaching-learning processes, research, assessment, learner support, and institutional management. The emergence of generative AI tools and intelligent learning systems has opened new possibilities for improving the quality, accessibility, flexibility, and effectiveness of education at all levels. For institutions engaged in Open, Distance and Digital Learning (ODDL), Artificial Intelligence (AI) has the potential to significantly transform teaching, learning, assessment, and administrative processes. AI can enhance learner support services through intelligent tutoring systems, chatbots, and round-the-clock assistance; personalize learning pathways based on individual learner needs and progress; and facilitate the development, translation, adaptation, and updating of educational content. It can also strengthen evidence-based decision-making through advanced data analytics, predictive modelling, and real-time monitoring of learner performance. Furthermore, AI can support early identification of at-risk learners, improve student retention and completion rates, automate routine administrative tasks, enhance accessibility for diverse learner groups, enable multilingual learning environments, support quality assurance mechanisms, and foster innovation in curriculum design and delivery. By leveraging AI responsibly and ethically, ODDL institutions can improve efficiency, inclusiveness, scalability, and the overall quality of education while addressing the evolving needs of learners in a rapidly changing digital ecosystem..

The National Education Policy (NEP) 2020 advocates the integration of emerging technologies, including Artificial Intelligence (AI), to improve the quality, accessibility, and effectiveness of education while fostering innovation and future-readiness within educational institutions. The realization of these objectives depends significantly on the knowledge, skills, and engagement of faculty members, who serve as key enablers of technology-driven transformation. In this context, IGNOU recognizes the need to assess the preparedness, perceptions, experiences, and expectations of its faculty concerning the adoption and use of AI in teaching-learning, research, learner support, and institutional administration. Such insights can inform strategic planning, faculty development initiatives, and policy interventions aimed at harnessing AI for enhancing educational quality, operational efficiency, and learner success.

In this context, a feedback study was conducted among the teachers of the University during the Academic Year 2025–26 to assess their awareness, adoption, and usage of Artificial Intelligence (AI), as well as their perceptions, experiences, challenges, and capacity-building needs related to its application in higher education. The study also sought to gather faculty perspectives on the potential benefits of AI for teaching, learning, research, learner support, and institutional administration, along with recommendations for its effective, ethical, and sustainable integration into ODDL system. The findings are expected to provide valuable insights for formulating strategies, policies, and professional development initiatives that can

facilitate the responsible adoption of AI for enhancing quality, accessibility, and innovation in the University's academic and administrative processes. This Report presents a comprehensive analysis of the responses received from faculty members across the various Schools of Studies of the University. It examines teachers' perceptions, experiences, training needs, and expectations regarding the use of AI in teaching-learning, research, learner support, assessment, and institutional administration.

The observations and recommendations emerging from the study are expected to inform strategic planning and guide future initiatives aimed at the responsible, ethical, and effective integration of AI across the University's academic ecosystem. By leveraging these insights, IGNOU can strengthen its preparedness for technology-enabled education, enhance the quality and efficiency of its academic and learner support services, and foster a culture of innovation and continuous improvement. Ultimately, the findings of this study will contribute to advancing the University's commitment to excellence, inclusivity, and quality in ODDL in alignment with the vision of the National Education Policy (NEP) 2020.

2. METHODOLOGY

The study employed a **mixed-methods research design**, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of the awareness, usage, perceptions, challenges, and training needs of teachers regarding the integration of Artificial Intelligence (AI) in ODDL at IGNOU. The mixed-methods approach facilitated the collection and analysis of numerical data alongside descriptive insights, enabling a more nuanced interpretation of faculty experiences and perspectives.

The study adopted a systematic and structured feedback-based research framework. Data were collected through a specially designed questionnaire that comprised both closed-ended and open-ended items. The instrument was administered to teaching faculty across various Schools of Studies and academic disciplines of the University, ensuring representation from diverse academic backgrounds. The quantitative component captured information on the extent of awareness, frequency of AI usage, perceived benefits, and challenges associated with AI integration, while the qualitative component elicited detailed responses regarding faculty experiences, concerns, expectations, and professional development needs.

The collected data were analysed using appropriate quantitative and qualitative techniques. Quantitative responses were subjected to descriptive statistical analysis to identify patterns and trends, whereas qualitative responses were analysed through thematic analysis to derive meaningful insights into faculty perceptions and recommendations. The integration of findings from both data strands provided a holistic understanding of the current status of AI adoption and capacity-building requirements among IGNOU teachers. The subsequent sections present the objectives of the study, target population, data collection instruments and procedures, and the analytical methods employed in the study.

2.1 OBJECTIVES

The study was conducted with the following objectives:

i. To assess the level of awareness and familiarity of teachers with AI tools used in teaching-learning.
ii. To examine the frequency and areas of AI usage in academic, research, administrative, and learner-support activities.
iii. To understand teachers' perceptions regarding the role and effectiveness of AI in enhancing teaching-learning processes in ODDL.
iv. To identify the challenges and concerns faced by teachers while adopting AI tools.
v. To ascertain training requirements for effective and ethical use of AI in higher education.
vi. To collect suggestions from teachers for promoting responsible and meaningful integration of AI within the University.

2.2 TARGET GROUP

The target population for the study comprised all full-time teachers of IGNOU, including Professors, Associate Professors, and Assistant Professors working across various Schools of Studies.

Out of around 300 teachers , a total of 153 teachers participated in the Study, representing a broad spectrum of disciplines including Sciences, Social Sciences, Humanities, Education, Management, Engineering, Computer Sciences, Law, Social Work, Health Sciences, Vocational Education, Journalism, Agriculture, Tourism Studies, and Interdisciplinary Studies. The diversity of respondents ensures that the findings reflect the perspectives of teachers across the University.

2.3 TOOLS AND TECHNIQUES

Data were collected using a structured online questionnaire titled "Teacher's Feedback Form on AI Integration" (see Annexure I). The questionnaire consisted of six sections:

- **Section A: General Information** (included gender, age group, school of study, designation, teaching experience)
- **Section B: Awareness and Usage of AI Tools** (included awareness of AI tools, familiarity with AI applications, frequency of usage, areas of utilization)
- **Section C: Perception of AI in ODDL** (included Perceived impact of AI on teaching quality, Personalization of learning, Learner engagement, Academic efficiency)
- **Section D: Challenges in Using AI** (included Technological, ethical, institutional and operational challenges)
- **Section E: Training Needs** (Areas where capacity building is required)
- **Section F: Suggestions for Improvement** (included Open-ended responses regarding benefits and future use of AI in ODDL)

The questionnaire included both closed-ended questions and open-ended questions to capture quantitative trends as well as qualitative insights.

2.4 DATA COLLECTION

The tool for data collection (questionnaire) was administered online through Google Forms. An invitation on personal email address of each teacher was circulated among the faculty of IGNOU requesting their voluntary participation. Teachers were informed about the purpose of the Study and assured that the information collected would be used exclusively for academic and quality enhancement purposes. The feedback form remained open for a specified period, enabling teachers from different Schools of Studies to participate.

A total of **153 responses** were received and the same were considered for analysis.

2.5 DATA ANALYSIS

The collected responses were compiled electronically and analysed using descriptive statistical techniques.

- Frequencies and percentages were computed to summarize responses.
- Graphical representations such as pie charts and bar charts were used to illustrate trends and patterns.
- Open-ended responses were subjected to thematic analysis to identify recurring themes focusing on concerns, expectations, and recommendations.

The analysis focused on understanding the extent of AI adoption, teachers' perceptions of its usefulness, challenges encountered, and areas requiring institutional intervention and support.

3. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of feedback received from the teachers of the University regarding the awareness, usage, perceptions, challenges, and training needs related to Artificial Intelligence (AI) in teaching-learning and learner support processes at IGNOU. The findings are based on responses received from faculty members representing different Schools of Studies, academic designations, age groups, and levels of teaching experience.

The results have been organized under thematic areas including the profile of respondents, awareness and usage of AI tools, perceptions of AI integration in Open, Distance and Digital Learning (ODDL), challenges faced in adopting AI technologies, training requirements, and suggestions for improvement. The discussion highlights key trends, opportunities, and concerns emerging from the Study and provides evidence-based insights to support institutional planning, capacity building, and the responsible integration of AI within the University.

3.1 PROFILE OF RESPONDENTS

The teacher feedback study for the Academic Year 2025–26 received responses from 153 faculty members representing various Schools of Studies and academic units of the University. The profile of respondents indicates a balanced and representative participation of faculty members across gender, age groups, academic positions, and teaching experience, thereby enhancing the reliability and validity of the feedback received.

3.1.1 Gender-wise Distribution

The study witnessed nearly equal participation from male and female faculty members.

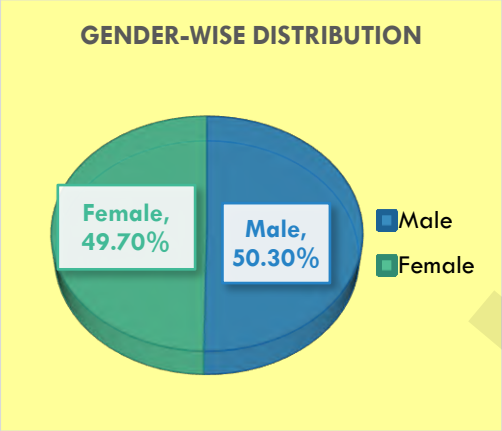


Figure 3.1.1 show the distribution of respondents based on their gender. Of the total respondents, 50.3% were male and 49.7% were female, reflecting balanced gender representation among the respondents.

Figure 3.1.1 Gender-wise distribution

3.1.2 Age-wise Distribution

The age profile of respondents reveals that the majority of faculty members belong to the much-experienced age groups. It is visible in figure 3.1.2 that half of the respondents (50.0%) belongs to the age group of 46–55 years, followed by 24.3% in the 36–45 years age group and 23.0% in the 56 years and above age group. A small proportion of respondents (approximately 2.7%) belong to the 25–35 years age group also.

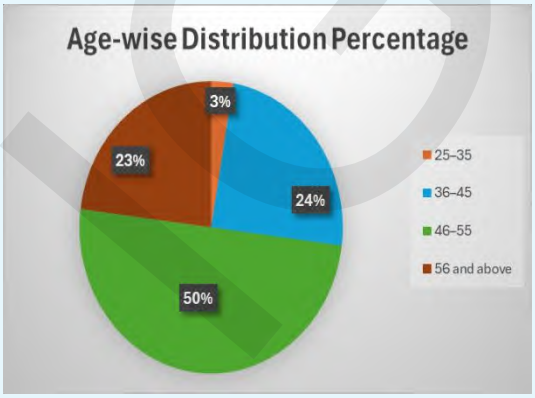


Figure 3.1.2 Age-wise distribution

3.1.3 Designation-wise Distribution



Figure 3.1.3 Designation-wise distribution

Faculty members across all academic positions participated in the Study. Professors constituted the largest category of respondents (50.3%), followed by Assistant Professors (26.5%) and Associate Professors (23.2%). The participation of teachers from different academic levels provides a comprehensive understanding of institutional and academic practices (Figure 3.1.3).

3.1.4 Teaching Experience at IGNOU

The Study responses were predominantly received from experienced faculty members. as reflected in figure 3.1.4. About 40.8% of respondents reported having 10–20 years of teaching experience at IGNOU, while 28.9% had more than 20 years of experience. Faculty members with less than five years and 5–10 years of experience accounted for 21.7% and 8.6% of the respondents, respectively.

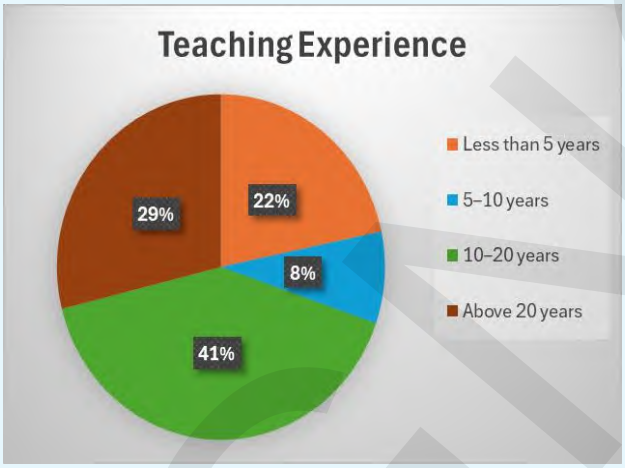


Figure 3.1.4 Teaching experience

The profile of respondents demonstrates that the feedback has been obtained from a diverse and experienced group of teachers representing different academic positions and age groups. The balanced gender representation, substantial teaching experience of respondents, and high level of awareness regarding AI-enabled teaching tools provide a strong foundation for interpreting the findings of the teacher feedback Study and drawing meaningful conclusions for institutional improvement.

3.2 AWARENESS AND USAGE OF AI TOOLS

This section examines teachers' awareness, familiarity, frequency of use, and application of Artificial Intelligence (AI) tools in academic activities. A total of 152 teachers responded to this section of the Study, providing valuable insights into the extent of AI adoption within the teaching-learning ecosystem.

3.2.1 Awareness of AI Tools

The findings reveal an exceptionally high level of awareness of AI technologies among teachers. Nearly all respondents (97.4%) indicated that they were aware of AI tools used in teaching-learning processes, while only a small proportion (2.6%) reported a lack of awareness. (Fig: 3.2.1)

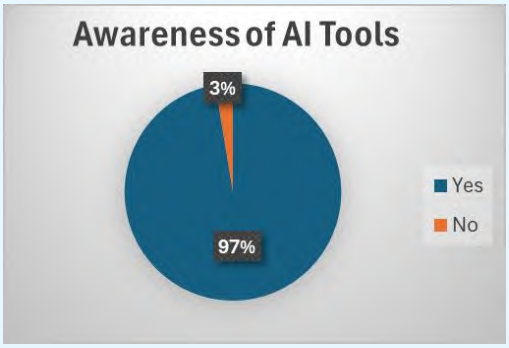


Figure 3.2.1: Awareness of AI Tools in Teaching-Learning

This demonstrates that AI has become a widely recognised component of contemporary academic practice and that faculty members are increasingly becoming familiar with its potential applications in higher education. The overwhelming level of awareness suggests that teachers are well positioned to integrate AI-enabled technologies into academic and administrative functions. The findings indicate a strong foundation for further institutional initiatives related to AI adoption and capacity building.

3.2.2 Familiarity with Different AI Tools

Figure 3.2.2 reflects that among the various AI tools, ChatGPT emerged as the most widely recognised platform, with 96.7% of respondents indicating familiarity with it. This was followed by Gemini (73.5%) and Grammarly (72.8%). Moderate familiarity was observed for Perplexity (45.7%), while awareness of Claude (26.5%), AI-based Learning Management System (LMS) tools (26.5%), and Grok (20.5%) was comparatively lower.

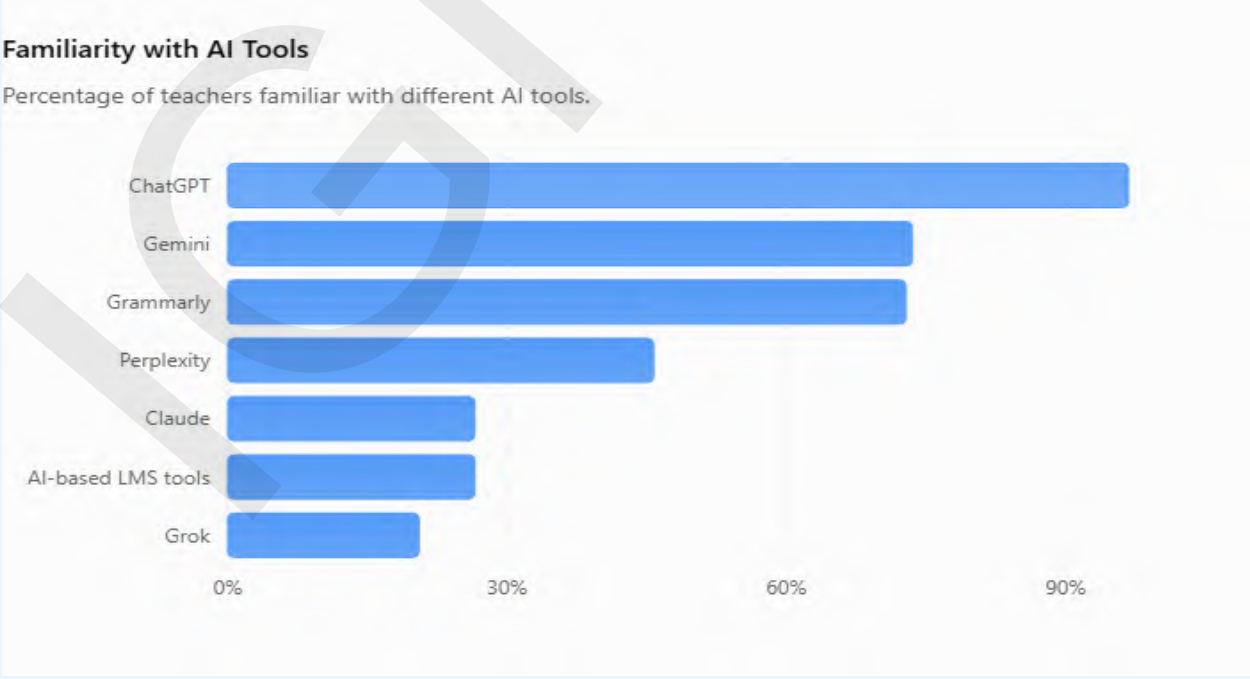


Figure 3.2.2: Familiarity with AI Tools

The results indicate that teachers primarily engage with mainstream generative AI tools that support content creation, writing assistance, and information retrieval. The comparatively lower familiarity with specialised educational AI platforms suggests the need for orientation programmes and hands-on training on emerging AI applications relevant to teaching and learning.

3.2.3 Frequency of AI Usage

The findings indicate that AI tools have become an integral part of academic work for many teachers. Figure 3.2.3 demonstrates that nearly one-third of respondents (31.8%) reported using AI tools on a daily basis. Additionally, 15.9% used them three times a week, and 18.5% used them once a week. However, 21.9% reported using AI tools only rarely, indicating varying levels of integration across faculty members.

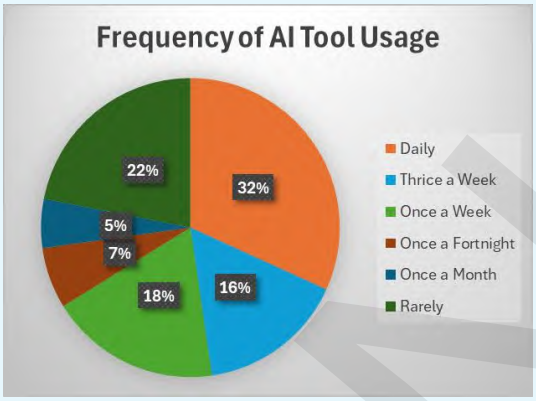


Figure 3.2.3: Frequency of AI Tool Usage

The results suggest that while awareness of AI is nearly universal, the intensity of use differs among teachers. Regular users appear to have incorporated AI into their routine academic activities, whereas a significant proportion may still be exploring its potential or require additional support to integrate AI effectively into their work.

3.2.4 Areas of AI Application

Teachers reported using AI tools across a variety of academic and administrative functions. The most common area of use was content creation, including preparation of notes, presentations, and academic materials (65.5%), followed by editing and language improvement (56.8%). AI was also widely used for creating graphics and visuals (48.0%) and supporting research activities (41.2%). Other applications of AI included administrative work (29.7%), programme and course design (24.3%), learner engagement activities (23.0%), and programme planning (20.3%). Assessment and evaluation emerged as the domain with the lowest level of AI adoption and utilisation among the surveyed teachers , with only 11.5% of respondents reporting the use of AI for these purposes (Fig. 3.2.4).

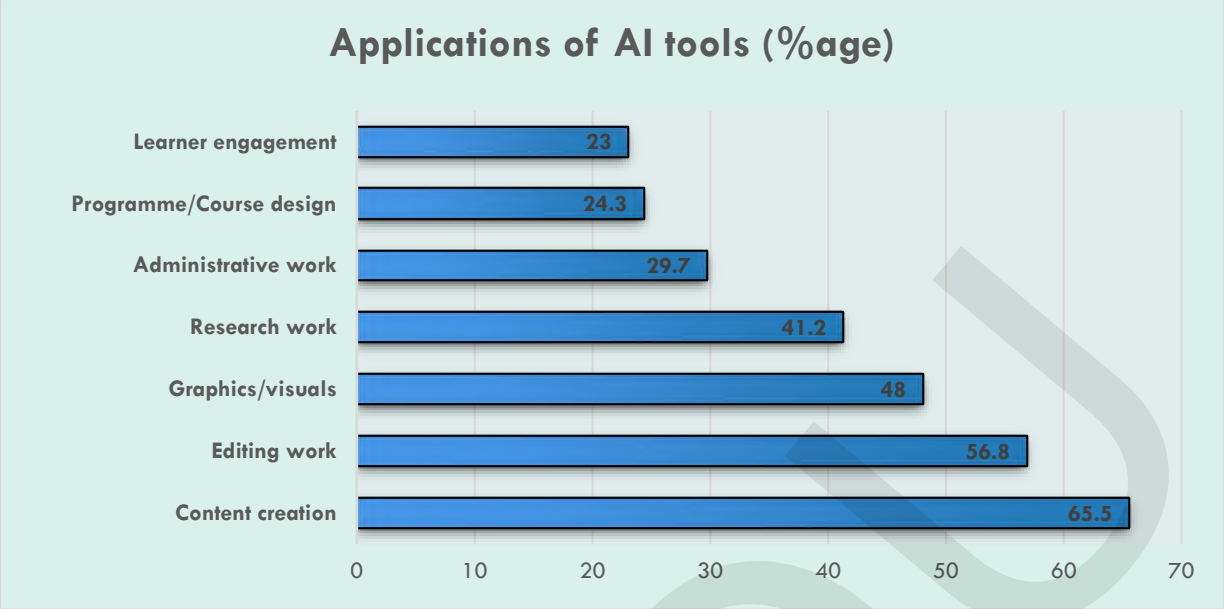


Figure 3.2.4: Areas of AI Tool Usage

The findings suggest that teachers currently use AI predominantly as a productivity-enhancing tool for content development, editing, and research support. The relatively low use of AI in assessment and evaluation highlights an area where targeted training, institutional guidelines, and demonstrations of best practices could encourage more effective and responsible adoption.

In this section, the findings demonstrate that teachers possess a high level of awareness and familiarity with AI technologies, particularly generative AI platforms such as ChatGPT, Gemini, and Grammarly. AI is increasingly being integrated into routine academic activities, especially content creation, editing, research, and visual development. However, the results also reveal opportunities to expand AI usage in pedagogical functions such as assessment, learner engagement, and curriculum planning. These findings underscore the need for continued professional development programmes, institutional support mechanisms, and policy frameworks to promote the effective, ethical, and responsible integration of AI into teaching-learning processes.

3.3 PERCEPTION OF AI IN OPEN, DISTANCE AND DIGITAL LEARNING (ODDL)

To understand teachers' perceptions regarding the role of Artificial Intelligence (AI) in Open Distance and Digital Learning (ODDL), respondents were asked to rate their level of agreement with four statements related to teaching quality, personalized learning, learner engagement, and academic efficiency. The responses indicate an overwhelmingly positive perception of AI among teachers, highlighting its growing acceptance as a valuable educational technology in ODDL environments.

Table 3.3: Teachers' Perception of AI in ODDL

S. No.	Statements regarding AI in ODDL	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	AI enhances the quality of teaching in ODDL.	43 (28.7%)	77 (51.3%)	22 (14.7%)	6 (4.0%)	2 (1.3%)
2	AI helps in personalizing learning for distance learners.	37 (24.7%)	76 (50.7%)	27 (18.0%)	7 (4.7%)	3 (2.0%)
3	AI improves learner engagement in ODDL.	38 (25.3%)	72 (48.0%)	28 (18.7%)	8 (5.3%)	3 (2.0%)
4	AI enhances efficiency in academic tasks.	44 (29.3%)	80 (53.3%)	18 (12.0%)	5 (3.3%)	2 (1.3%)
5	AI supports effective assessment and feedback.	31 (20.7%)	76 (50.7%)	31 (20.7%)	7 (4.7%)	5 (3.3%)

Table 3.3 presents teachers' perceptions of the role and effectiveness of Artificial Intelligence (AI) in enhancing teaching-learning processes in Open Distance and Digital Learning (ODDL). The findings indicate a predominantly positive attitude towards AI integration among the respondents.

A substantial majority of teachers agreed that AI contributes positively to various aspects of ODDL. The statement *"AI enhances efficiency in academic tasks"* received the highest level of agreement, with 82.6% of respondents either strongly agreeing (29.3%) or agreeing (53.3%). This suggests that teachers perceive AI as a valuable tool for improving productivity in activities such as content preparation, information retrieval, administrative work, and academic support.

Similarly, 80.0% of respondents expressed agreement that *AI enhances the quality of teaching in ODDL*, indicating strong confidence in AI's potential to support instructional design, content delivery, and teaching effectiveness. The perception that AI helps in *personalizing learning for distance learners* was also highly endorsed, with 75.4% of respondents agreeing or strongly agreeing. This reflects teachers' recognition of AI's ability to cater to diverse learner needs and learning paces, which is particularly important in distance education settings.

Regarding learner engagement, 73.3% of respondents agreed that *AI improves learner engagement in ODDL*. This finding suggests that teachers acknowledge the role of AI-powered interactive tools, chatbots, adaptive learning systems, and intelligent tutoring applications in promoting active participation and learner motivation.

Although positive perceptions were also observed for the statement *"AI supports effective assessment and feedback,"* the level of agreement (71.4%) was comparatively lower than for other dimensions. Notably, this statement recorded the highest proportion of neutral responses (20.7%), indicating some uncertainty among teachers regarding the reliability, accuracy, or practical implementation of AI-driven assessment systems.

Overall, the results reveal that teachers hold favourable perceptions towards the adoption of AI in ODDL, particularly in enhancing academic efficiency and teaching quality. The relatively low levels of disagreement across all statements (ranging from 4.6% to 8.0%) further reinforce the growing acceptance of AI as a transformative tool for improving teaching-learning processes in distance education.

3.4 CHALLENGES FACED BY TEACHERS IN USING AI TOOLS

The adoption of Artificial Intelligence (AI) in teaching-learning processes offers significant opportunities; however, teachers continue to encounter several challenges that affect its effective integration into academic practices. The responses reveal in Figure 3.4 that ethical concerns related to plagiarism and misuse of AI tools constitute the most prominent challenge, reported by 87.9% (123) of the respondents. This indicates widespread apprehension among teachers regarding the authenticity of academic work, potential over-reliance on AI-generated content, and the possibility of misuse by learners and educators. Such concerns underscore the importance of establishing ethical guidelines and promoting responsible AI usage within educational institutions.

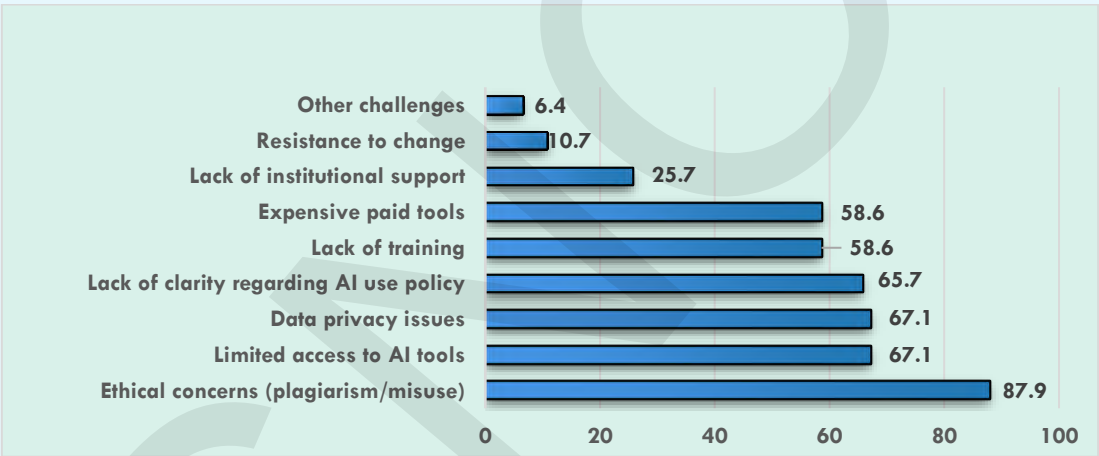


Figure 3.4: Challenges Faced by Teachers in Using AI Tools

A substantial proportion of teachers also identified limited access to AI tools (67.1%) and data privacy issues (67.1%) as major barriers. These findings suggest that despite growing awareness of AI applications, access to premium tools and concerns about the security and confidentiality of institutional and learner data remain significant obstacles. Similarly, 65.7% of respondents reported a lack of clarity regarding AI use policies, highlighting the need for comprehensive institutional frameworks that clearly define acceptable practices, responsibilities, and limitations associated with AI adoption.

More than half of the respondents indicated lack of training (58.6%) and the high cost of paid AI tools (58.6%) as challenges. This reflects a need for structured capacity-building programmes and institutional support to enhance teachers' competencies in using AI effectively. The financial burden associated with subscription-based AI platforms may also limit their widespread adoption, particularly in publicly funded educational settings.

In comparison, fewer respondents cited lack of institutional support (25.7%) and resistance to change (10.7%) as concerns. This suggests that while institutional encouragement exists to some extent, teachers require more practical support mechanisms, including training opportunities, access to resources, and policy guidance. Only 6.4% of respondents reported other challenges, indicating that the identified issues capture the major barriers faced by teachers.

Overall, the findings suggest that successful AI integration in Open and Distance Learning (ODL) requires a multifaceted approach involving ethical governance, clear institutional policies, enhanced access to AI tools, professional development initiatives, and robust data protection measures. Addressing these challenges will help create an enabling environment for the effective and responsible use of AI in teaching, learning, assessment, and learner support services.

3.5 TRAINING NEEDS

Teachers were asked to identify the areas in which they require training for the effective integration and use of Artificial Intelligence (AI) in their professional activities. Since respondents could select multiple options, the frequencies represent the number of teachers who expressed a need for training in each area. Analysis of the responses indicates a strong demand for capacity-building initiatives across all AI-related domains (Figure 3.5).

The findings reveal that Ethical Use of AI emerged as the most sought-after training area, with nearly four-fifths (79.6%) of the teachers expressing a need for guidance. This indicates a growing awareness among faculty regarding issues such as academic integrity, data privacy, transparency, bias, and responsible use of AI in educational settings. The high demand for training in AI-based student support systems (71.7%) suggests that teachers recognize the potential of AI-driven tools in enhancing learner support, counselling, and personalized assistance in the Open, Distance and Digital Learning (ODDL) environment.

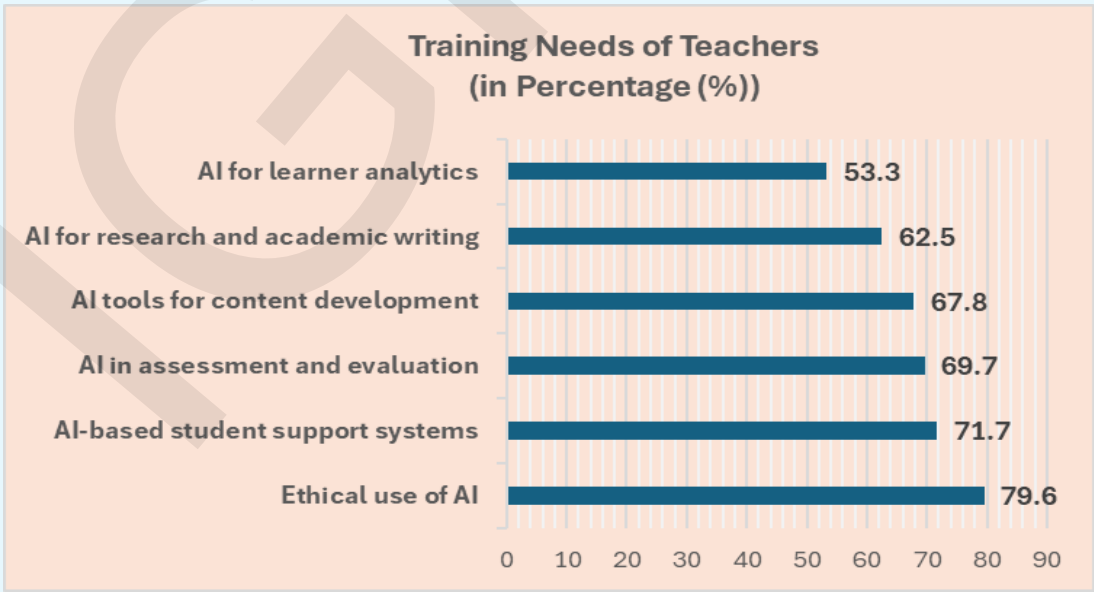


Figure 3.5: Training Needs of Teachers for Effective AI Integration in ODDL

Similarly, substantial proportions of respondents identified the need for training in AI in assessment and evaluation (69.7%) and AI tools for content development (67.8%), reflecting the increasing relevance of AI in designing learning materials, generating assessments, and improving teaching efficiency. More than three-fifths (62.5%) also sought training in AI for research and academic writing, indicating interest in leveraging AI for literature review, academic writing, and research productivity. Although comparatively lower, over half of the respondents (53.3%) expressed a need for training in AI for learner analytics, highlighting the importance of developing competencies in analysing learner data and monitoring student progress. Overall, the results demonstrate a clear requirement for structured and comprehensive AI training programmes that address both pedagogical applications and ethical considerations to support effective AI integration in ODDL.

The findings clearly indicate that teachers recognize the transformative potential of Artificial Intelligence in enhancing various dimensions of ODDL and are keen to strengthen their competencies for its effective adoption. The high demand for training across areas such as ethical use of AI, student support systems, assessment and evaluation, content development, research, and learner analytics reflect a proactive attitude towards integrating AI into academic practice. At the same time, the prominence of ethical concerns highlights the need for responsible and informed use of AI technologies in education. Overall, the results suggest that while teachers are receptive to leveraging AI for improving teaching-learning processes, they require structured training and institutional support to develop the necessary knowledge and skills. Therefore, targeted faculty development programmes focusing on both technical applications and ethical considerations of AI will be essential for fostering effective, responsible, and sustainable AI integration in the ODDL ecosystem.

3.6 SUGGESTIONS FOR EFFECTIVE INTEGRATION OF AI IN IGNOU'S ODDL SYSTEM

The suggestions provided by teachers were analysed and grouped into major thematic areas. The findings indicate that teachers support the integration of AI in IGNOU's ODDL system but emphasize the need for adequate training, policy support, infrastructure, and ethical safeguards.

1. Capacity Building and Continuous Training

The most frequently suggested requirement was the organization of regular training programmes, workshops, seminars, and hands-on sessions for faculty, academic counsellors, administrative staff, and learners. Respondents emphasized that effective AI adoption depends on developing AI literacy, practical skills, and awareness of emerging AI tools and applications. Continuous professional development initiatives were considered essential for successful implementation.

2. Development of an Institutional AI Policy and Ethical Framework

Many teachers highlighted the need for a comprehensive AI policy for IGNOU. Such a policy should provide clear guidelines on acceptable AI usage, academic integrity, plagiarism prevention, data privacy, transparency, copyright issues, and responsible use

of AI in teaching, research, assessment, and administration. Ethical safeguards and human oversight were strongly recommended.

3. Establishment of AI-Powered Learner Support Systems

A significant number of respondents suggested introducing AI-driven learner support services, including chatbots, virtual assistants, and intelligent tutoring systems. These systems could provide 24×7 support for admissions, examinations, assignments, counselling, and academic queries, thereby improving learner satisfaction and reducing response time.

4. Personalized Learning and Adaptive Learning Pathways

Teachers recommended integrating AI-based personalized learning systems capable of adapting content, pace, and learning pathways according to individual learner needs. Such systems could enhance learner engagement, improve retention, and support diverse learner groups, including those from remote and disadvantaged backgrounds.

5. Integration of AI with Existing Digital Platforms

Several respondents suggested embedding AI functionalities within IGNOU's existing digital infrastructure, including eGyankosh, SWAYAM, LMS platforms, and online programme portals. AI integration could facilitate content discovery, personalized recommendations, automated support, and improved learning analytics.

6. AI-Enabled Assessment and Feedback Mechanisms

Teachers recommended utilizing AI for assignment generation, automated evaluation of objective assessments, instant feedback, question paper development, MCQ generation, and learner performance analysis. However, respondents emphasized that human oversight should remain an integral component of assessment processes.

7. Strengthening Content Development and Curriculum Updating

Many respondents viewed AI as a valuable tool for content creation, language editing, translation, multimedia development, presentation design, and updating course materials. AI-assisted content development could help ensure that learning resources remain current, relevant, and learner-friendly.

8. Provision of Licensed AI Tools and Technological Infrastructure

Several teachers suggested that IGNOU should provide institutional access to premium AI tools and software through centrally funded licenses. Adequate technological infrastructure, upgraded systems, and dedicated AI platforms were considered necessary to maximize the benefits of AI adoption.

9. Multilingual and Inclusive Learning Support

Respondents highlighted the importance of AI-powered multilingual translation, speech-to-text, text-to-speech, captioning, and accessibility features. Such initiatives would support learners from diverse linguistic backgrounds, persons with disabilities, and students from rural and remote regions.

10. Data Analytics and Early Intervention Systems

Teachers recommended the use of AI-driven learning analytics to monitor learner progress, identify at-risk students, predict dropout tendencies, and provide timely academic interventions. Such systems could contribute significantly to learner retention and success.

11. Pilot Projects and Phased Implementation

Several respondents advised adopting a phased approach to AI integration through pilot projects, experimentation, and evaluation before large-scale implementation. This would help identify challenges, assess effectiveness, and ensure sustainable adoption.

12. Human-Centred Approach to AI Adoption

A recurring theme across responses was that AI should complement rather than replace teachers. Respondents advocated a "High-Tech, High-Touch" model in which AI supports routine tasks, personalization, and scalability, while educators continue to provide mentorship, academic judgement, emotional support, and quality assurance.

13. Promotion of Research and Innovation in AI-Enabled ODDL

Teachers suggested encouraging institutional research on AI applications in Open Distance and Digital Learning, creating knowledge repositories, organizing brainstorming sessions, AI summits, hackathons, and fostering innovation in AI-supported teaching-learning practices.

The feedback indicates a strong willingness among teachers to embrace AI-driven transformation in ODDL. Future efforts should focus on developing institutional policies, strengthening capacity building, establishing AI-enabled learner support systems, ensuring ethical and secure implementation, and integrating AI across academic, administrative, and learner-support functions. A strategic and inclusive approach to AI adoption can significantly enhance the quality, accessibility, personalization, and effectiveness of IGNOU's Open, Distance and Digital Learning ecosystem.

4. CONCLUSION

The Teachers' Feedback Study on AI Integration in IGNOU's ODDL system provides valuable insights into faculty awareness, usage patterns, perceptions, challenges, training needs, and expectations regarding Artificial Intelligence. The findings reveal that teachers possess a high

level of awareness and familiarity with AI technologies, particularly generative AI tools such as ChatGPT, Gemini, and Grammarly, and are increasingly incorporating them into academic activities such as content development, editing, research, and learner support. Teachers also expressed overwhelmingly positive perceptions regarding the potential of AI to enhance teaching quality, personalize learning, improve learner engagement, and increase efficiency in academic tasks.

At the same time, the study highlights several challenges that need to be addressed for effective and responsible AI adoption. Ethical concerns related to plagiarism and misuse of AI, data privacy issues, limited access to advanced AI tools, lack of training, and the absence of clear institutional guidelines emerged as significant barriers. These concerns underscore the need for a balanced approach that leverages the benefits of AI while safeguarding academic integrity, transparency, and learner interests.

The findings further indicate a strong demand for capacity-building initiatives, particularly in the areas of ethical use of AI, AI-enabled learner support, assessment and evaluation, content development, research, and learner analytics. Teachers emphasized the importance of institutional support through structured training programmes, access to licensed AI tools, policy frameworks, and robust technological infrastructure. They also advocated for a human-centred approach in which AI complements rather than replaces the role of educators.

Overall, the feedback reflects a positive, receptive, and forward-looking attitude among faculty members towards the adoption of Artificial Intelligence (AI) in higher education. The findings indicate a growing awareness of AI's potential to transform teaching-learning processes, enhance learner support services, improve academic administration, strengthen quality assurance mechanisms, and foster innovation across the University's academic ecosystem.

The study suggests that IGNOU is well-positioned to leverage the transformative capabilities of AI to further enrich the Open, Distance and Digital Learning (ODDL) experience. At the same time, it underscores the need for a strategic, ethical, inclusive, and phased approach to AI integration, supported by robust institutional policies, adequate technological infrastructure, targeted capacity-building programmes, and continuous monitoring and evaluation. Such an approach will be critical to maximizing the benefits of AI while ensuring responsible use and safeguarding the core values of accessibility, equity, quality, transparency, and learner-centricity that are fundamental to the ODDL system.

By embracing these opportunities and addressing the associated challenges proactively, IGNOU can further strengthen its position as a pioneer in technology-enabled education. The effective integration of AI has the potential to enhance the quality, efficiency, inclusiveness, and scalability of educational services, thereby reinforcing the University's leadership in Open, Distance and Digital Learning and contributing significantly to the advancement of higher education in India and beyond.

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