INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF HEALTH SCIENCES

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTS (YEAR: 2025-2026)

Feedback form was designed by CIQA, IGNOU to collect valuable views of subject experts on the integration and use of Artificial Intelligence (AI) in the Teaching–Learning Process in Open, Distance and Digital Learning (ODDL) at IGNOU. The format provided by CIQA was converted into Google Form at SOHS to collect feedback from various subject experts involved in programmes of SOHS in year 2025-26. Link was shared with all the experts with following background on 13/05/2025.

IGNOU is actively transitioning into an "Agentic AI University" to modernize distance learning. 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. Expert responses will help the University in strengthening quality teaching practices and effective adoption of AI-enabled educational tools.

A total of 47 responses received from the subject experts till 14 June 2026.

Summary of the Feedback from Subject Experts is given below:

Section - A Section A: General Information

1. Name (Optional): Out of 47 responses following (33) experts have filled their name as it was optional:

Name of Experts	Name of Experts
1. Dhikhil .C D 2. Dr. Vijay Rai 3. Harindar Goyal 4. Samta Soni 5. Sonia Chauhan 6. Rita Laishram 7. Neelam Narula 8. Poonam 9. Dr Lt Col Ashutosh Ojha 10. Lalit Maini 11. Dr. Vandana Bhattacharya 12. Alka Ganesh 13. Dr Anandhi Ramachandran 14. Dr. Atul Bhargava 15. Dr MM Singh 16. Anupam Sahu 17. Dr Brijesh Singh	18. Lt Col (Dr) Kushagra Patel 19. Hitesh Aggarwal 20. Amit Kumar 21. Brig. S K Patnaik 22. Prof. S. Ananth Bhandary 23. Diptendu Sengupta 24. Dr. Vijay Kumar Singh 25. Tarapranav Bhattacharya 26. Dr. Asim Kulshrestha 27. Anand 28. Dr. Meena Gupta 29. Nidhi Bhatnagar 30. Bhanu 31. Madhavi Verma 32. Prof Sanjiv Kumar 33. Dr Dabendra Nath Karan

2. Discipline/Subject Area:

Health Sciences: A majority of respondents 59.6% (28) are from disciplines related to healthcare, including Hospital Administration, Healthcare Management, and various subspecialties like Community Medicine, Geriatric Medicine, Digital Health, Public Health, and Nuclear Medicine.

Nursing Sciences: A significant number of responses 23.4% (11) are from various Nursing specialities i.e. General Nursing, Obstetrical Nursing, Medical Surgical Nursing, Nursing Administration, and Nursing Foundation.

Yoga: Few responses 17% (8) are from Yoga Studies/Teacher/Science, and social work, development studies and CSR.

Following figure 1 depicts the various subject areas the experts belong to. In few cases one expert is involved in more than one programme as per information received.

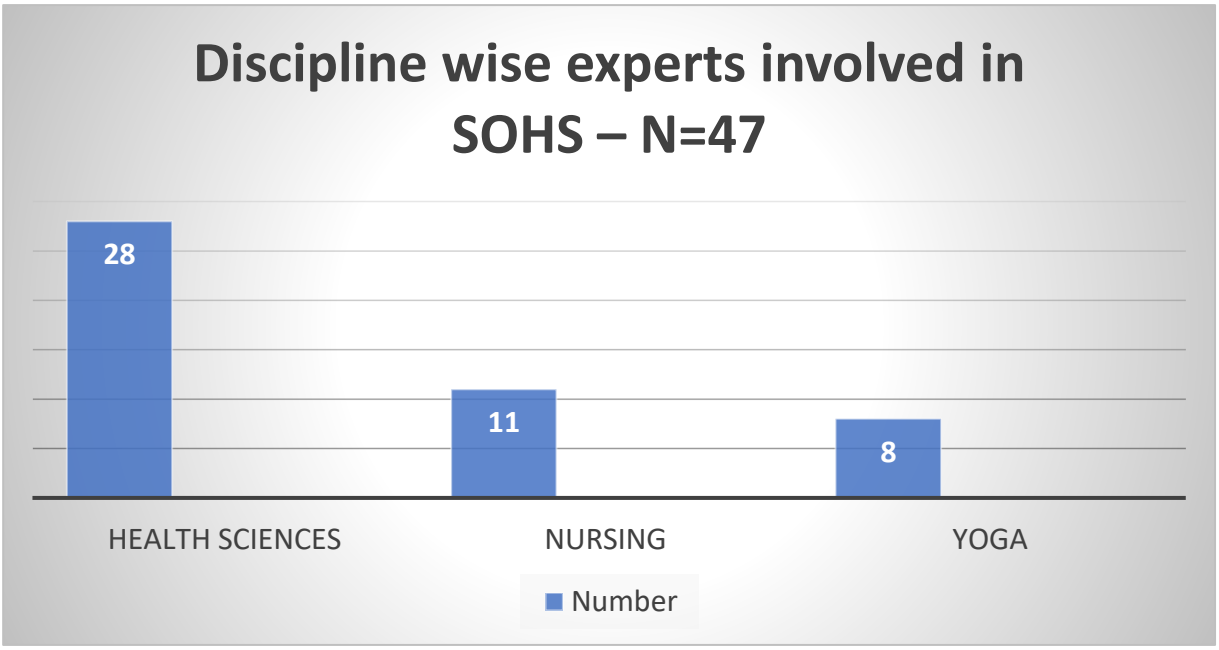


Fig 1: Bar graph of Discipline/Subject area from which experts are involved in programmes

3. Name of the Programme (s) experts are associated with:

Subject experts who are presently involved with SOHS in revising programmes or writing units or editing units or Academic Counsellors for various programmes were requested for feedback. Responses were received from the subject experts involved in PhD Nursing, MBAHCHM, BSc. (N)PB, PGDGM, PGDHHM, PGDMCH, PGCMDM, Qualification Pack – Nurse Manager/ DNA, DCCN, CCH, CGHC, CPY, CHCWM, CHBHC, CMCHN, CNIN, CFAID, CAHC and Swayam Lifestyle and Non-Communicable Diseases.

As one expert is involved in more than one programme and more than one activity therefore total 54 responses received from experts involved in health sciences discipline programmes and total 34 responses received from experts involvement in nursing discipline programmes as highlighted in following figure 2, 3, and 4.

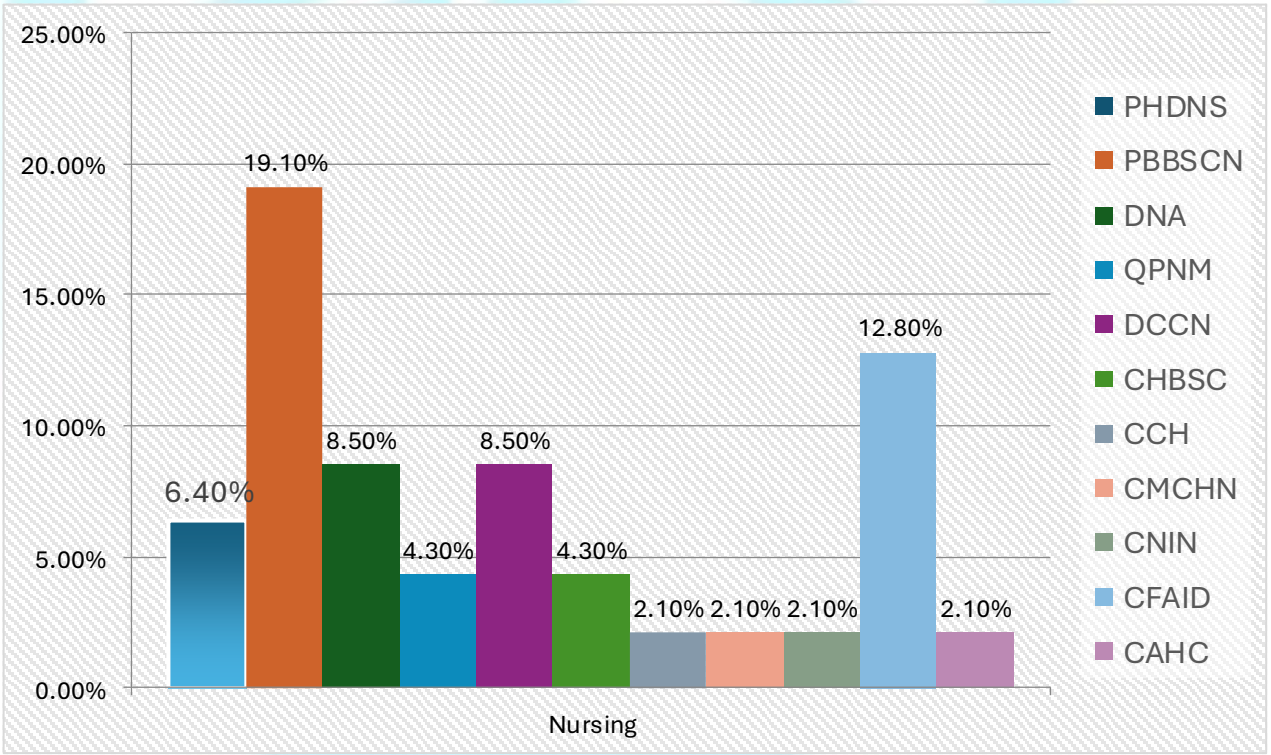


Fig 2: Bar graph of nursing programmes in which experts are involved

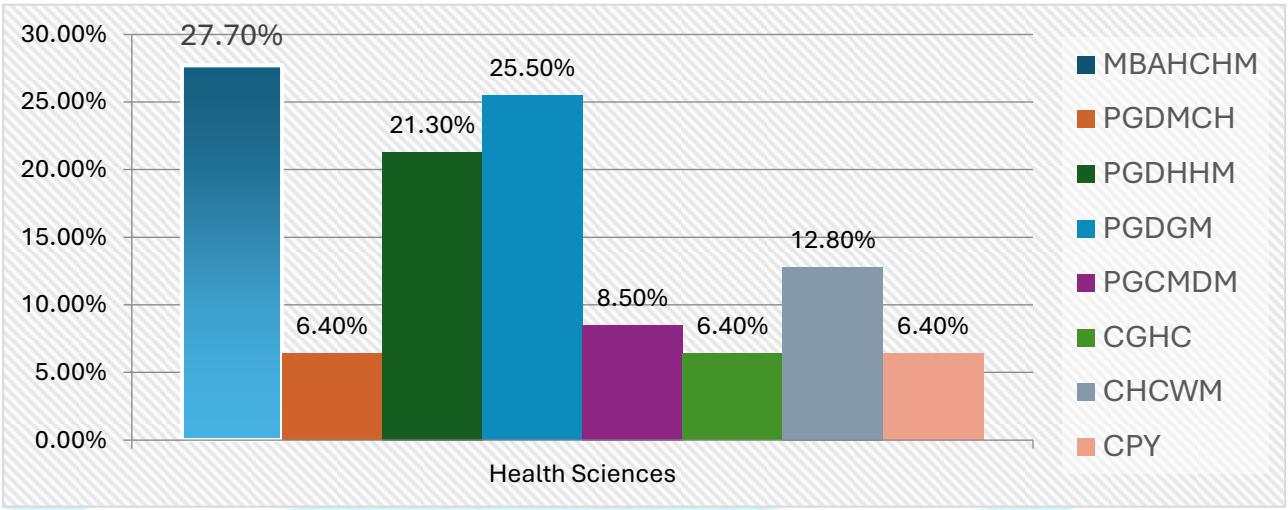


Fig 3: Bar graph of health sciences programmes in which experts are involved

4. Role/ activities, experts performed /associated with (tick all applicable)

Out of 47 expert's majority (68.1%) were involved in Unit Writer and (46.8 %) were involved in Expert Committee Member. Rest was involved as content editor, paper setter, evaluator, moderator, translator and any other as academic counsellors.

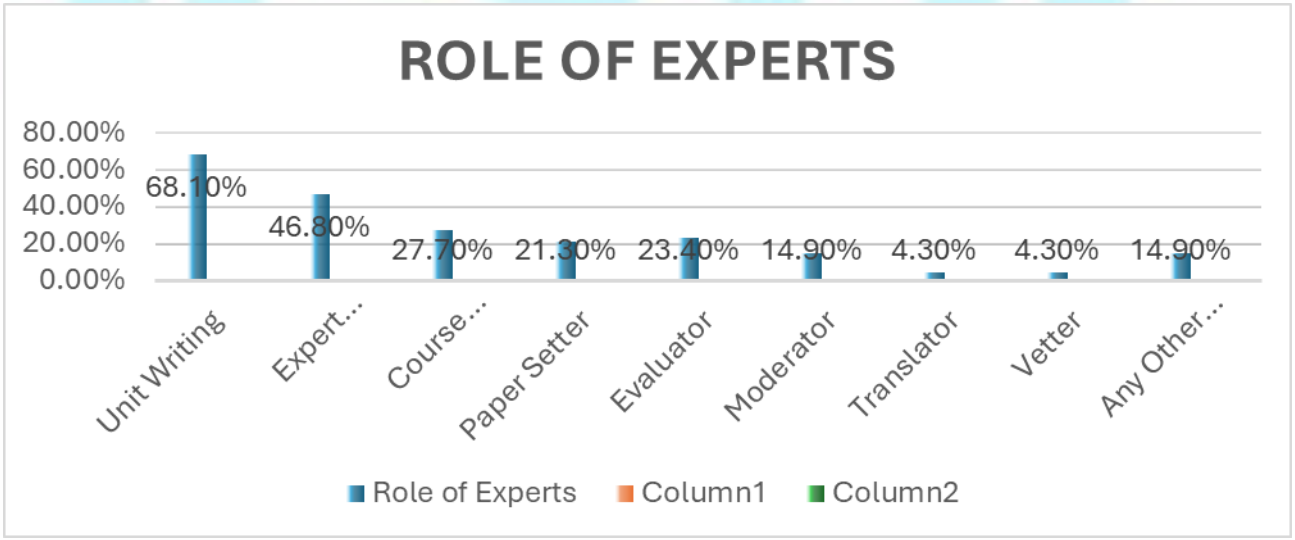


Fig. 4 -Bar graph Role/activities experts performed as an expert /associated with SOHS

5.Duration of Association with IGNOU

Majority of the experts (61.7%) had more than 5 years' experience / association with SOHS.

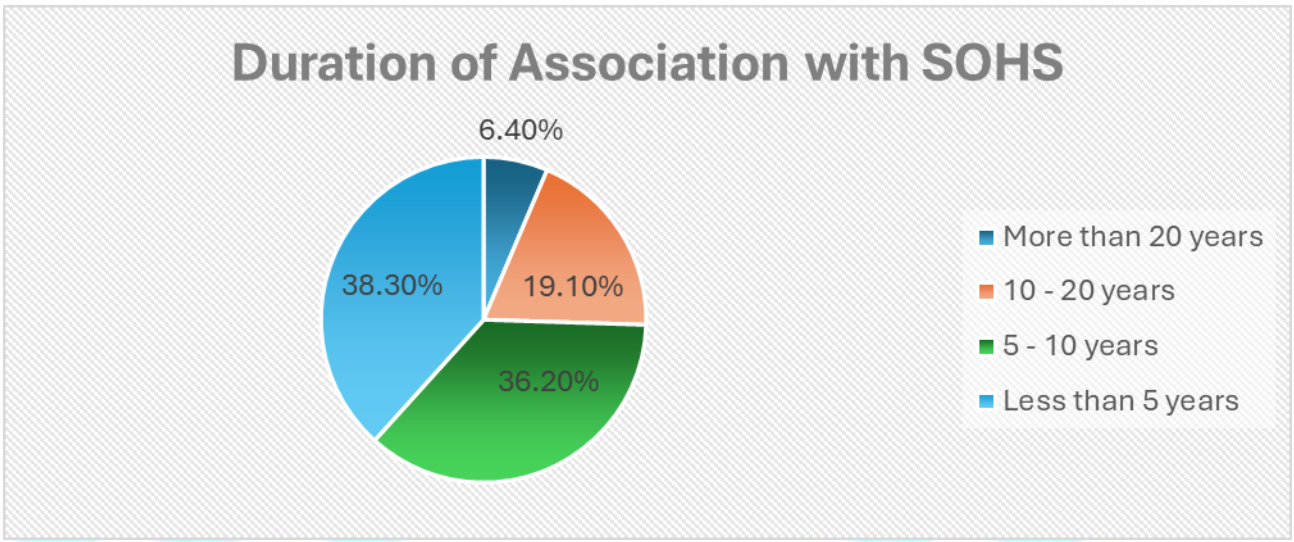


Fig. 5: Pie Graph of Duration of Association of experts with the SOHS

Section B: Awareness and Usage of AI Tools

Statement wise feedback:

5 Statement: 1. Are you aware of Artificial Intelligence (AI) tools used in teaching-learning?

Majority of the experts i.e. 97.9% are aware of AI tools used in teaching-learning.

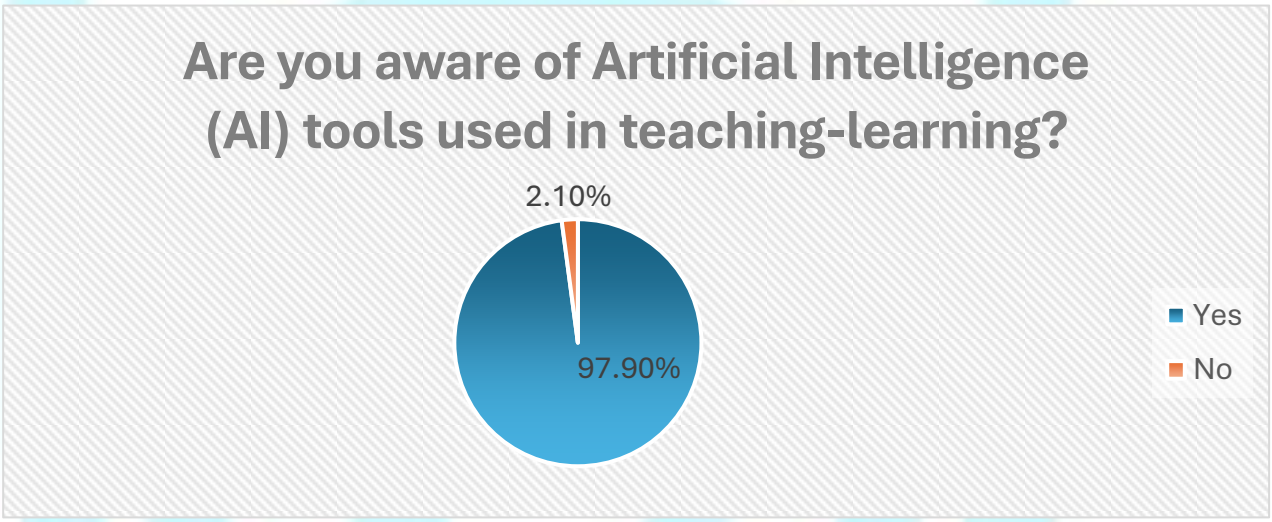


Fig. 6: Pie Graph Aawareness about Artificial Intelligence (AI) tools used in teaching-learning among experts of SOHS programmes

5(a) Statement: 2. Which AI tools are you familiar with? (Check all whichever is applicable from list)

Majority of the expert are familiar with Chat GPT, Gemini, Grammarly and few are familiar with other AI tools.

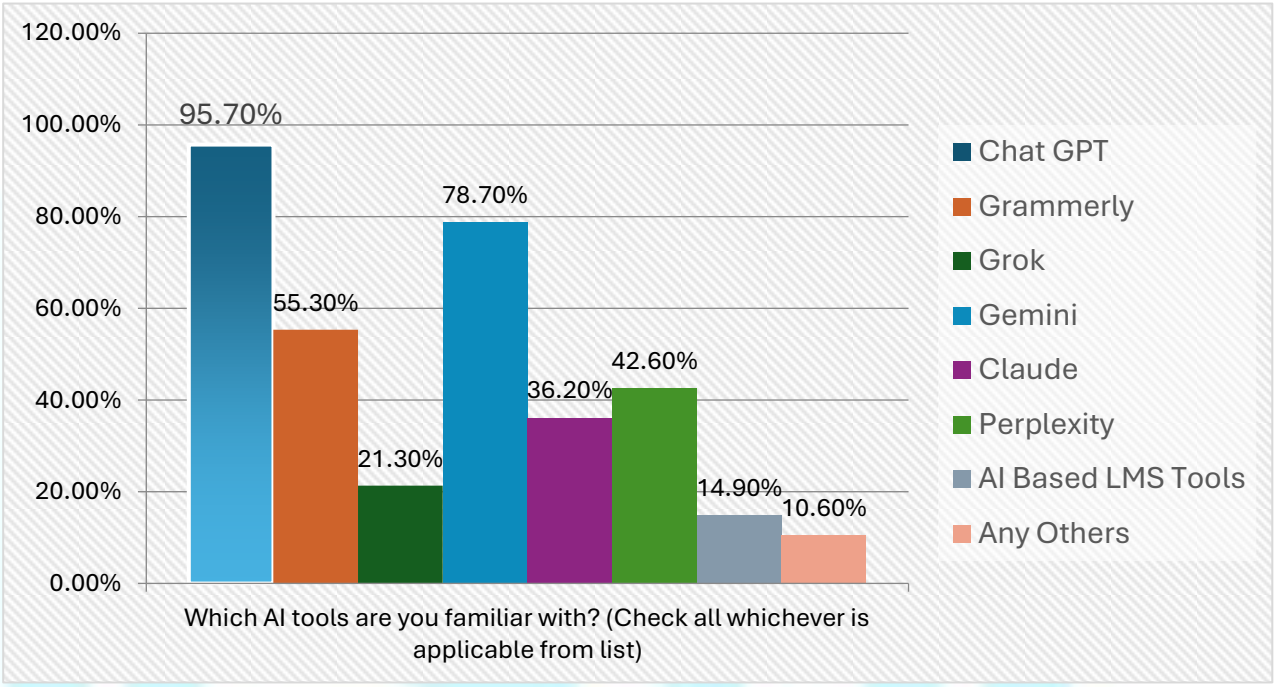


Fig. 7: Bar graph for familiarity of experts with which AI tools

5 (b). How frequently do you use AI tools for your academic work?

Majority of experts (38.3%) used AI tools for academic work on daily basis however most of the experts used once(23.4 %) and thrice(21.3%) a week. Finding depicts that experts are using Artificial Intelligence (AI) tools used in teaching-learning.

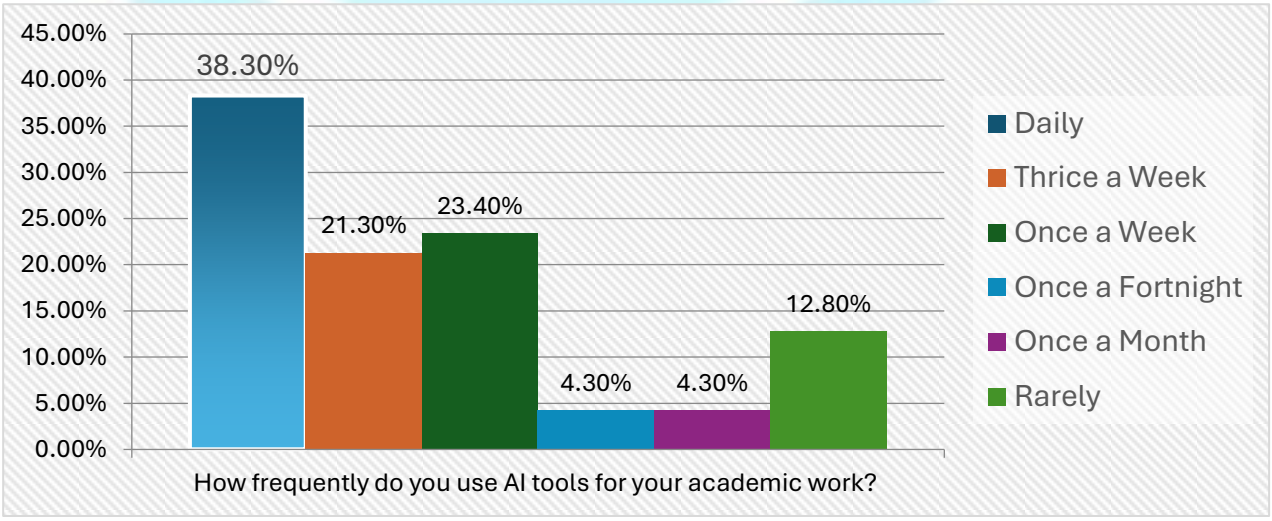


Fig. 8: Bar graph for frequency of use of AI tools for academic work by experts

5c. In which areas do you use AI tools? (Check all whichever is applicable)

Majority of experts (72.3%) used AI tools for content development however most of the experts (61.7%) used for content editing and (51.1%) for Plagiarism checking and Creating graphics (48.9 %).

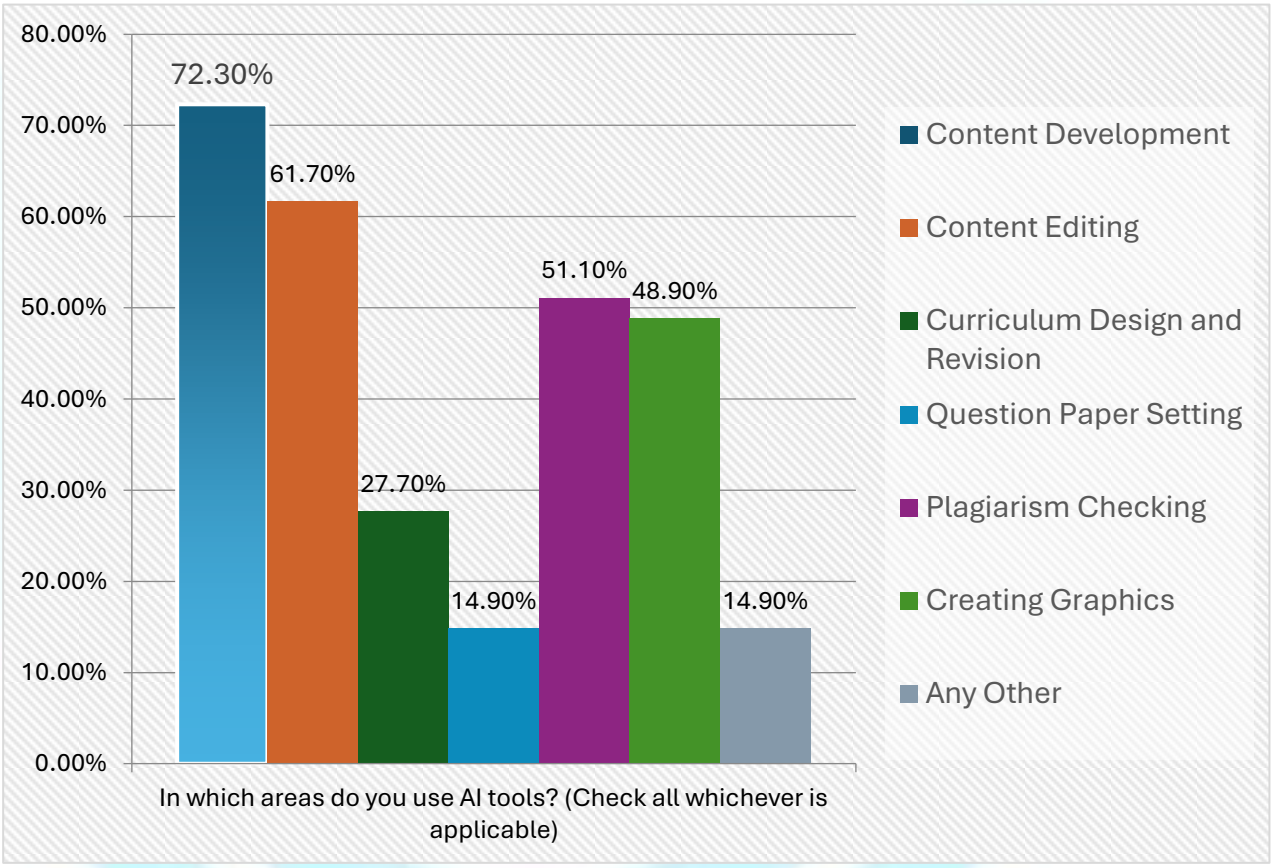


Fig. 9: Bar Graph for areas/activities in which AI tools used by experts

Section C: Perception of AI in ODDL; Statement wise feedback

6. AI improves quality of Self Learning Material (Print +Digital content)

Majority of experts (91.50%) perceive that AI can improve the quality of SLM.

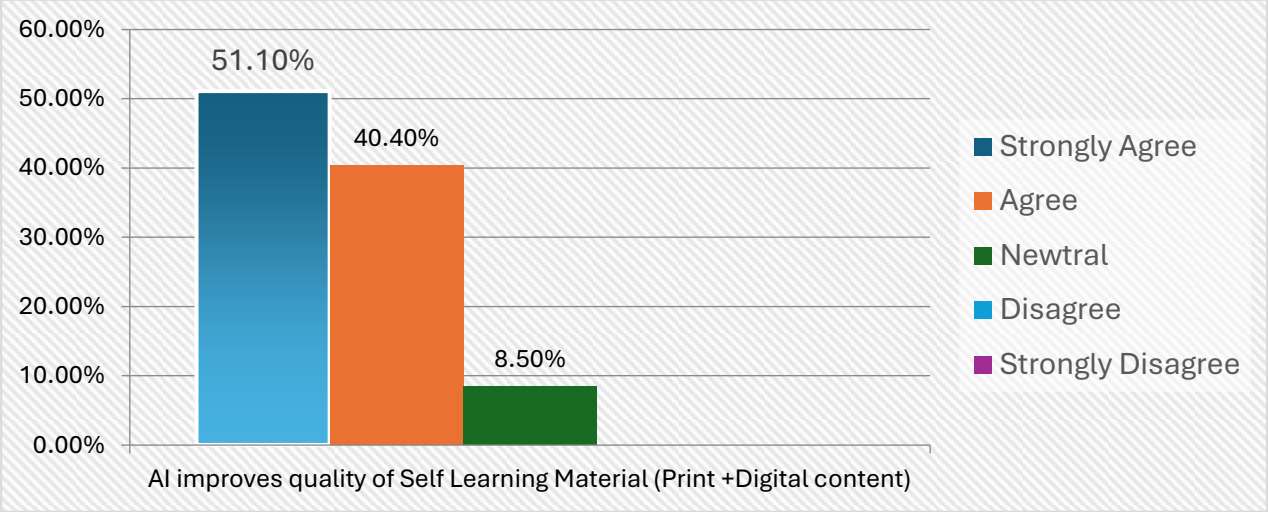


Fig. 10: Bar Graph for perception of experts: AI improves quality of SLM

7. AI enhances efficiency in content development

Majority of experts (91.50%) agreed that AI enhances efficiency in content development.

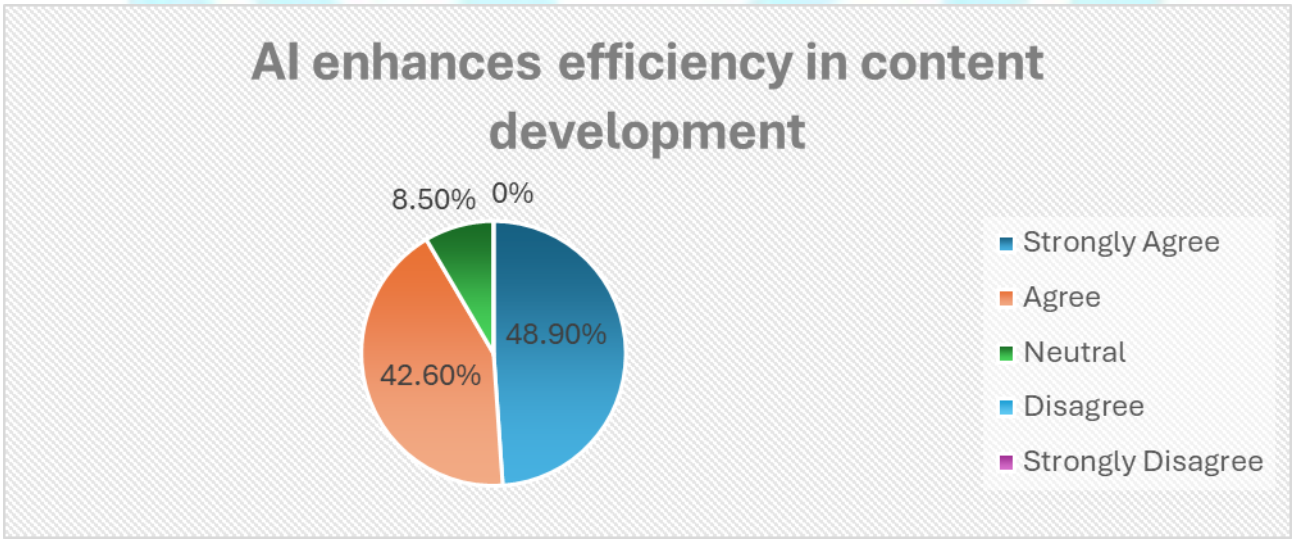


Fig 11: Pie Graph for opinion of experts that AI enhances efficiency in content development

8. AI supports innovative curriculum design

Majority of experts (80.9%) agreed that AI supports innovative curriculum design however 2.1 % disagrees.

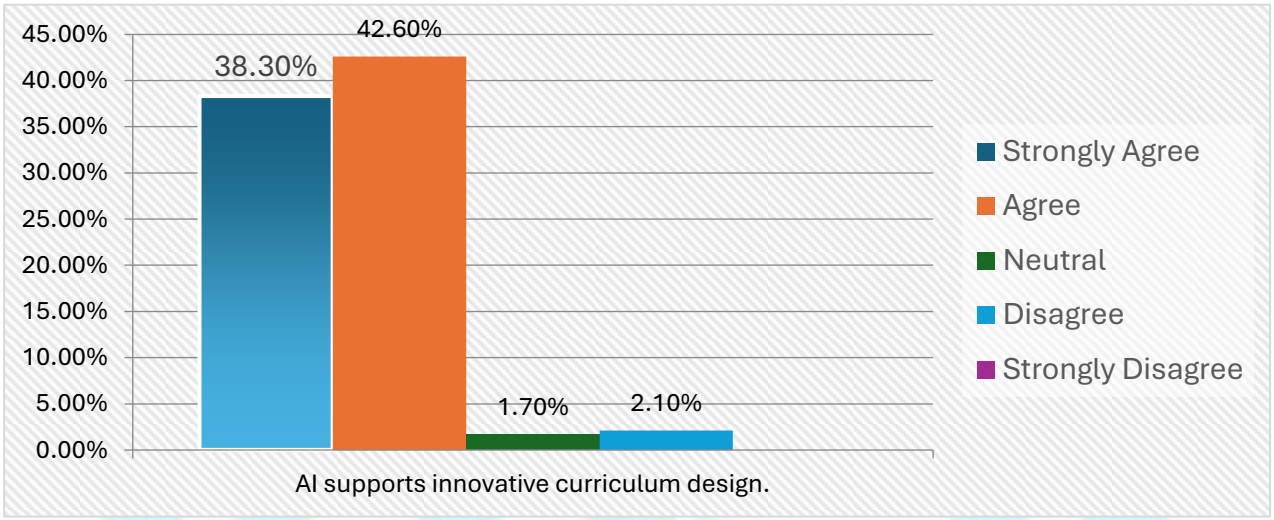


Fig 12: Bar Graph for opinion of experts that AI supports innovative curriculum design

9. AI helps in seeking updated knowledge in your area of expertise

Majority of experts (89.3 %) agreed that AI helps in seeking updated knowledge in the area of expertise however 2.1 % disagreed.

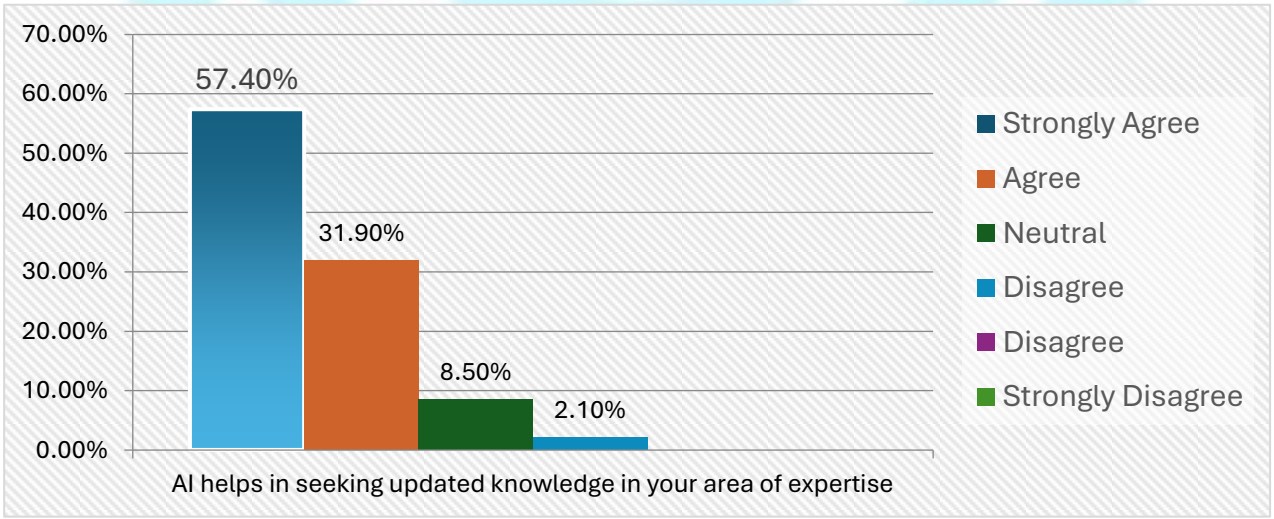


Fig 13: Bar Graph for opinion of experts that AI supports innovative curriculum design

10. AI helps in analysis and synthesis of content available as open educational resources

Majority of experts (89.4%) agreed that AI helps in analysis and synthesis of content available as open educational resources.

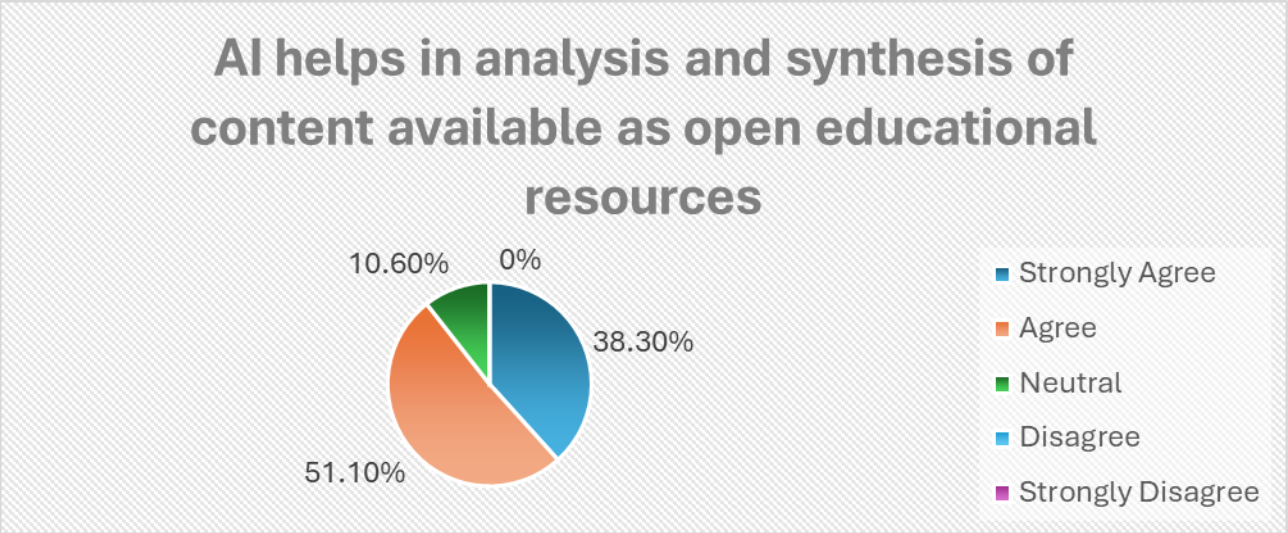


Fig 14: Pie Graph for opinion of experts that AI helps in analysis and synthesis of content available as open educational resources

Section D: Challenges in Using AI

11. What are the major challenges you face while using AI tools? (Check all that apply)

Major challenges expressed by majority of experts (68.1 %) is ethical concerns i.e. (plagiarism/misuse) while using AI tools. However, most of the experts (63.8%) expressed that tools are paid version and are expensive, experts (59.6%) expressed that lack of training is also a concern, and experts (57.4%) expressed that data privacy is an concern area.

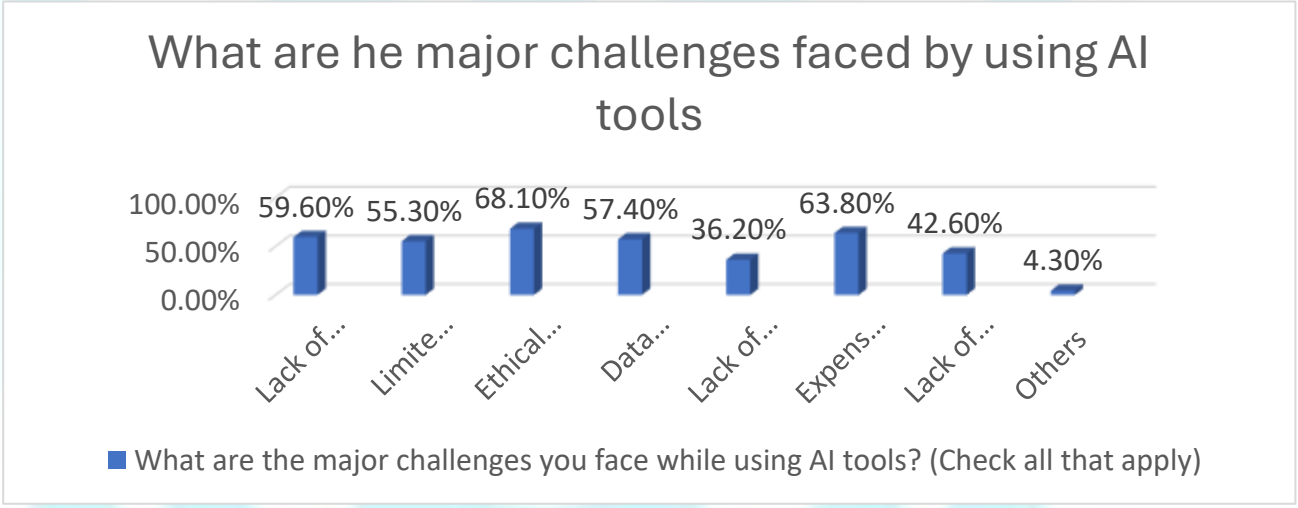


Fig 15: Bar Graph for major challenges expressed by experts while using AI tools

Section E: Suggestions for Improvement

12. What benefits of AI have you observed in content development and curriculum design?

- **Efficiency and Time Savings:** A major benefit expressed is the significant improvement in the speed of task completion, content generation, and curriculum design, leading to reduced preparation time and overall time savings. AI automates time-consuming tasks such as drafting lesson outlines, generating quizzes, writing rubrics, and creating multimedia presentations.
- **Enhanced Content Development and Personalization:** AI improves content quality, language, and presentation (including graphics), simplifies the drafting and formatting process, and provides quick access to reference materials, latest updates, and diverse content. In curriculum design, it enables hyper-personalization

by dynamically tailoring learning pathways, materials, and assessments to individual student performance and learning styles.

- **Curriculum Structuring and Data Integration:** AI aids in structuring and organizing content, identifying broad areas for curriculum design, and improving the integration of vast data. It helps in better alignment of learning objectives with assessments, competency mapping, and analyzing learner performance data to improve curriculum effectiveness.
- **Idea Generation and Quality Control:** AI assists with idea generation, providing outlines, conceptual thoughts, and newer suggestions for structure improvement. It also helps in rapid access to reference materials, evidence integration, and accurate plagiarism checks. Human oversight is repeatedly noted as essential for ensuring accuracy, relevance, ethical standards, and pedagogical quality.

13. Suggestions for effective AI integration in IGNOU academic processes:

Faculty Training and Policy: Effective integration requires training, hand-holding, and orientation for faculty on how to use AI tools, along with free and accessible access to these tools. It is critical to establish a strong institutional AI policy that includes clear ethical guidelines, addresses privacy and academic integrity, and prohibits misuse of AI, especially in content generation.

Enhanced Content Development and Delivery: AI should be leveraged for the faster development and periodic revision of Self Learning Materials (SLMs), including generating quizzes, translations (especially into regional languages to align with NEP 2020), and multimedia content. AI can also assist in curriculum development, editing, and improving content quality.

Student Support and Personalized Learning: Utilize AI to develop personalized learning systems and 24/7 chatbots (such as AI-Powered "Study Buddies" trained on IGNOU's curriculum) for on-demand tutoring, answering queries related to admission and examinations, and improving student engagement.

Assessment and Academic Integrity: AI tools should be integrated for automated assessment support, question bank generation, paper setting, paper checking, and robust plagiarism detection to ensure students use AI ethically. AI-based learning analytics dashboards should be used to monitor student progress, identify at-risk learners, and reduce dropout rates.

Infrastructure and Curriculum Integration: IGNOU should develop an indigenous LMS or make Indian-developed AI tools available on its website. Suggestions also include integrating foundational courses or modules on AI use, ethics, and data privacy into the curriculum.

14. Any additional comments:

- **Implementation Strategy and Requirements:** Successful integration of AI requires a priority planned program in consultation with all stakeholders, continuous validation, ethical safeguards, and digital capacity building. It is necessary to address the availability of professionals with the required skills, ensure expert supervision and scrutiny, and provide technical support to teachers.
- **Benefits of AI in ODDL:** AI has the potential to transform ODDL by improving accessibility, personalization, efficiency, and quality of education. It can be used to convert modules into different formats (like podcasts or transcripts), help editors cross-check internal consistency across course units, aid in predictive analysis, and strengthen research quality and data-driven curriculum reforms.
- **Ethical Use and Academic Integrity:** A policy on ethical AI use is needed, alongside measures to ensure plagiarism detection in developed content. Student assignments must be designed to either prevent AI use or easily detect it if utilized.
- **Operational and Educational Improvements:** AI can simplify the examination process through digital evaluation of answer sheets. Learning will be more effective with the proper use of AI, and IGNOU can become a hub for AI-based teaching and learning.
- **Considerations and Cautions:** While AI is helpful, there should not be over-dependence on it; it should be viewed as a supportive academic tool rather than a replacement for human expertise. Teachers involved in digital work (like digital evaluation) should be relieved of other official duties due to the time commitment and health hazards associated with prolonged digital work.

Prepared by: Dr. Laxmi, Associate Professor

Goggle Form by: Prof. Biplab Jamatia and Dr. Laxmi

Acknowledgement: Prof. Neerja Sood (Director, SOHS) edited the report and all the Programme coordinators for getting the google feedback form filled by the experts of their respective programmes

SCHOOL OF HEALTH SCIENCES

Minutes of the School Board Meeting of School of Health Sciences (through circulation) on 16th June, 2026

The School Board Meeting of School of Health Sciences was held through circulation on 16th June, 2026. The agenda item was circulated to the following members through email.

The Members of School Board:

1.	Prof. Neerja Sood, Director, SOHS, IGNOU, New Delhi	Chairperson
2.	Prof (Dr.) Ajai Singh, Ex. Director & CEO AIIMS Bhopal	Member
3.	Dr. Harish Kumar Chellani, For HOD, Paediatrics, SJH, Delhi	Member
4.	Col (Dr.) Madhav Madhusudan Singh, Base Hospital Delhi	Member
5.	Lt. Col (Dr.) Sarvjeet Kaur, Secretary, INC, Delhi	Member
6.	Prof. Suresh K Sharma, principal AIIMS, Jodhpur	Member
7.	Prof. Shubha M. Gokhale, SOS, IGNOU, New Delhi	Member
8.	Prof. Shubhangi Vaidya, SOITDS, IGNOU, New Delhi	Member
9.	Prof. R.S.P. Singh, SOVET, IGNOU, New Delhi	Member
10.	Prof. Rajeev Kumar Shukla, SOMS, IGNOU, New Delhi	Member
11.	Prof. Ruchika Kuba, SOHS, IGNOU, New Delhi	Member
12.	Dr. Biplab Jamatia, SOHS, IGNOU, New Delhi	Member
13.	Dr. Reeta Devi, SOHS, IGNOU, New Delhi	Member
14.	Dr. Laxmi, Associate Professor, SOHS, IGNOU, New Delhi	Member

The following agenda item was placed for approval of members of School Board Members through circulation and approved as documented below:

Agenda Item 1: To consider and approve the Compiled Feedback Report of SOHS on "Integration and Use of Artificial Intelligence (AI) in the Teaching–Learning Process in Open, Distance and Digital Learning (ODDL)"

This is for your kind information that CIQA (Centre of Internal Quality Assurance Cell of IGNOU) periodically collects stakeholder feedback as a vital mechanism for enhancing the teaching–learning process and strengthening the overall quality of the University's systems. In line with quality assurance requirements, the University undertakes the collection of stakeholder feedback annually. For the current Academic Year (2025–2026), the feedback tools have been designed around the theme: **"Integration and Use of Artificial Intelligence (AI) in the Teaching–Learning Process in Open, Distance and Digital Learning (ODDL)"**
The following key dimensions have been incorporated into the stakeholder questionnaires:

- Awareness and familiarity with AI tools
- Frequency and areas of AI usage
- Perceived usefulness in teaching–learning and learner support
- Training and orientation needs
- Suggestions for effective institutional integration

The School Board Members approved the Compiled Feedback Report of SOHS on "Integration and Use of Artificial Intelligence (AI) in the Teaching–Learning Process in Open, Distance and Digital Learning (ODDL)"

22/06/26

(Prof. Neerja Sood)
Director, SOHS