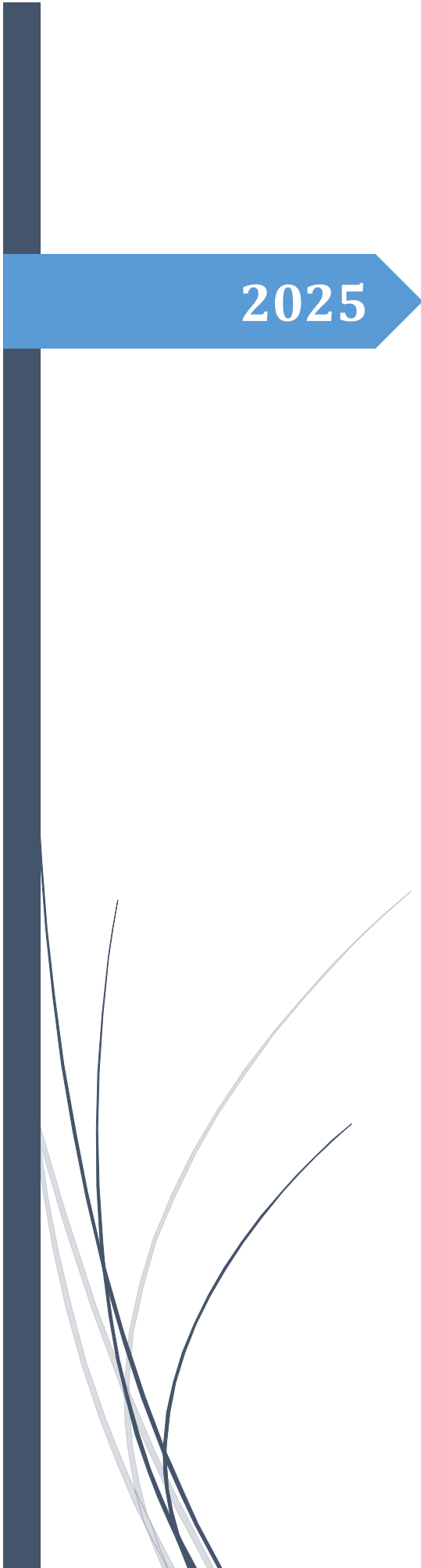


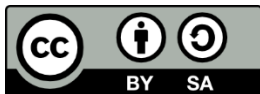
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2025

AI in Teaching & Learning at MIER College of Education (Autonomous): Baseline Research Report

**Model Institute of Education &
Research, Jammu, India**

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ACRONYMS

Acronym	Full Form
BC	British Columbia
CET	Centre for Educational Technology
COL	Commonwealth of Learning
ELMS	Electronic Learning Management System
ICT	Information and Communication Technology
IT	Information Technology
MCE	MIER College of Education
MERLOT	Multimedia Educational Resources for Learning and Online Teaching
MIER	Model Institute of Education & Research
MIET	Model Institute of Engineering & Technology
MOOC	Massive Open Online Course
NA	Not Answered/Applicable
NAAC	National Assessment and Accreditation Council
NPTEL	National Programme on Technology Enhanced Learning
OER	Open Educational Resources
TEL	Technology-Enabled Learning
UGC	University Grants Commission
UK	United Kingdom

Executive Summary

This baseline study examines the readiness, perceptions, and practices of teachers and students regarding the use of Artificial Intelligence (AI) in teaching, learning, and research at MIER College of Education. The survey involved 32 teachers and 358 students, offering a comprehensive overview of AI integration within the institution. The findings will inform targeted interventions under the Commonwealth of Learning (COL) project on AI policy development and capacity building.

Among teachers, AI usage is widespread, with over 80% reporting regular use of AI for academic tasks such as lesson preparation, content creation, assessment design, and research writing. A significant majority recognised strong pedagogical gains: 78% perceived improved student engagement, 72% reported enhanced feedback processes, and over 70% noted a reduction in academic workload due to AI support. At the same time, teachers identified key challenges—68% expressed concerns about data privacy, 61% highlighted the absence of clear policy guidelines, 57% stressed risks to academic integrity, and many noted limitations in institutional infrastructure and training. Teachers strongly recommended that AI governance be coordinated by units such as the Centre for Educational Technology (CET), the ICT Unit, and the Academic Office.

Student findings reveal high levels of AI adoption: over 90% of students utilise AI tools, with ChatGPT, Gemini, Bing AI, Grammarly, and QuillBot being the most popular. Students primarily use AI for concept clarification (73%), assignment preparation (69%), summarising readings (65%), and enhancing writing quality (62%). Nearly 68% agree that AI saves time, and 63% believe it offers effective learning support beyond classroom hours. Despite this, students expressed concerns about inaccurate outputs, over-reliance, reduced originality, and ethical risks. Many requested more training workshops and institutional access to premium AI tools to address the limitations of free platforms.

The sample profile shows a mainly young and digitally-focused student group, with 77.7% females, 85% aged between 18 and 25, and strong representation from Psychology, Political Science, Special Education, and Education programmes. Teachers

form a diverse academic staff across different specialisations with varied but increasing experience in AI use.

Overall, the data show strong motivation and emerging skills among teachers and students, balanced by clear needs for structured AI literacy, institutional policies, infrastructure improvements, and capacity building. These insights form the basis for the upcoming COL-led workshops and institutional AI policy initiatives.

1. Introduction & Background

The Commonwealth of Learning (COL, Canada) supported MIER College of Education in implementing Technology-Enabled Learning from 2021 to 2024, enhancing blended learning practices through policy and capacity development. Upon completing three phases, COL extended its support via a new Memorandum of Understanding in 2025. As part of this collaboration, MIER College of Education conducted a baseline assessment of artificial intelligence adoption. This study documents current patterns of AI use in institutional teaching and learning contexts, spanning three implementation phases: planning and approvals, tool piloting, and full deployment with analysis.

This study investigates real AI integration practices across instruction, assessment, research, and student activities. It explores stakeholder perceptions of appropriate use, efficiency improvements, and areas needing institutional guidance. The approach prioritises documented practice over theoretical potential. The assessment highlights both benefits (faster feedback, personalised learning support) and challenges (academic integrity issues, data privacy concerns, resource access). Results are presented with simple metrics to allow immediate departmental action. The findings inform curriculum development, professional training, student support services, and assessment policy updates. The study seeks to balance pedagogical consistency with strategic AI implementation that clearly improves learning outcomes.

2. Objectives of the Study

The primary aim of this baseline study is to evaluate the current levels of awareness, usage, readiness, and perceptions related to Artificial Intelligence (AI) among teachers and students at MIER College of Education. The findings will directly guide institutional AI policy development, capacity-building efforts, and the creation of targeted interventions under the Commonwealth of Learning (COL) project.

The study specifically aims to:

1. Examine the current prevalence, frequency, and patterns of AI use among teachers and students across teaching, learning, assessment, and research tasks.
2. Analyse perceptions, attitudes, and acceptance levels regarding the educational value, benefits, and challenges of AI integration.
3. Assess the availability, communication, and awareness of institutional guidelines or policies related to the ethical and responsible use of AI.
4. Evaluate teachers' and students' exposure to AI-related training and identify capacity-building needs for effective and responsible AI adoption.
5. Identify barriers and concerns, such as technical, ethical, pedagogical, and infrastructural, that limit the meaningful integration of AI at the institution.
6. Generate evidence-based recommendations to guide institutional planning, strengthen readiness, and support sustainable AI integration at MIER College.

3. Methodology

This baseline study employs a cross-sectional descriptive research design to capture the current state of AI-related practices and perceptions among teachers and students at MIER College of Education. The aim is to provide a diagnostic profile that will guide subsequent interventions under the Commonwealth of Learning (COL) initiative.

3.1 Participants

Data were gathered from 32 teachers and 358 students representing various undergraduate and postgraduate programmes. Participation was voluntary and included respondents from different disciplines and levels of study.

3.2 Survey Instruments

Two structured online survey instruments developed by the Commonwealth of Learning (COL) were used for data collection. These instruments were designed to measure:

- i. Basic demographic characteristics
- ii. Current use and frequency of AI in academic tasks

- iii. Acceptable and unacceptable uses of AI
- iv. Concerns, challenges, and ethical considerations
- v. Perceived benefits and readiness for AI adoption
- vi. Exposure to AI-related training and development opportunities
- vii. Acceptance of AI through a 15-item Likert scale
- viii. Open-ended reflections on experiences and recommendations

The instruments included both closed-ended and open-ended items, enabling a mixed-methods descriptive analysis.

3.3 Data Collection and Processing

Data were collected through a secure online platform circulated internally. To ensure consistency and confidentiality:

- Identifiable information (names, emails, timestamps) was removed.
- Teacher designations were standardised for uniform reporting.
- Student responses for academic programmes were grouped into major discipline categories.
- Data were screened for completeness and logical consistency.

3.4 Data Analysis

Quantitative data were analysed using descriptive statistics, including frequencies and percentages. Open-ended responses underwent thematic analysis to identify recurring patterns, concerns, and suggestions. This report focuses on descriptive findings; advanced statistical analyses (e.g., reliability, cross-tabulations) are reserved for the planned research publication.

4. Results: Teachers' Survey of AI Use

This section presents the findings from the teachers' survey, organised into demographic characteristics, current practices of AI use, perceptions of AI, awareness of institutional policies, and staff development needs.

4.1 Profile of Teacher Respondents

This subsection summarises the demographic and professional characteristics of the teachers who participated in the survey. Table 1 summarises their gender distribution, age groups, academic positions, teaching experience, and disciplinary backgrounds.

Table 1

Demographic and Professional Characteristics of Teacher Respondents (N = 32)

Variable	Group	Frequency	Percent
Gender	Female	24	75.0
	Male	8	25.0
Age Group	25-34 years	11	34.4
	35-44 years	11	34.4
	45-54 years	8	25.0
	55-64 years	1	3.1
	Below 25 years	1	3.1
Your Position	Assistant Professor	26	81.3
	Associate Professor	3	9.4
	Professor	3	9.4
Years of experience in teaching and research	1-5 years	12	37.5
	11-15 years	6	18.8
	16-20 years	4	12.5
	21-25 years	1	3.1
	26-30 years	3	9.4
	6-10 years	4	12.5

	Less than 1 year	2	6.3
What is your discipline?	Education	12	37.5
	Languages	5	15.6
	Social Sciences	12	37.5
	Special Education	3	9.4

As shown in Table 1, the teacher cohort predominantly consists of women (75%), with a large majority aged between 25 and 44 years (68.8%). This suggests a relatively young academic profile, which is often linked to a greater willingness to incorporate emerging technologies into teaching practices. Most teachers occupy junior academic roles, with over four-fifths (81.3%) being Assistant Professors, and more than half of the respondents (56.3%) have ten or fewer years of professional experience. This concentration of early-career educators indicates that institutional AI adoption is likely driven by the middle academic tier rather than senior leadership. The disciplinary distribution is evenly split between Education and Social Sciences (each 37.5%), followed by Languages (15.6%) and Special Education (9.4%), implying that most AI use occurs within text-rich, pedagogy-focused subject areas. Overall, the demographic profile suggests promising conditions for the integration of AI in teaching and learning, as the faculty tends to be younger and academically active, working in disciplines that benefit directly from generative and assistive AI tools.

4.2 Current Practices of AI in Teaching and Learning

4.2.1 Institutional and Individual Use of AI (Q9-Q14)

This section summarises how teachers perceive institutional engagement with AI and how they personally use AI tools in teaching–learning contexts. Tables 2 to 7 present the relevant distributions.

Table 2: Institution's Engagement with AI to Support Teaching and Learning (Q9)

Institution's engagement with AI to support teaching and learning?	Frequency	Percent
Evidence of both student and faculty use across campus	12	37.5
Evidence of student use across campus	1	3.1
In the planning stage (Currently being discussed at different levels)	2	6.3
Institutionally adopted and implemented	13	40.6
Scattered use, but no systemic action yet	1	3.1
Whole Department or Faculty adoptions and usage	3	9.4
Total	32	100.0

Table 3: Reasons for Adopting AI (Q10)

Sr.	Reasons for Adopting AI	N	%
1	Empowering educators with new technologies	31	96.9
2	Improved learner outcomes	26	81.2
3	Teach crucial digital literacy skills	24	75.0
4	Ability to respond to learners 24/7	22	68.8
5	Harnessing greater amounts of data efficiently	16	50.0
6	Cost savings due to technology/ability to scale	15	46.9
7	Monitoring learners' progress	15	46.9
8	Students demand it	14	43.8
9	Faculty demand it	12	37.5
10	Plagiarism detection	11	34.4
11	Reaching the target audience	10	31.2

Table 4: Purposes for Which AI Is Used in the Institution (Q11)

Sr.	Purpose of AI Use	N	%
1	Content creation (text, art/graphics, videos – e.g., ChatGPT, DALL-E, Midjourney, Synthesia)	27	84.4
2	Research (e.g., Consensus, Research Rabbit, Scite, SciSpace)	27	84.4
3	Editing (e.g., Grammarly)	26	81.2
4	Assessment & feedback	24	75.0
5	Collaboration	24	75.0
6	Content synthesis or review	23	71.9
7	Accessibility	20	62.5
8	Game-based learning	20	62.5
9	Personalised/adaptive learning	20	62.5
10	Tutoring/virtual assistance	19	59.4
11	Data visualization	18	56.2
12	Detecting AI-generated content/plagiarism	17	53.1
13	Proctoring (e.g., facial recognition software)	13	40.6
14	Virtual & augmented learning	12	37.5
15	Machine/predictive learning	9	28.1
16	Early warning systems/learning analytics	7	21.9

Table 5: Teachers' Current Use of AI (Q12)

Current use of AI tools in teaching and learning?	Frequency	Percent
I do not know	1	3.1
I do not use them	2	6.3
I use them regularly	29	90.6

Table 6: AI Tools Used by Teachers (Q13)

Sr.	AI Tool	N	%
1	ChatGPT	32	100.0
2	Gemini	29	90.6
3	Claude	27	84.4
4	Perplexity	25	78.1
5	SciSpace	20	62.5
6	Co-Pilot	17	53.1
7	Research Rabbit	9	28.1
8	Bing	8	25.0
9	DeepSeek	7	21.9
10	Grok	6	18.8
11	NotebookLM	3	9.4
12	Scite.AI	3	9.4
13	DALL-E	2	6.2
14	Ask AI	1	3.1
15	Midjourney	1	3.1

Table 7: Teachers' Permission for Students to Use AI (Q14)

Allow your students to use AI tools	Frequency	Percent
Case by case	8	25.0
Yes	24	75.0

As shown in Tables 2–7, teachers report a strong institutional orientation towards AI, with most perceiving that AI has been either formally implemented or is widely used across the campus (Table 2). This institutional readiness is reflected in high levels of individual adoption, with nearly all teachers identifying themselves as regular users of AI

tools (Table 5). Their motivations for adoption (Table 3) emphasise pedagogical improvement—strengthening learner outcomes, enhancing digital literacy, increasing teaching efficiency, and improving responsiveness—highlighting a perception of AI as a teaching partner rather than a peripheral tool. AI is used across the full instructional cycle (Table 4), including lesson planning, content generation, assessment design, feedback preparation, and accessibility functions. Tool usage patterns (Table 6) show heavy reliance on generative AI platforms such as ChatGPT, Gemini, Claude, and Perplexity, indicating a preference for text-generation, explanation, and research-support applications. Most teachers also permit students to use AI in some capacity (Table 7), signalling a maturing institutional culture that recognises AI as an integral part of contemporary learning. Overall, these responses point toward a campus environment where AI use is both deep and widespread, supported by favourable attitudes and routine pedagogical integration.

4.2.2 Acceptable Uses and Concerns About AI (Q15–Q17)

This section describes the academic and administrative roles that teachers depend on AI for in their professional practice.

Table 8: Purposes for Which Teachers Personally Use AI Tools (Q15)

Sr.	Use case	N	%
1	Enhancing and editing text (e.g. Grammarly)	29	90.6
2	Lesson planning	28	87.5
3	Generating text using a prompt	26	81.2
4	Research and review	26	81.2
5	Generating images	23	71.9
6	Summarising and/or note taking (e.g. Zoom, Otter)	23	71.9

7	Generating assessment questions and activities	21	65.6
8	Preparation of draft presentations	21	65.6
9	Creation of a video	18	56.2
10	Translate text (e.g., Google Translate)	16	50.0
11	Similarity detection	15	46.9
12	Speech to text	14	43.8
13	Writing codes	8	25.0

Table 9: Teachers' Views on Acceptable Uses of AI in Teaching and Learning (Q16)

16. What, according to you, are acceptable uses of AI in teaching and learning?	Frequency	Percent
Brainstorming research ideas	6	18.8
Explain concepts	8	25.0
For research and data analysis	4	12.5
Generating images and videos	3	9.4
Structuring my thoughts	6	18.8
Summarise an article	1	3.1
Using AI-generated content in assessment	4	12.5

Table 10: Teachers' Concerns Related to the Use of AI Tools (Q17)

Sr.	Concern	N	%
1	I am fully comfortable using AI tools; I have no concern (Select this only if you are not clicking any of the above.)	16	50.0
2	Getting biased results	12	37.5
3	Getting false results/hallucinations	12	37.5
4	Being accused of cheating/plagiarism by my institution	10	31.2
5	Not enough is done to protect my data privacy	7	21.9

6	Tools are too expensive	7	21.9
7	It is not fair to other students who do not use AI	6	18.8
8	I will learn more if I do not use AI	3	9.4
9	The environmental impact	2	6.2
10	The use of data to train AI models without the authors' consent	2	6.2

Row percentages are of respondents (N = 32). Items are multi-select.

Tables 8–10 show that although teachers use AI extensively for professional tasks—such as editing and refining texts, lesson planning, prompt creation, research support, assessment development, feedback provision, and generating multimedia resources (Table 8)—they maintain more cautious views on what should be considered acceptable in formal teaching and learning (Table 9). Acceptable uses focus on explanation, brainstorming, structuring ideas, and conducting research, while applications related to assessment are endorsed less often, reflecting a desire to balance innovation with academic integrity. Concerns reported in Table 10 indicate that although nearly half of the teachers have no major worries, those who do highlight issues of accuracy, bias, privacy, misinformation, plagiarism accusations, fairness to non-users, and cost. These concerns point to an underlying need for institutional guidelines, ethical frameworks, and staff training to ensure consistent expectations and responsible use across courses. Overall, teachers appear confident and proficient in using AI in their practice but seek clarity and safeguards when applying AI in formal learning settings.

4.3 Acceptance of AI in Teaching and Learning (Q.18)

This section details teachers' perceptions of AI integration based on a 15-item Likert scale measuring acceptance, perceived pedagogical value, usability, organisational support, and socio-cultural factors. Table 11 summarises the distribution of responses across the scale items (Q18.1–18.15).

Table 11: Teachers' Acceptance of AI in Teaching and Learning (Q18.1–18.15)

Sr.	Statement	SA	A	NS	D	SD
18.1	I believe using AI tools can be a valuable resource for enhancing student learning in the courses that I teach.	17 (53.1%)	13 (40.6%)	1 (3.1%)	1 (3.1%)	0 (0.0%)
18.2	The use of AI tools can help me with administrative tasks or repetitive grading, freeing up time to focus on more strategic aspects of teaching.	14 (43.8%)	15 (46.9%)	2 (6.3%)	1 (3.1%)	0 (0.0%)
18.3	I am comfortable with students using AI tools for activities like personalised practice or feedback generation, as long as it complements my role as the instructor.	7 (21.9%)	21 (65.6%)	2 (6.3%)	2 (6.3%)	0 (0.0%)
18.4	My organisation has policies to support lecturers' use of AI-powered tools for student learning.	12 (37.5%)	8 (25.0%)	6 (18.8%)	6 (18.8%)	0 (0.0%)

18.5	I am satisfied with the incentives offered by my institution to encourage lecturers to adopt AI-powered tools in their teaching.	5 (15.6%)	11 (34.4%)	7 (21.9%)	6 (18.8%)	3 (9.4%)
18.6	I am likely to recommend the use of AI-powered tools for student learning to my colleagues, considering the current policies and incentives at my institution.	7 (21.9%)	18 (56.3%)	5 (15.6%)	2 (6.3%)	0 (0.0%)
18.7	Using AI for student support seems like it would require a lot of time and effort for me to learn and implement effectively.	1 (3.1%)	14 (43.8%)	4 (12.5%)	10 (31.3%)	3 (9.4%)
18.8	Navigating and using the AI features to support my students seem straightforward and user-friendly.	3 (9.4%)	19 (59.4%)	7 (21.9%)	3 (9.4%)	0 (0.0%)
18.9	The time I spend learning and using AI for students will be significantly outweighed by the time I	3 (9.4%)	17 (53.1%)	8 (25.0%)	3 (9.4%)	1 (3.1%)

	save in the long run (e.g., grading).					
18.10	AI tools can personalise the learning experience for students.	9 (28.1%)	19 (59.4%)	3 (9.4%)	1 (3.1%)	0 (0.0%)
18.11	Feedback systems of AI can provide students with more comprehensive feedback than the traditional approach.	6 (18.8%)	20 (62.5%)	4 (12.5%)	2 (6.3%)	0 (0.0%)
18.12	AI assistants can handle repetitive tasks such as grading quizzes or providing basic explanations, allowing me to focus on more complex aspects of teaching.	8 (25.0%)	17 (53.1%)	5 (15.6%)	2 (6.3%)	0 (0.0%)
18.13	In my institution, technology is seen as a tool to enhance, not replace, traditional teaching methods.	10 (31.3%)	15 (46.9%)	6 (18.8%)	1 (3.1%)	0 (0.0%)
18.14	Students from my socio-economic background might not have the access or skills necessary to	1 (3.1%)	14 (43.8%)	8 (25.0%)	7 (21.9%)	2 (6.3%)

	benefit from AI-powered learning tools.					
18.15	The current educational structure in my society might not be readily adaptable to integrate AI into student learning.	1 (3.1%)	11 (34.4%)	11 (34.4%)	7 (21.9%)	2 (6.3%)

As shown in Table 11, teachers generally demonstrate a positive attitude towards integrating AI into teaching and learning. Most responses cluster around Agree and Strongly Agree, showing broad support for AI as a helpful tool for improving instructional efficiency, content creation, learner engagement, and assessment. Teachers strongly recognise AI's pedagogical value, including its ability to support personalised learning, clarify explanations, assist with lesson planning, and boost the quality and speed of academic tasks. Perceived usability is also high, with many teachers feeling confident in using AI tools and finding them fairly easy to incorporate into their daily routines. Organisational support is viewed somewhat positively, with teachers noting growing institutional momentum, though some variability suggests more structured policies, training, and technical guidance are needed. Socio-cultural perspectives reveal nuanced views: while teachers value AI's potential to increase accessibility and support diverse learners, they also show cautiousness about overreliance, ethical issues, and the need to preserve learners' originality and critical thinking. Overall, the findings indicate a faculty that is receptive, pragmatic, and willing to deepen AI integration, provided that institutional structures and safeguards continue to improve.

4.4 Current State of AI Policy (Q19–Q22)

This section presents teachers' views on the presence and adequacy of institutional policies related to artificial intelligence, identifies areas where policy development is

required, and captures their perceptions of responsibility for guiding AI adoption. Tables 12 and 13 summarise responses to Questions 19 and 20, while Questions 21 and 22 are addressed narratively.

Table 12: Current Policies Available in the Institution (Q19)

Sr.	Policy area	N	%
1	Teaching and learning policy	21	65.6
2	ICT policy	19	59.4
3	Academic integrity/Honour policy	17	53.1
4	Data Privacy and Security	16	50.0
5	Online learning policy	15	46.9
6	Academic accommodation/access for students with disabilities	14	43.8
7	Copyright and intellectual property	13	40.6
8	Faculty tenure, promotion, advancement, or merit policy	11	34.4
9	Technology Enabled Learning (TEL) Policy	1	3.1

Table 13: Existence of Institutional AI Policy or Strategy (Q20)

Sr.	Statement	N	%
1	AI is part of the institution's ICT policy	13	40.6
2	There is a specific institution-wide policy about AI	10	31.2
3	There is a teaching and learning policy that includes AI	10	31.2
4	I don't know	8	25.0

5	There is a strategy for AI implementation	8	25.0
6	Our existing Academic Integrity/Honour Policy is sufficiently structured to include guidance on AI use	7	21.9
7	There are currently projects addressing AI, but no strategy/policy at the moment	6	18.8
8	There are new AI-related guidelines (incl. GenAI) in Academic Integrity/Honour Policy and LibGuides	6	18.8
9	Not applicable	4	12.5
10	We have no policy/strategy/guidelines on AI in teaching and learning	1	3.1

As shown in Tables 12 and 13, teachers identify several areas where institutional policies related to artificial intelligence need updating or development. While some respondents believe that initial efforts exist, the majority either report no formal policy or remain unsure about its existence, indicating that existing guidelines, if any, have not been communicated effectively across the institution. There is also a strong emphasis on the need for policy frameworks that address responsible use, academic integrity, data privacy, transparency, and ethical issues. These responses reflect a clear institutional willingness to formalise AI governance but also highlight a significant communication gap between policy development and faculty awareness.

Following these findings, teachers commonly indicated that responsibility for AI oversight should fall to central academic and technological bodies. Respondents identified the Centre for Educational Technology (CET) as the suitable authority to develop, coordinate, and oversee AI-related policies. In open comments, teachers additionally suggested that a dedicated AI committee or a multi-stakeholder governance structure would help promote clarity, consistency, and accountability in institutional decision-making. Overall, the responses highlight the necessity for a clearly defined,

centrally coordinated governance mechanism to ensure the safe, ethical, and pedagogically sound integration of AI.

4.5 Staff Development for AI in Teaching and Learning (Q23 -26)

This section summarises teachers’ participation in AI-related training programmes, their perceptions of institutional staff development initiatives, and the types of professional development activities currently available or under planning. Tables 14 to 16 present the quantitative findings, followed by a narrative synthesis of teachers’ open-ended responses regarding future staff development needs.

Table 14: Teachers’ Participation in AI-Related Training Programmes (Q23)

Training on AI for teaching and learning	Frequency	Percent
No	1	3.1
Yes	31	96.9

Table 15: Teachers’ Perceptions of Institutional Staff Development on AI for Teaching and Learning (Q24)

Institution offers staff development on AI for teaching and learning	Frequency	Percent
I don’t know	1	3.1
We are in the planning phase, but no staff development is happening yet	1	3.1
Yes	30	93.8

Table 16: Types of Staff Development Activities on AI in Teaching, Learning, and Research (Q25; Multiple Responses)

Sr.	Activity	N	%
1	Training for faculty on using AI for teaching & learning	30	93.8
2	Training for faculty on using AI for research & scholarship	26	81.3
3	Staff are encouraged to take free online courses / MOOCs / webinars	22	68.8
4	Training for students on using AI for teaching & learning	20	62.5
5	We support staff to undergo training outside the organisation	14	43.8
6	Training for students on using AI for research & scholarship	14	43.8

As shown in Tables 14 to 16, a large majority of teachers have participated in at least one form of AI-related training, indicating strong professional engagement and institutional momentum in developing AI competence across the faculty. Teachers report that the institution actively provides development opportunities (Table 15), with most respondents recognising formal or informal initiatives. The types of staff development activities reported (Table 16) reveal a clear focus on improving AI skills for both teaching and research, with widespread training available for faculty and increasing support for student-centred AI capacity building. Encouragingly, a significant proportion of teachers note that institutional programmes also include external opportunities, MOOCs, and professional webinars, demonstrating a mixed model of internal and outward-facing development. These results suggest that staff development is already advancing in multiple directions, with teachers recognising both structured and flexible pathways for enhancing AI literacy and pedagogical skills.

4.6 Benefits and Challenges of AI in Teaching and Learning (Q 27-30)

This section summarises teachers' perceptions of the benefits and challenges of adopting AI in teaching and learning, including realised and anticipated advantages, implementation obstacles, unique experiences with AI, and additional reflections. Tables 17 to 21 present findings from Questions 27 to 30

Table 17: Benefits of AI in Teaching and Learning (Q27; Multiple Responses)

Sr.	Benefit	N	%
1	Improved student learning outcomes	29	90.6
2	Enhanced learner engagement	29	90.6
3	Personalised feedback and instruction	27	84.4
4	Teaching critical digital skills	27	84.4
5	Increased efficiency and scale for assessment (automatic feedback)	26	81.2
6	Improved assessment practices	24	75.0
7	Enhanced and timely interventions	24	75.0
8	Enhancing teaching materials and practices	24	75.0
9	Supporting academic work	22	68.8
10	Enhancing scholarly outputs	20	62.5
11	Immersive learning	18	56.2
12	Harnessing big data for predictive analytics	17	53.1

Table 18: Obstacles or Challenges in Implementing AI in Teaching and Learning (Q28; Multiple Responses)

Sr.	Obstacle / Challenge	N	%
1	Cost to the institution	22	68.8
2	Cost to educators	19	59.4
3	Cost to students	18	56.2
4	Privacy	18	56.2
5	Academic integrity	17	53.1
6	Generation of inaccurate information (hallucinations)	16	50.0
7	Lack of AI expertise among faculty	15	46.9
8	Lack of policies and guidelines	15	46.9
9	Algorithmic biases	13	40.6
10	Technical infrastructure needed to implement and sustain	13	40.6
11	Lack of AI expertise among administrators	12	37.5
12	Human resources required to implement and sustain	11	34.4
13	Impersonal nature of interactions	9	28.1
14	Steep learning curve for faculty implementation and use	6	18.8
15	Steep learning curve for learner implementation and use	5	15.6
16	No obstacles or challenges	2	6.2

Table 19: Unique or Unexpected Benefits of Using AI (Q29a)

Sr.	Theme	N	% of teachers
1	Research support & outputs (literature help, writing, publishing workshops, research prep/use)	10	31.3%
2	Teaching materials & planning (drafting content, CLO–PLO matrix, lecture planning, better practice)	5	15.6%
3	Assessment & evaluation efficiency (quicker evaluation, smoother assessment workflows)	5	15.6%
4	Administrative efficiency & time-saving (documents, office work, general efficiency)	4	12.5%
5	Personalised & inclusive learning (differentiation, personalised paths, hesitant students engaged)	4	12.5%
6	Engagement & motivation (higher academic engagement, active participation)	3	9.4%
7	Capacity building (learning prompts, learning new tech, journal-publishing know-how)	3	9.4%
8	Access to resources & summaries (easy notes, wider access via AI chats)	2	6.3%
9	Custom GPTs / chatbots (institution-made, authentic content)	1	3.1%
10	Recognition/Awards (institutional accolades for AI use)	1	3.1%
11	No benefit yet / NA (“NA”, “Nil”, “No”, “Not as yet”)	4	12.5%

Table 20: Unique or Unexpected Challenges of Using AI (Q29b)

Sr.	Challenge theme	N	% of teachers
1	Usage limits / free-tier caps (e.g., “AI usage limit,” “limit exceeds,” free-account limits)	6	18.8%
2	Accuracy issues (wrong/inconsistent output, fabricated references, unreliable info, variable results)	4	12.5%
3	Over-reliance / loss of originality or human interaction	4	12.5%
4	Cost / need for paid features or institutional licenses	3	9.4%
5	Verification workload (faculty must vet/validate AI outputs)	2	6.3%
6	Skills/training burden (expertise needed; training load)	2	6.3%
7	Privacy/ethics/bias (ethical considerations; biased responses)	2	6.3%
8	Adoption resistance (students hesitant to use AI)	1	3.1%
9	Inclusion/equity (“not inclusive” yet)	1	3.1%
10	Other specified (unclear/one-off) (“Lectures”)	1	3.1%
11	Don’t know	1	3.1%
12	No challenges yet / NA / Nil / Nothing	8	25.0%

As shown in Table 17, teachers see AI as offering a broad range of benefits across both teaching and academic roles. The most common advantages include better student learning outcomes, increased learner engagement, and the ability to offer more personalised support through tailored feedback. Teachers also emphasise notable operational improvements, such as increased efficiency in assessment design, quicker grading cycles, and better quality of teaching materials. Outside the classroom, AI is

recognised as a helpful assistant for research and academic writing, aiding in streamlining literature reviews, enhancing drafting processes, and supporting scholarly productivity. These views suggest that teachers regard AI not just as a supplementary tool but as a catalyst for pedagogical innovation and professional effectiveness.

However, the findings in Table 18 show that meaningful adoption of AI is limited by various structural, ethical, and practical challenges. Financial barriers—both institutional and personal—remain significant, along with concerns about data privacy, security, and academic integrity. Teachers also mention substantial issues with inaccurate or unreliable AI outputs, which demand extra time for verification. Capacity issues, including limited institutional expertise, the absence of clear policies, and insufficient technical infrastructure, make implementation more difficult. Pedagogically, worries about algorithmic bias, steep learning curves, and the potential for impersonal learning experiences underscore the importance of careful design and responsible use.

The open-ended benefits summarised in Table 19 highlight several unique advantages not captured through structured items. Teachers reported that AI tools significantly improve research workflows, reduce the time needed for academic preparation, and enhance the clarity and coherence of written materials. Others mentioned increased creativity in lesson design, support with multilingual or accessibility needs, and better organisation of teaching and administrative tasks. These responses reinforce the idea that AI provides value well beyond routine instructional functions.

In contrast, Table 20 highlights unique or unexpected challenges teachers face in practice. Among the most common are the need to constantly check and correct AI-generated content, limitations of free versions of AI tools, and concerns about diminished originality among students. Teachers also expressed worries about becoming overly dependent on AI, the risk of misinformation, and inconsistencies in output quality. These concerns reflect the practical difficulties involved in integrating AI into daily academic tasks, even among users who are generally supportive of its potential.

Additional comments provided by teachers—though few—centre around the need for more regular and advanced training workshops, institutional support for licensed AI tools

to overcome the restrictions of free versions, and appreciation for the comprehensiveness of the survey. These reflections emphasise the importance of ongoing capacity building and structured institutional investment to ensure effective and sustainable AI integration.

5. Results: Students' Survey of AI Use

This section presents the findings from the students' survey, covering their demographic profile, current AI practices, levels of acceptance, learning experiences, and additional comments.

5.1 Introduction of the Respondents (Students)

This sub-section presents the demographic characteristics of the student respondents, including programme of study, year of study, age, and gender distribution. Table 22 summarises the details.

Table 21: Demographic Profile of Student Respondents (N = 358)

Variable	Group	Frequency	Percent
1. Gender	Female	278	77.7
	Male	80	22.3
2. Age Group	21-25 years	166	46.4
	26-30 years	36	10.1
	31-35 years	10	2.8
	36 and above	5	1.4
	Below 20 years	141	39.4
3. Your year of study:	Year 1	123	34.4
	Year 2	139	38.8
	Year 3	55	15.4
	Year 4	41	11.5
4. Level of study	Graduate	257	71.8
	Post-Graduate	101	28.2
5. What is your major discipline?	Applied Artificial Intelligence	16	4.5
	Education	54	15.1
	English Literature	21	5.9
	Political Science	88	24.6
	Psychology	105	29.3
	Special Education	74	20.7

As shown in Table 22, the student sample is predominantly female (77.7%), with male students comprising 22.3% of respondents. The age distribution is heavily concentrated in the typical university age bands: 39.4% are below 20 years and 46.4% fall in the 21–25 years group, while only a small minority are 26 years or older. In terms of academic progression, most respondents are in the early years of their programmes, with Year 1 and Year 2 students together accounting for over seven-tenths of the sample (34.4% and 38.8% respectively), and smaller proportions in Years 3 and 4. A majority (71.8%) are enrolled at the graduate level, with 28.2% pursuing postgraduate studies. The disciplinary profile is dominated by Psychology (29.3%) and Political Science (24.6%), followed by Special Education (20.7%), Education (15.1%), English Literature (5.9%), and Applied Artificial Intelligence (4.5%). Overall, the cohort reflects a predominantly young, largely undergraduate student body drawn mainly from social science, psychology, and education-related disciplines—contexts where AI has strong potential to support reading-intensive, writing-intensive, and conceptually demanding learning tasks.

5.2 Current Practice of AI in Teaching and Learning (Q9-13)

This subsection outlines how students use AI for academic work, the tools they rely on, and the purposes for which AI supports their learning.

Table 22: Frequency of AI Use for Learning (Q9)

Current use of AI tools in teaching and learning	Frequency	Percent
I do not know	19	5.3
I do not use them	31	8.7
I plan to use them	72	20.1
I use them regularly	236	65.9

Table 23: AI Tools Used by Students (Q10)

Sr.	Tool	N	%
1	ChatGPT	342	95.5
2	Gemini	227	63.4
3	Perplexity	52	14.5
4	Grok	29	8.1
5	Copilot	21	5.9
6	DeepSeek	18	5.0
7	Claude	14	3.9
8	NotebookLM	13	3.6
9	Bing	7	2.0
10	Scite	5	1.4
11	DALL·E	4	1.1
12	Research Rabbit	4	1.1
13	Meta AI	4	1.1
14	Midjourney	3	0.8
15	Monica	3	0.8
16	Synthesia	2	0.6
17	WhatsApp AI	1	0.3
18	Anara	1	0.3

19	Liner	1	0.3
20	Leonardo	1	0.3
21	Gamma	1	0.3
22	Napkin AI	1	0.3
23	Turbo	1	0.3
24	I don't use any	1	0.3

Table 24: Purposes for Which Students Use AI (Q11; Multiple Responses)

Use of AI	Frequency (n)	Percent (%)
Summarising/note-taking (e.g., Zoom, Otter)	132	36.9
Generating text using a prompt	113	31.6
Enhancing & editing text (e.g., Grammarly)	102	28.5
Translate text (e.g., Google Translate)	94	26.3
Lesson planning	93	26.0
Generating images	93	26.0
Research & review	87	24.3
Generating assessment questions/activities	65	18.2
Speech to text	50	14.0
Preparation of draft presentations	40	11.2
Similarity detection	31	8.7

Creation of a video	25	7.0
Any other (specified)	16	4.5
Writing codes	15	4.2

Table 25: Student Perceptions of Acceptable Uses of AI in Learning (Q12; Multiple Responses)

Acceptable uses of AI in teaching and learning?	Frequency	Percent
Brainstorming research ideas	26	7.3
Explain concepts	150	41.9
For research and data analysis	47	13.1
Generating images and videos	19	5.3
Preparing research papers	5	1.4
Structuring my thoughts	40	11.2
Summarise an article	39	10.9
Using AI-generated content in assessment	13	3.6
Using AI-generated text after editing for the assignment	18	5.0
Writing codes	1	0.3

Table 26: Concerns Related to AI Use Among Students (Q13; Multiple Responses)

Sr.	Concern	N	%
1	I am fully comfortable using AI tools; I have no concern	106	29.6
2	Being accused of cheating/plagiarism by my institution	96	26.8
3	Not enough is done to protect my data privacy	57	15.9
4	Getting false results/hallucinations	48	13.4
5	Getting biased results	46	12.8
6	I will learn more if I do not use AI	32	8.9
7	Tools are too expensive	31	8.7
8	The environmental impact	29	8.1
9	It is not fair to other students who do not use AI	26	7.3
10	The use of data to train AI models without the authors' consent	22	6.1
11	My institution discourages or bans the use of AI	19	5.3

The findings in Table 23 show that AI use is already a common learning practice among students, with many reporting frequent or regular engagement with AI tools. This pattern indicates that students are not just experimenting with AI but are actively integrating these tools into their daily academic routines. The variety of tools listed in Table 24 reinforces this trend: while general-purpose conversational agents such as ChatGPT, Gemini, and Bing AI dominate usage, students also depend on specialised writing and editing platforms like Grammarly, QuillBot, and paraphrasing tools. This suggests a dual pattern of adoption—AI as both a cognitive partner for generating or understanding ideas and a technical assistant for enhancing the structure and quality of written work.

The range of applications listed in Table 25 emphasises the pedagogical depth of AI use. Students utilise AI to clarify complex concepts, generate explanations, prepare assignments, summarise lengthy readings, develop draft responses, and support basic research processes. These applications span multiple stages of the learning cycle—from initial understanding to academic output—indicating that AI has become a scaffold for self-directed learning. The responses in Table 26 further demonstrate that students hold nuanced views about responsible AI usage. They endorse AI for formative functions such as idea generation, feedback improvement, grammar correction, and doubt clarification, suggesting they see AI as a learning facilitator rather than a shortcut to avoid academic effort.

Despite these clear pedagogical benefits, Table 27 shows that students remain critically aware of the risks. Concerns about inaccurate or fabricated information reflect an understanding of AI's limits as a predictive tool rather than an authoritative one. Issues such as data privacy, algorithmic bias, and reduced originality highlight ethical awareness among students. Notably, fears of dependency and breaches of academic integrity suggest that students recognise the potential for AI misuse and its effect on genuine learning. Together, these findings reveal a mature learner group actively engaging with AI while exercising caution. The overall pattern indicates both the opportunities and limitations recognised by students, emphasising the importance of institutional guidance, structured AI literacy programmes, and clear policy frameworks to promote safe, ethical, and pedagogically sound AI use in higher education.

5.3 Perceptions about the use of AI in teaching and learning (Q14)

This section presents students' attitudes towards the use of Artificial Intelligence in their learning processes. The scale consists of 15 statements measuring perceived usefulness, ease of use, ethical concerns, trust, and willingness to adopt AI. Table 28 summarises the responses across all items.

Table 27: Student Acceptance of AI – Response Distribution Across 15 Items (Q14)

Sr.	Statement	SA (n, %)	A (n, %)	NS (n, %)	D (n, %)	SD (n, %)
14.1	Before joining this institute, I already had experience in using AI at school	76 (21.2%)	80 (22.3%)	101 (28.2%)	51 (14.2%)	50 (14.0%)
14.2	My institute provided me with training on using AI for learning	68 (19.0%)	109 (30.4%)	107 (29.9%)	48 (13.4%)	26 (7.3%)
14.3	Content created by generative AI would get a good grade in my subject	55 (15.4%)	111 (31.0%)	132 (36.9%)	38 (10.6%)	22 (6.1%)
14.4	My institution encourages me to use AI	63 (17.6%)	105 (29.3%)	132 (36.9%)	29 (8.1%)	29 (8.1%)
14.5	AI use will save my time	115 (32.1%)	127 (35.5%)	76 (21.2%)	24 (6.7%)	16 (4.5%)
14.6	AI use will improve the quality of my work	88 (24.6%)	135 (37.7%)	90 (25.1%)	25 (7.0%)	20 (5.6%)
14.7	AI tools help in getting instant support	102 (28.5%)	142 (39.7%)	77 (21.5%)	27 (7.5%)	10 (2.8%)
14.8	AI tools help in receive personalised support	69 (19.3%)	129 (36.0%)	114 (31.8%)	28 (7.8%)	18 (5.0%)

14.9	AI tools provide me support beyond the study hours at the institute	68 (19.0%)	158 (44.1%)	98 (27.4%)	20 (5.6%)	14 (3.9%)
14.10	AI tools help me develop my AI skills	75 (20.9%)	125 (34.9%)	115 (32.1%)	29 (8.1%)	14 (3.9%)
14.11	The use of AI tools will help me learn more than if I am not using AI tools	65 (18.2%)	107 (29.9%)	142 (39.7%)	32 (8.9%)	12 (3.4%)
14.12	I want to use AI tools as other students are already using it	55 (15.4%)	120 (33.5%)	124 (34.6%)	44 (12.3%)	15 (4.2%)
14.13	I have no interest in using AI tools	35 (9.8%)	42 (11.7%)	93 (26.0%)	88 (24.6%)	100 (27.9%)
14.14	I already have access to at least one AI tool	83 (23.2%)	139 (38.8%)	98 (27.4%)	28 (7.8%)	10 (2.8%)
14.15	I can't afford to use AI tools due to cost associated with subscription	50 (14.0%)	67 (18.7%)	136 (38.0%)	66 (18.4%)	39 (10.9%)

The results in Table 28 show a strong and widespread acceptance of AI among students, although there are notable differences across specific aspects of perception. A significant finding is that less than half of the students (43.6%) had used AI before joining the institute (14.1), indicating that the institute plays a key role in increasing students' AI exposure. This is supported by the item on institutional training, where 49.4% agree that

the institute trained them in AI use (14.2), with another 29.9% remaining neutral, suggesting moderate but not universal institutional reach.

Students demonstrate a particularly strong belief in AI's functional value. A clear majority agree that AI saves time (67.6%; 14.5), improves the quality of their work (62.3%; 14.6), provides instant support (68.2%; 14.7), and offers personalised assistance (55.3%; 14.8). Similarly, many students feel that AI supports learning beyond classroom hours (63.1%; 14.9) and helps them develop essential AI-related skills (55.9%; 14.10). These high levels of endorsement suggest that students see AI as a reliable, accessible, and efficiency-enhancing academic resource.

In terms of academic value, 46.4% believe that AI-enabled work would score highly (14.3), while a similar proportion (46.9%; 14.4) feel the institute promotes appropriate AI use—both with many neutral responses, indicating cautious optimism rather than uncritical enthusiasm. Notably, students' views on AI's effect on deeper learning are positive but more moderate, with 48.0% agreeing they learn more with AI (14.11) and nearly 40% remaining neutral, showing variability in perceived cognitive benefits.

Importantly, disagreement levels across all items stay relatively low (mostly 10–20%), indicating that overt rejection of AI is uncommon. Neutral responses, however, are notably high across many items (27–40%), implying that while students generally accept AI, a significant number remain uncertain about its pedagogical and ethical implications.

Overall, the acceptance data show a student group that values AI for its practical benefits—speed, convenience, quality improvement, and personalised support—while remaining cautious about aspects like learning depth, institutional encouragement, and prior exposure. This balanced profile highlights the need for systematic AI literacy programmes that deepen understanding, promote responsible use, and minimise uncertainty among students.

5.4 Perceptions about the use of AI in teaching and learning (Q15 – Open-Ended Responses)

Open-ended responses from students provide richer insights into how AI is experienced in daily academic work. These reflections reveal various but consistent themes, highlighting both positive experiences and practical concerns. A thematic analysis of the responses is shown below in Figure 1.



Figure 1 Word Cloud for Students' Responses

Thematic Summary of Student Experiences

1. Enhanced Understanding and Conceptual Clarity

Many students reported that AI tools helped them understand difficult topics by offering simplified explanations, step-by-step breakdowns, and alternative viewpoints. AI was often described as a “24/7 tutor” that supports independent learning, especially when real-time faculty support is unavailable.

2. Greater Efficiency in Completing Academic Tasks

Students repeatedly observed that AI boosts productivity by assisting them in summarising lengthy readings, preparing assignment drafts, rephrasing content for

clarity, and correcting grammar or structure. Several mentioned that AI reduces the time needed for academic preparation and allows for smoother completion of coursework.

3. Improved Confidence in Writing and Presentation

A significant number of students reported that AI tools help them refine their writing, organise ideas, improve coherence, and produce high-quality responses. Some mentioned that AI support has increased their confidence in completing academic work, particularly in English-medium assignments.

4. Dependence on AI and Reduced Original Thinking

A recurring concern was the tendency to rely too much on AI-generated suggestions. Students admitted that frequent AI use sometimes diminishes personal effort, creativity, or originality. A few explicitly said they felt dependent on AI for writing or idea generation.

5. Concerns About Incorrect or Misleading Outputs

Students observed instances where AI produced incorrect explanations, incomplete answers, or confusing content. This made some students cautious about relying solely on AI. Several highlighted the importance of cross-checking AI responses with textbooks or reputable sources.

6. Ethical Awareness and Academic Integrity Issues

Several students demonstrated awareness of the dangers associated with unethical AI use, such as copying AI-generated work or skipping personal learning. They acknowledged that misuse could damage academic integrity and impair critical thinking skills.

7. Emotional and Motivational Impact

A smaller but noteworthy theme involved students describing AI as helping to reduce academic stress, boost confidence, and maintain motivation, particularly when facing complex subjects or tight deadlines.

Students' open-ended reflections indicate that AI plays a significant and complex role in their learning. The experiences shared show that AI clarifies concepts, supports independent learning, and boosts academic efficiency through summarising, explaining, and refining writing. Students often describe AI as a dependable source of immediate help that complements classroom learning and offers personalised support. At the same time, they express cautious optimism, recognising risks such as incorrect outputs, overreliance, and ethical concerns regarding originality and academic integrity. These responses reveal a student community that values AI's educational benefits while remaining aware of its limitations. Their experiences highlight the need for structured AI literacy, clear institutional guidance, and responsible use practices that optimise learning while reducing potential risks.

5.5 Additional Points from Students (Q16 – Open-Ended Responses)

The final open-ended question encouraged students to share any further thoughts about the use of AI in their learning. Although the number of responses was modest, the insights provided reflect important expectations, concerns, and aspirations that complement earlier findings. A thematic summary of all comments is presented below.

Thematic Summary of Additional Comments

1. Call for More Training and Workshops on AI

Several students expressed a desire for more structured guidance on how to use AI effectively and responsibly. They requested workshops, demonstrations, and practical sessions that would help them better understand the potential and limitations of AI tools. Some students emphasised the need for training on ethical and appropriate use, indicating awareness of the fine line between support and dependency.

2. Requests for Institutionally Supported AI Tools

Students pointed out limitations of free AI platforms, such as restricted responses, limited access to advanced features, and usage caps. Some recommended that the institution

consider offering access to premium or licensed AI tools, which they believed would greatly improve their academic work, research preparation, and overall learning experience.

3. Concerns About Over-Reliance and Misuse

Several comments repeated worries about the misuse of AI, especially the tendency of some students to rely too heavily on AI-generated content instead of making personal efforts. This concern shows a growing awareness among students of how AI use might affect their own learning habits and academic growth.

4. Positive Feedback on AI as a Learning Support

Some students expressed appreciation for the availability of AI tools, noting that these technologies boost their confidence, help clarify doubts, and support their learning beyond classroom hours. They saw AI as a helpful supplement rather than a substitute for staff guidance.

The additional comments strengthen and elaborate on the themes discussed earlier. Students clearly recognise the importance of responsible AI use and show a strong interest in formal training to optimise the educational benefits of AI tools. The desire for institutional support in accessing high-quality AI platforms reflects students' motivation to use AI meaningfully rather than superficially. Simultaneously, concerns about over-reliance and misuse demonstrate students' awareness of potential risks and their need for structured guidance to ensure that AI enhances rather than diminishes authentic learning. Overall, these insights emphasise the necessity for ongoing capacity-building initiatives, clear institutional policies, and sustainable support systems to promote ethical, productive, and informed AI use among the student community.

6. Conclusion

This baseline study provides a comprehensive understanding of the current status, perceptions, and readiness of teachers and students regarding the integration of Artificial Intelligence (AI) in teaching, learning, and research at MIER College of Education. The

findings reveal a community that is highly engaged with AI tools, demonstrates strong motivation to adopt emerging technologies, and recognises substantial pedagogical and operational benefits from AI use. Both teachers and students reported improved efficiency, enhanced learning support, strengthened academic writing, and greater conceptual clarity through AI-enabled platforms. At the same time, the study highlights critical areas of concern, including data privacy, academic integrity, algorithmic inaccuracies, infrastructural limitations, and gaps in institutional policy and training.

Teachers stressed the importance of structured staff development, clear governance mechanisms, and systematic institutional support. Students, enthusiastic users of AI, raised concerns about over-reliance, inaccurate outputs, and ethical risks. Notably, both groups highlighted the need for formal AI literacy, transparent guidelines, and reliable access to institutional AI tools. The study concludes that MIER College is well placed to advance AI integration, provided that institutional investment, policy frameworks, and capacity development initiatives are enhanced. These insights offer a solid foundation for upcoming workshops and strategic planning under the Commonwealth of Learning (COL) project.

7. Recommendations

7.1 Institutional Policy and Governance

1. Develop a comprehensive institutional AI Policy, outlining acceptable use, ethical principles, academic integrity safeguards, and guidelines for responsible implementation.
2. Establish a central AI Governance Committee involving CET, IQAC, and academic leadership to oversee policy rollout, compliance, and periodic review.
3. Create clear Standard Operating Procedures (SOPs) on AI use for teaching, learning, assessment, and research, aligned with COL and UNESCO frameworks.

7.2 Capacity Building and Training

1. Implement structured AI literacy programmes for teachers and students, including hands-on workshops, skill-based modules, and discipline-specific training.

2. Offer advanced professional development sessions on prompt engineering, AI-enabled assessment design, research applications, and ethical AI use.
3. Build a cascading capacity development model, training faculty champions to support their departments in effective AI integration.

7.3 Infrastructure and Access

1. Provide institutional access to reliable, premium AI tools, reducing dependence on limited free versions and enabling more robust academic use.
2. Strengthen digital infrastructure, including internet bandwidth, device availability, and secure AI platforms.
3. Integrate AI support tools within the Learning Management System (LMS) to streamline adoption and ensure responsible use.

7.4 Teaching, Learning, and Assessment

1. Promote pedagogically sound integration of AI, supporting teachers in designing AI-augmented learning activities, assessments, and feedback mechanisms.
2. Develop AI-supported academic integrity protocols, including detection tools, awareness campaigns, and guidelines for ethical student use.
3. Encourage AI-enabled personalised learning, leveraging adaptive tools to support diverse learner needs, including accessibility and language support.

7.5 Monitoring, Evaluation, and Sustainability

1. Establish continuous monitoring indicators to track AI implementation, skill development, and its impact on learning outcomes.
2. Conduct periodic surveys and reflective studies to update policies and practices in line with evolving needs and technological changes.
3. Institutionalise AI readiness into IQAC processes, ensuring sustainability and alignment with national and international standards.

The baseline findings demonstrate that both teachers and students at MIER College of Education are actively engaging with AI and recognise its significant potential to enhance

teaching, learning, and academic productivity. At the same time, the concerns expressed, related to data privacy, accuracy of AI outputs, ethical use, academic integrity, and the need for structured institutional support, underscore the importance of developing clear policies, robust governance mechanisms, and targeted capacity-building initiatives. The results provide a strong evidence base for the upcoming Commonwealth of Learning (COL) workshops and serve as a foundational input for formulating an institutional AI policy that promotes responsible, equitable, and future-ready AI integration across the college.