AI POLICY

1. PREAMBLE

This policy is established to provide a structured, transparent, and responsible framework for the use of artificial intelligence (AI) tools in teaching, learning, and research at IFMR GSB. Here, AI refers to generative AI tools, such as the large language models (LLM). The school adopts a human-centric and risk-aware approach to AI, where AI tools are positioned as companions or collaborators that augment human learning and creativity, rather than replace critical thinking, reasoning, or intellectual ownership. These objectives are proposed to upkeep the legacy of IFMR GSB in honing students and scholars into critical decision-makers. This policy aligns with The Digital Personal Data Protection Act (DPDP Act 2023[1]), Government of India and India's AI Governance Guidelines 2025[2].

2. OBJECTIVES OF THIS POLICY

The following are the objectives of this policy:

- To enable students to understand and practice the responsible, ethical, and transparent use of AI tools,
- To preserve academic integrity, originality, and individual mastery in assessments,
- To encourage faculty for pedagogical creativity by including AI tools in their courses,
- To encourage students to develop literacy on AI tools, sustained critical thinking, and continuous improvement of their professional readiness for industries, and
- To establish consistency and documented use of AI across the school.

3. SCOPE

This policy applies to the following:

- Students: undergraduate (BBA Program) and post-graduate (MBA Program)
- Research scholars (Ph.D. Program)
- Executives (EMBA Program)
- Faculty (Regular, Visiting)
- Teaching fellow, Research assistants

[1] The Digital Personal Data Protection Bill 2023, Bill No. 113 of 2023.

[2] https://static.pib.gov.in/WriteReadData/specificdocs/documents/2025/nov/doc2025115685601.pdf

4. DEFINITIONS

The following are definitions of some common terminologies used in this document:

- AI tool: This indicates software or platforms that use AI to generate content, summarize content, analyze, or visualize, based on the prompts given by a user.
- Disclosure: This indicates a statement by the author/user to clarify/indicate the purpose of AI use in their work.
- Academic integrity: This indicates the commitment of all people of this school to honesty, originality, and ownership of intellectual work.

5. FRAMEWORK FOR AI USE

5.1 OVERVIEW

The policy proposes a three-cluster structured guidance for integrating AI in teaching and learning while facilitating the instructor's pedagogical creativity. The three-cluster structure is presented in the table below:

Cluster#	Focus	Permitted use of AI	Purpose
Cluster 1 – Core competency	Individual mastery	AI for preparation only; no AI-generated content in submissions; assessments will test independent skills	The limited use of AI will ensure foundational knowledge and independent reasoning
Cluster 2 – Learning support	Practice and exploration	AI for brainstorming, summarization, simulations; no direct submissions	This will enhance understanding the use of AI tools as companions while preserving originality
Cluster 3 – Responsible collaboration	Drafting, structuring, refining	AI for drafting (visualization, language editing) with mandatory disclosure	This will build literacy on use of AI tools as collaborators and also help students develop professional skills

5.2 CLUSTER CONTEXT

The following guidelines should be used for the use of AI tools:

5.2.1 Cluster 1 – Core competency: In this cluster, the AI use is limited to optional practice or self-study exercises. Students must complete their work independently. Any AI-generated content must not appear in any submissions made by students in a course.

5.2.2 Cluster 2 – Learning support: In this cluster, students may use AI to assist them in self-preparation and understanding concepts. However, they must communicate with course instructors to clarify their doubts and improve their understanding, in addition to the use of any AI tools. Students need to demonstrate their own reasoning and conclusions. Any AI-generated content/outputs must not be submitted for grading. The disclosure of AI use is mandatory.

5.2.3 Cluster 3 – Responsible collaboration: In this cluster, the AI tools may be used to assist in drafting, structuring, refining, or language editing. Students retain full ownership of their ideas, analysis, and conclusions. The disclosure of AI use is mandatory.

6. GUIDELINES

6.1 FACULTY

Faculty members are encouraged to integrate AI tools in their teaching and assessment. The following guidelines are proposed:

- Course outline and assessment: Faculty should indicate the applicable AI clusters in the course outlines and assessment components. It is suggested to include at least one assessment component that aligns with Cluster 1 (independent mastery). They must clearly communicate expectations to students. If the course involves teaching fellows or teaching assistants, who will evaluate student submissions, then they should also be clear about the AI use in that course.

- Pedagogical creativity: Faculty may use AI to design case studies, simulations, datasets, or scenarios. In such cases, faculty must communicate to students: how AI tools were prompted, how outputs were evaluated and refined, and how domain expertise was applied. The applicable clusters for such creativity must be included in the course outline and intimated to students.

- Monitoring: Faculty must communicate to students to acknowledge AI use in their submissions. Wherever allowed, plagiarism detection tools may be used by faculty to review the originality. Since the accuracy of detection software is not validated, their assessment must be used as an indicator but not as a grading metric.

- Training and guidance: Whenever possible, faculty must guide students on AI use and its limitations.

- Documentation: For each course, faculty must document the use of AI for institutional learning, compliance, and showcasing innovations.

6.2 STUDENTS

Students are encouraged to use AI tools as a learning companion/assistant. The following guidelines are proposed:

- For each course, students ought to understand the AI clusters defined in the course outline and assessment components.

- Students ought to seek clarification from the course instructor to understand the expectations of the AI clusters during the entire course.

- Students ought to maintain academic integrity and originality of their work.

- Students ought to disclose the use of AI wherever applicable.

- Students ought to develop literacy on AI tools and their professional skills through responsible practice.

6.3 RESEARCH (FACULTY, SCHOLARS, AND STUDENTS)

Research scholars, teaching fellows, research assistants, and faculty, who actively pursue research and development, are also encouraged to use AI tools as a companion in their research journey. The following guidelines are proposed:

- AI tools may be used to explore literature, analyze data, visualize results, or draft summaries.

- In research articles, wherever AI is used, the authors must document AI-assisted contributions. (Note: When submitting their research for publication, the authors must check the relevant guidelines of the journal/publisher for disclosures on AI use in their research.)

- In presentations, wherever AI is used, the authors must acknowledge the use.

- The authors retain intellectual ownership and responsibility for their work.

7. DISCLOSURE STATEMENTS

The following statements may be used:

For students in their course-related submissions: *AI tools were used for brainstorming and language refinement. All ideas, analysis, and conclusions are my own*.

In presentations: *AI tools were used for structuring content and generating visual elements. The conceptual framework and analysis were developed independently.*

For Faculty in teaching: *This case study was developed using AI-assisted brainstorming and refined using domain expertise and classroom objectives.*

8. COMMITTEE

A committee shall be constituted to assess and review the policy periodically, address ambiguities and disputes, and recommend updates based on technological advances and regulatory changes.

APPENDIX

PROPOSED DOCUMENTATION OF AI USE BY FACULTY

The following will be included in the course outline to be filled by the faculty:

1. AI Clusters applied
In the course outline, the applicable clusters to individual sessions and evaluation components should be outlined.

2. AI tools proposed
ChatGPT, Google Gemini, Claude, Microsoft Copilot, Perplexity AI, Midjourney, Runway ML, Adobe Firefly, ElevenLabs, etc. (Course instructor will choose the AI tool(s) suitable for their course; this list is indicative, and may be expanded by faculty based on the course)

3. Purpose of AI use

- Lecture preparation
- Case study or simulation design
- Assignment design/refinement
- Data generation
- Classroom activity

4. Short description of AI assistance.
A 1-3 line description on how the generative AI tool was used in the course.

5. Sample prompts given to students to interact with AI tools
Example: Generate a business case on supply chain disruptions and emphasize on decision-making (such examples may be provided by faculty to help and guide students to use AI tools in the right direction)

6. List of learning outcomes supported by AI use.

7. Were students informed about AI use:
Yes or No.

8. Reflection [Optional for course improvement]
It is expected from course instructors to list what worked well by including AI tools, if they were used in the course. What would they change next time?