COLLEGE OF ENGINEERING
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Artificial Intelligence (AI) Policy

Contents

1. Preamble

Generative Artificial Intelligence tools and other emerging technologies (hereafter referred to as AI tools) are quickly advancing in their capabilities. The rapid advancement of AI tools in performing complex tasks across multiple domains, including coursework and research, is notable. However, the content generated by these tools may contain flaws, some of which can be subtle. Therefore, users of AI tools for coursework, research, professional communication, and other purposes are responsible for verifying the accuracy and appropriateness of the generated content. Additionally, it is crucial for faculty members to closely monitor developments in the quality and utility of AI tools within their respective areas of expertise.

2. Stakeholders

The policies outlined in this document apply to all stakeholders including

- Students (UG, PG and Research Scholars)
- Faculty Members
- Administrative and Technical Staff
- Project Collaborators
- External partners using institutional AI resources

3. Objectives

- Promote ethical and responsible use of AI
- Ensure AI aligns with institutional values and academic integrity
- Encourage AI-driven innovation in education and research
- Prevent misuse or over-reliance on AI tools

4. Need for Institution AI Policy:

Indiscriminate use of AI tools by students in writing assignments, coding, seminar/internship/project reports, etc. could hinder their learning. Banning access to AI tools is not practical for several reasons. Such a measure would likely be unpopular with students and challenging to enforce, given the easy availability of AI tools. Currently, automated tools for detecting AI-generated content are unreliable. Therefore, it is urgent to establish clear usage policies for AI tools. Thus, it is necessary to have institution-level policies and encourage programs, divisions, departments, and course instructors to tailor

these baseline policies as needed. To limit the unfair use of AI tools, faculty may need to consider a combination of reforms of "AI-proof" assignments and assessments (which may be difficult to create).

5. Positive Impacts on Teaching

Many faculty members of MVJCE see the positive potential of AI tools in teaching and learning, such as challenging students to solve more advanced problems and better preparing them for professional contexts where AI tools are integrated into workflows. If assignments and assessments are modified to include AI tools, the pedagogy and course learning outcomes may need to be updated to reflect these changes. Furthermore, AI tools can enhance productivity for both faculty (e.g., transforming notes into slides, suggesting questions based on specific content) and students (e.g., providing personalized assistance tailored to each student's needs).

6. Impact on Research

The guidelines should make researchers aware of the risks associated with trusting the accuracy of AI-generated content and entering sensitive content into AI tools, among others. Authors are responsible for verifying the accuracy of any AI-generated content included in their publications. It is crucial for faculty members to foster an AI-responsible environment within their groups, and for students to seek the approval of their advisors before using AI tools. Disclosure of AI tool usage should be an integral part of the theses submitted by students.

7. Negative Impacts of AI Tools on Teaching, Learning and Research:

AI tools, if not used responsibly, can negatively impact research and learning by contributing to corner-cutting and hindering the educational process. Here are some ways in which they can be detrimental:

- Plagiarism and copyright issues: Students or researchers might misuse AI tools to generate content for assignments, research papers, or reports without proper attribution. This can lead to plagiarism and challenge the development of critical thinking and research skills.
- Professional Ethics: Lack of awareness about the ethical considerations of using AI tools in academic work can result in ethical dilemmas and academic misconduct.

- Lack of Critical Thinking: Overreliance on AI tools can diminish independent critical thinking and problem-solving skills, turning students or researchers into passive consumers of information rather than active researchers and learners.
- Limited Comprehension: Using AI tools for complex concepts or topics without fully comprehending them can lead to surface-level knowledge, which doesn't serve students' long-term educational goals.
- Lack of Originality: Heavy reliance on AI-generated content can produce work lacking originality and depth, which are crucial aspects of academic research and learning.
- Reduced Engagement: Sole dependence on AI tools may result in reduced engagement in class discussions, diminished interaction with peers, and a lack of in-depth understanding of the subject matter.

To reduce these negative effects, students, researchers and educators must use AI tools responsibly and ethically. It is important to emphasize the significance of originality, proper citation, and maintaining academic integrity. Educators and institutions should guide the ethical use of AI tools and thoughtfully incorporate them into the learning process, treating them as supplements rather than substitutes for traditional teaching and research methods. Responsible use of AI tools can help students develop their skills and knowledge while avoiding shortcuts and cutting corners.

8. Acceptable Use of AI

AI tools may be used in the following ways:

Teaching & Learning

- Faculty may use AI tools to enhance pedagogy, assisting with simulations, automated grading, personalized learning, or content generation, not replace core instruction.
- Students may use AI for personalized learning, upskilling, prepare summaries, and language assistance for report preparation with proper disclosure.
- A handbook containing disclosures and guidelines will be shared with students and faculty respectively for the responsible use of AI tools.

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Research & Development

- Use of AI in thesis work and innovation is encouraged with proper attribution, but sensitive and confidential information must not be shared with AI. The limitations and disclosure mechanisms will be detailed in the handbook.
- Use of generative AI must be declared in research outputs.
- Assume that any data or queries uploaded into free AI tools will become public information unless explicitly indicated otherwise. Therefore, do not enter, contribute, or input sensitive, confidential, or restricted information into these tools[1].
- When utilizing AI tools, always promptly disclose or reference their use and any related application plug-ins as needed. This transparent disclosure ensures that others are aware when AI tools were used to generate content, thereby minimizing misunderstandings regarding the source of information and potentially reducing claims of academic dishonesty or plagiarism [1].
- When using generative AI software tools to generate images, tables and code, the user/author must disclose their use prominently, either in the acknowledgments section of the work or elsewhere in the work [1].
- If generative AI tools are used to edit and improve the quality of existing text in the same way as a typing assistant like Grammarly (to improve spelling, grammar, punctuation, clarity, engagement) or a basic word processing system for correcting spelling or grammar, it is not necessary to disclose the use of these tools in one's work.[1]

Administration

- Automation of workflows—including report drafting, analytics, and related processes—shall be conducted exclusively under human oversight to ensure correctness, accountability and integrity.

9. Unacceptable Use of AI

Teaching and Learning:

- Using AI to plagiarize or bypass academic effort, including:
  - ✓ Submitting AI-generated work as original without disclosure.
  - ✓ Using AI to impersonate or mislead evaluators (e.g., in interviews or exams).

Research and development:

- Training or deploying biased, discriminatory, or unsafe AI models.
- Using AI tools in violation of licensing, data privacy, or intellectual property laws

Administration:

- Data Analytics on confidential information should not be conducted using AI tools.
- AI tools should not be used to generate code, which can be run locally to perform data analytics on sensitive data.

Miscellaneous:

- Using AI to create or spread misinformation, deepfakes, illegal, offensive content.

10. Private or Confidential Information

Assume that any data or queries uploaded into free AI tools will become public information unless explicitly indicated otherwise. Therefore, do not enter, contribute, or input sensitive, confidential, or restricted information into these tools[1].

11. Errors and Content Responsibility

- AI tools may be imperfect, and their responses can sometimes be inaccurate or misleading. Therefore, it's essential to review and assess all output generated by AI tools for accuracy before relying on or distributing the information publicly.
- The authors bear the sole responsibility for any errors, including errors in AI-generated components. The Institution will not be held responsible for any such cases.

12. Fair and Ethical Use

To ensure the effective, fair, and ethical use of AI tools, training workshops will be conducted for all stakeholders. Faculty members are encouraged to take NPTEL/Coursera or other online platform courses based on ethical use of AI Tools.

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Ethical concerns with AI tools involve the accuracy of their generated outputs and the privacy of their inputs, as previously discussed. Additionally, there are important ethical considerations related to the data used to train AI models, such as biases and copyright issues, as well as the environmental costs associated with training and deploying these tools.

13. Other Documents

The letter sent to thesis referees should briefly include the guidelines for the use of AI tools in thesis.

The institute website should host the guidelines for the use of AI tools in research and education, along with maintaining useful resources.

Bibliography

[1] https://www.iisc.ac.in/wp-content/uploads/2024/03/Report-of-Committee-on-AI-Tools-for-Education-and-Research.pdf