

Policy on the Use of Generative Artificial Intelligence (Gen AI) in Academic Work

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1. Introduction

Institute of Management Technology (IMT) Nagpur is committed to fostering an environment of academic integrity, critical thinking, and the development of future-ready management professionals. Generative Artificial Intelligence (Gen AI) tools present both exciting opportunities and potential challenges in achieving these goals. This policy outlines the acceptable and unacceptable uses of Gen AI by students and faculty at IMT Nagpur. Our aim is to guide the responsible and ethical integration of AI while upholding the principles of original work and intellectual honesty.

2. Definitions

For the purpose of this policy, "Generative AI" refers to any artificial intelligence technology capable of producing original content, including but not limited to text, code, images, audio, and video, in response to prompts. Examples include, but are not limited to, ChatGPT, Bard, DALL-E, Midjourney, DeepSeek, and similar tools.

3. Responsible Use of AI/Gen AI

The following need to be considered and kept in mind while using Gen AI for academic purposes.

3.1 Use AI as a learning partner, rather than a replacement

- When brainstorming, outlining, summarising, or elucidating difficult ideas, use AI; however, always independently confirm facts and sources.
- Don't depend solely on summaries produced by AI. AI results may be biassed or erroneous; for a more thorough understanding, refer to primary sources.

3.2 Provide citation and avoid plagiarism

• AI is not a scientific source. Find, verify, and cite the original published work before using AI as a source for academic claims.

- You must provide credit to the AI tool if it produces genuinely unique content (such as an image produced by DALL-E).
- Before using any AI-recommended quotes or references in your writing, make sure they are correct. AI may create or confuse references, which are frequently referred to as "hallucinations."

4. Policy for Students

This section outlines the permissible and prohibited uses of generative AI for students.

4.1 Dos (Permissible Uses)

Students **are permitted** to use generative AI tools for the following purposes, provided proper attribution and transparency are maintained:

- **Brainstorming and Idea Generation:** Utilizing AI to explore different perspectives, generate initial ideas, and overcome creative blocks.
- **Research Assistance:** Employing AI to identify potential sources, summarize information from diverse texts (with careful verification of accuracy), and gain a preliminary understanding of complex topics.
- **Drafting Assistance (with significant human revision):** Using AI to create initial drafts of outlines or sections of written assignments, provided that the student significantly revises, edits, and reframes the content to reflect their own understanding, analysis, and voice. The final submission must demonstrate substantial original thought and effort.
- Learning and Understanding Concepts: Interacting with AI to explain complex concepts, clarify doubts, and explore different approaches to problem-solving.
- Data Analysis and Visualization (where explicitly permitted by the instructor): Utilizing AI tools for preliminary data exploration or visualization, provided the student understands the underlying methodology and can interpret the results critically.

Crucially, in all permissible uses, students must:

- Clearly and explicitly cite the use of any generative AI tool in their submissions. This includes naming the specific tool used and describing how it was employed. The citation should be placed in a methodology section or as a footnote/endnote, following the referencing style specified by the instructor.
- Ensure the accuracy and originality of the final submission. Students are responsible for verifying the information generated by AI and ensuring that their work reflects their own critical analysis and insights.
- Be prepared to explain their entire submission, including the role of AI in its creation, during assessments or discussions.

4.2 Don'ts (Prohibited Uses)

Students **are strictly prohibited** from using generative AI tools in the following ways:

- Submitting AI-generated content as their own original work. This includes copying and pasting text, code, or other outputs from AI without substantial modification, critical analysis, and proper attribution.
- Using AI to complete assignments, projects, examinations, or any other academic work where the primary expectation is the student's individual understanding, analysis, and original thought. This includes, but is not limited to, case study analyses, essays, research papers, presentations, and problem-solving tasks, unless explicitly permitted by the instructor for specific purposes (as outlined in the "Dos" section).
- Using AI to bypass learning or assessment objectives.
- Collaborating with AI in a manner that undermines individual learning and accountability.
- Presenting AI-generated data or analysis without understanding its limitations and potential biases.
- Don't use AI to cheat on exams or tests.
- Don't use AI to paraphrase or rewrite plagiarized content.
- Don't use AI to fake research or sources.
- Using AI tools that violate ethical guidelines, privacy regulations, or academic integrity.

5. Policy for Faculty Members

This section provides guidelines for faculty members regarding the integration and assessment of AI in the PGDM program.

5.1 Dos (Recommended Practices)

Faculty members are encouraged to:

- Educate students on the capabilities and limitations of generative AI tools.
- Clearly articulate expectations regarding the use of AI in their courses and assignments. This should be included in the course syllabus and discussed with students.
- Design assessments that emphasize critical thinking, application of knowledge, and original analysis, making it difficult for students to rely solely on AI-generated content. This may include in-class activities, oral presentations, case discussions, and assignments that require personal reflection or real-world application.
- Explore innovative ways to integrate AI as a pedagogical tool to enhance learning, such as using it for brainstorming in class or analyzing different viewpoints.

- Stay informed about the evolving capabilities of generative AI and adapt their teaching and assessment strategies accordingly.
- Provide clear guidelines on acceptable citation methods for AI-generated content when its use is permitted.
- Discuss the ethical implications of AI with students.
- Utilize AI detection tools judiciously as one component of a multi-faceted approach to assessing academic integrity. Understand the limitations of these tools and avoid relying solely on their output.

5.2 Don'ts (Practices to Avoid)

Faculty members should avoid:

- Assuming that all AI-generated content is inherently plagiarized. Focus on assessing the student's understanding and original contribution.
- Designing assessments that can be easily completed with minimal original thought using generative AI without any value addition.
- Ignoring the potential impact of AI on academic integrity and not addressing it proactively in their courses.
- Solely relying on AI detection software without critical evaluation of the evidence.
- Discouraging all use of AI without exploring its potential pedagogical benefits.

6. Penalties for Academic Dishonesty Involving Generative AI

Any instance of academic dishonesty involving the misuse of generative AI will be treated with the same seriousness as other forms of plagiarism or cheating. The penalties for such cases will be decided and imposed by the respective course faculty, depending on the severity and frequency of the offense.

7. Review and Updates

This policy will be reviewed and updated periodically to reflect the evolving landscape of generative AI technologies and best practices in education.

8. Dissemination

This policy will be made readily available to all students and faculty members through the institute's website, student handbook, and other relevant communication channels.

By adhering to this policy, IMT Nagpur aims to cultivate a learning environment where generative AI is used responsibly and ethically, contributing to the development of well-informed and critically thinking management professionals.