


# Chapter 6

## Student and Teacher Perceptions on AI Integration in Indian Higher Education: A Qualitative Stakeholder Study

**Rathish Rana Raja Sekar**

 <https://orcid.org/0009-0000-9658-129X>


*Christ University, India*

**Gargi Amit Parab**

 <https://orcid.org/0009-0001-1858-2171>


*Christ University, India*

**Bhavna Bheemesh**

 <https://orcid.org/0009-0000-0835-1348>


*Christ University, India*

**G. Krithi**

 <https://orcid.org/0009-0007-3425-6812>

*Christ University, India*

**T. Vijayalaya Srinivas**

 <https://orcid.org/0000-0002-4384-1585>

*Christ University, India*

DOI: 10.4018/979-8-3373-7912-8.ch006

Copyright © 2026, IGI Global Scientific Publishing. Copying or distributing in print or electronic forms without written permission of IGI Global Scientific Publishing is prohibited. Use of this chapter to train generative artificial intelligence (AI) technologies is expressly prohibited. The publisher reserves all rights to license its use for generative AI training and machine learning model development.

## ABSTRACT

*This study aimed to explore the perceptions of students and educators in Indian universities regarding the integration of Artificial Intelligence (AI) into higher education, focusing on its role in learning and assignments. The research examined the attitudes and beliefs about AI, particularly in terms of its impact on pedagogical approaches and student learning outcomes. Specifically, the study explored the ethical implications, perceived benefits, and challenges associated with AI usage in the Indian educational context. A phenomenological approach was employed, with data collected through semi-structured interviews and focus group discussions involving students and educators across diverse academic disciplines. Thematic analysis identified key patterns in participants' experiences, revealing both enthusiasm for AI's potential to personalize and enhance education and concerns over its implications for critical thinking, privacy, and educational equity. The findings offer insights for the development of AI-related educational policies in India.*

## INTRODUCTION

The higher education landscape is profoundly transforming as artificial intelligence (AI) reshapes traditional teaching-learning paradigms. Despite 80% of educators recognizing AI's potential, only 33% actively implement these technologies in their teaching practice (Straková, 2024), raising fundamental questions about how educational institutions navigate technological innovation while preserving pedagogical effectiveness.

Recent studies have illuminated various dimensions of this transformation. Daraai et al. (2024) comprehensively examine AI integration in higher education, highlighting applications, strategies, and ethical considerations while emphasizing the importance of aligning technological implementation with educational objectives. Contemporary research has examined how university-level teachers perceive Chat-GPT's impact on student learning (Kanwal et al., 2023), while quantitative investigations have explored the relationship between student engagement with AI tools and learning outcomes (Moussa et al., 2024). Particularly relevant to the Indian context, researchers have investigated AI implementation in rural education settings (Darda et al., 2024) and examined the effectiveness of AI-assisted tools in academic writing courses (Zhang et al., 2024).

India's policy landscape actively recognizes the transformative potential of AI in education. The National Education Policy 2020 explicitly aims to incorporate “contemporary subjects such as Artificial Intelligence” while promoting digitization and democratization of education (Ministry of Human Resource Development, 2020,

36 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/student-and-teacher-perceptions-on-ai-integration-in-indian-higher-education/394490](http://www.igi-global.com/chapter/student-and-teacher-perceptions-on-ai-integration-in-indian-higher-education/394490)

## Related Content

---

### Health Infrastructure and Economic Growth in Sub-Saharan Africa

Samuel Adams, Edem Kwame Mensah Kloboduand Richmond Odartey Lamptey (2018). *Health Economics and Healthcare Reform: Breakthroughs in Research and Practice* (pp. 146-163).

[www.irma-international.org/chapter/health-infrastructure-and-economic-growth-in-sub-saharan-africa/186080](http://www.irma-international.org/chapter/health-infrastructure-and-economic-growth-in-sub-saharan-africa/186080)

### Health Protection and Reasonable Balancing of Interests

Luca Albino (2022). *Handbook of Research on Healthcare Standards, Policies, and Reform* (pp. 18-33).

[www.irma-international.org/chapter/health-protection-and-reasonable-balancing-of-interests/302482](http://www.irma-international.org/chapter/health-protection-and-reasonable-balancing-of-interests/302482)

### Student Experience on Using Social Media as an Educational Platform During COVID-19: Balance Between Students' Mental Health and Academic Career

Wahida Islam Talukder (2022). *Education Reform in the Aftermath of the COVID-19 Pandemic* (pp. 81-90).

[www.irma-international.org/chapter/student-experience-on-using-social-media-as-an-educational-platform-during-covid-19/297749](http://www.irma-international.org/chapter/student-experience-on-using-social-media-as-an-educational-platform-during-covid-19/297749)

### Exploring Discourses About International Students in U.S. Higher Education

Orlina Botevaand Leah Hakkola (2026). *Rethinking Policy, Innovation, and Global Structures in Higher Education* (pp. 129-166).

[www.irma-international.org/chapter/exploring-discourses-about-international-students-in-us-higher-education/406442](http://www.irma-international.org/chapter/exploring-discourses-about-international-students-in-us-higher-education/406442)

### Embracing Diversity: Innovative Approaches to Global Learning in Higher Education

Andi Asrifan, Rismawati Sudirmanand Nurfaida Tasni (2026). *Higher Education Institution Strategies for Internationalization* (pp. 191-222).

[www.irma-international.org/chapter/embracing-diversity/390435](http://www.irma-international.org/chapter/embracing-diversity/390435)