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Faculty and Student Readiness for AI Adoption in MBA Education: An Empirical Study at ASM Group of Institutes

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***Abstract* – Artificial Intelligence (AI) is reshaping management education by transforming teaching methodologies, assessment systems, research practices, and administrative processes. In alignment with ASM AI Fest 2026 and the theme "AI-Driven Pedagogy & Institutional Transformation," this study examines the readiness of faculty and students for AI adoption in MBA education at ASM Group of Institutes. The research evaluates awareness levels, perceived usefulness, technological competence, institutional preparedness, and willingness to integrate AI tools into academic and administrative functions.Using a mixed-method approach, primary data were collected from MBA faculty members and students through structured questionnaires, while secondary data were gathered from global reports, AICTE guidelines, NEP 2020, and international case studies on AI in education. The findings reveal high conceptual awareness of AI tools such as ChatGPT, Grammarly, Canva AI, and data analytics platforms; however, structured implementation strategies, formal training, and policy frameworks are still evolving. The study proposes a phased implementation plan including faculty training, pilot classroom integration, AI-supported assessment tools, and process automation in academic administration. The research concludes that AI readiness at ASM is promising but requires strategic alignment, capacity building, and responsible AI governance to create a future-ready academic ecosystem in MBA education.**

Keywords: **Artificial Intelligence in Education, MBA Education, Faculty Readiness, Student Readiness, AI-Driven Pedagogy, Institutional Transformation, Process Automation, Digital Learning Ecosystem**

I. INTRODUCTION

The integration of Artificial Intelligence (AI) into higher education is no longer an experimental innovation but a strategic necessity. Globally, universities are incorporating AI tools into teaching, assessment, research, and administrative systems to enhance efficiency, personalization, and decision-making. In India, policy frameworks such as NEP 2020, Digital India, and AICTE initiatives emphasize technology-enabled learning and innovation-driven pedagogy.MBA education, in particular, stands at the intersection of technology and management practice. Business leaders of the future must not only understand AI as a concept but also apply it strategically in domains such as marketing analytics, financial modeling, HR automation, supply chain optimization, and strategic decision-making. Therefore, AI adoption in MBA programs is both a pedagogical transformation and a strategic imperative.

ASM Group of Institutes, through ASM AI Fest 2026, has initiated a structured institutional transformation journey towards AI adoption. However, the success of AI integration depends significantly on faculty and student readiness. Readiness includes technological competence, openness to change, infrastructure support, perceived usefulness, ethical awareness, and institutional leadership.
Faculty members play a pivotal role in AI adoption. They must transition from traditional lecture-based delivery to AI-supported interactive, data-driven, and personalized teaching approaches. AI tools can assist in lesson planning, case development, rubric generation, plagiarism detection, and feedback analytics. However, without adequate training and mindset shift, AI adoption may remain superficial.

Students, on the other hand, are digital natives but may lack structured understanding of responsible AI usage. While they frequently use AI tools for assignments and research support, formal academic integration, critical evaluation skills, and ethical awareness need institutional guidance.

This research, therefore, aims to assess the current readiness level of faculty and students at ASM's MBA department and propose a practical implementation roadmap aligned with global best practices. The study not only evaluates awareness and preparedness but also provides actionable recommendations, automation suggestions, and measurable impact outcomes.

By conducting an empirical analysis at ASM, this paper contributes to the institutional transformation agenda and provides a scalable model for AI adoption in management education.

II. GLOBAL AI PRACTICES ACROSS PG (MBA) STUDENTS

1. Overview

Across leading global institutions, AI is being integrated into postgraduate management education to support personalized learning, applied analytics projects, automated assessment, and experiential simulations. These

practices combine platform-level offerings (AI-enhanced LMS, automated grading) with curriculum-level interventions (AI courses, capstone projects, industry partnerships), preparing MBA students with both conceptual knowledge and hands-on AI application skills. Below are representative institutional examples and the AI practices they use (selected to illustrate diverse models of adoption). Use this as evidence when describing "How AI is Used in Education Globally" for MBA-level learners.

Representative Institutional Examples (Global)

- Harvard University — embeds AI case-studies and applied data projects into MBA courses; uses AI-driven analytics to personalize executive education modules.
- Massachusetts Institute of Technology — integrates AI labs and industry collaborations; MBA students work on real datasets using Azure/Google Cloud ML toolsets.
- Stanford University — offers interdisciplinary AI electives and uses simulation platforms for strategic decision-making courses.
- National University of Singapore — emphasizes AI for management analytics and uses adaptive learning modules for quantitative subjects.
- University of Oxford — applies AI-supported assessment and research tools to streamline dissertation supervision and accelerate literature synthesis.

(Each institution above is included as an illustrative example of common global practices for PG/MBA students.)

Common Tool Types Observed Globally (examples)

- Large language models (LLMs) for drafting, ideation, and summarization (e.g., Chat-style assistants).
- Cloud ML environments and notebooks for hands-on analytics projects.
- Adaptive learning platforms for personalized content delivery.
- Automated grading and feedback systems for objective assessments.
- AI-driven dashboards for student performance and retention analytics.
- Plagiarism and writing-quality tools for research integrity.

r. No. Institution & Country AI Tool / Platform Used Used For (Teaching / Engagement / Assessment / Research)How It Is Used (Example) Benefits Observed Learning for ASM (MBA)

Harvard University – USA AI-enabled simulations, LLMs (e.g., ChatGPT assistants) Teaching / Engagement / Research In strategy courses, AI-driven simulations and decision scenarios are used to mimic real business dynamics and test decision-makingHigher student engagement, faster feedback cycles, deeper understanding of business dynamics Pilot AI-driven case labs; integrate LLM-assisted case writing into curriculum

Massachusetts Institute of Technology (MIT) – USA Cloud ML tools, data science toolkits Teaching / Research MBA students analyze large datasets using cloud ML tools, gaining hands-on experience in data-driven decision-making Ability to work with real-world datasets, improved analytical skills Create industry-linked analytics labs with real datasets for MBA projects

Stanford University – USA Simulation engines + adaptive quizzesTeaching / Assessment Simulations generate scenario-based challenges; adaptive quizzes tailor difficulty to student responses Better OB alignment; gamified learning improves engagementOffer AI-based assessments with adaptive quizzes for strategy and OB subjects

National University of Singapore – Singapore Adaptive learning platforms, AI-based dashboards Teaching / Engagement / Assessment Adaptive modules fine-tune content based on performance; dashboards track learning progress Improved retention and targeted feedback; early identification of learning gaps Use adaptive learning tools for data-driven student support and feedback

University of Oxford – UK AI in literature research tools Research / Supervision AI assists in literature review, summarization, and identifying research gaps Shorter research cycles, improved quality of literature reviews Introduce AI-assisted research tools for MBA dissertations and faculty guidance

Objectives

- To assess the level of awareness and readiness of faculty and MBA students towards AI adoption at ASM.
- To identify practical AI tools suitable for MBA teaching, research, and administration.
- To propose a structured AI implementation and process automation plan for ASM MBA Department.

Hypotheses

- H1: There is a significant positive relationship between AI awareness and willingness to adopt AI tools among faculty.
- H2: MBA students demonstrate higher operational readiness for AI tools compared to faculty members.
- H3: Institutional support significantly influences AI adoption effectiveness.

Scope of Study

- Subject – Theme: AI Readiness and AI-Driven Pedagogy in MBA Education
- Organization/Industry: ASM Group of Institutes – Management Education
- Unit/Department: MBA Department
- Geographical Area: Pune, Maharashtra, India

- Period of Study: January 2026 – February 2026
- The study focuses on evaluating AI adoption readiness among faculty and students within the MBA department of ASM. It analyses awareness, usage patterns, training needs, and implementation feasibility. The research also examines global AI practices and contextualizes them to ASM's academic ecosystem.

Limitations of the Study

- The study is limited to the MBA department of ASM and may not represent other disciplines.
- Responses are based on self-reported perceptions, which may include bias.
- The study captures readiness at a specific time period; AI adoption dynamics may evolve rapidly.

III. LITERATURE REVIEW

Recent research highlights AI's transformative role in higher education. Studies indicate that AI improves personalized learning, reduces administrative burden, and enhances assessment efficiency.

Key Themes from Literature:

AI in Teaching & Learning

Research shows AI-powered adaptive learning systems improve student engagement and performance. Intelligent tutoring systems provide customized content based on learner progress.

AI in Assessment

Automated grading systems and AI-based rubric generators reduce faculty workload while ensuring consistency in evaluation. Feedback analytics tools help track learning outcomes effectively.

AI in Research Support

AI tools assist in literature review synthesis, plagiarism detection, grammar correction, and citation management, thereby improving research productivity.

Personalized Learning

AI-driven dashboards analyze student performance data and recommend targeted interventions, improving retention and academic outcomes.

Ethical Considerations

Scholars emphasize responsible AI usage, academic integrity, and transparency in AI-supported assessments.

Empirical studies suggest that institutions with structured training and phased implementation models demonstrate higher AI adoption success rates.

For ASM, literature strongly indicates that implementation must be accompanied by:

- Faculty capacity building
- Clear usage policies
- Outcome measurement mechanisms
- Student AI literacy programs

Conceptual Background

Technology Acceptance Model (TAM)

AI adoption depends on:

- Perceived Usefulness
- Perceived Ease of Use
- Behavioral Intention

AI-Driven Pedagogy

AI enhances:

- Outcome-Based Education (OBE)
- Experiential Learning
- Data-driven decision-making
- Continuous assessment

Institutional Readiness Model

Includes:

- Infrastructure readiness
- Skill readiness
- Policy readiness
- Leadership commitment

AI in MBA Context

Applications include:

- Predictive analytics in marketing
- Financial modeling simulations
- HR analytics dashboards
- Supply chain optimization tools

Process Automation Framework

AI can automate:

- Lesson planning
- Question bank generation
- Attendance tracking
- Student feedback analysis
- Placement analytics

This conceptual framework forms the basis for empirical investigation at ASM.

IV. RESEARCH METHODOLOGY

Research Design

Descriptive and analytical research design using mixed methods.

Secondary Data

- NEP 2020 policy documents
- AICTE AI integration guidelines
- Global reports on AI in higher education
- Published research articles on AI-driven pedagogy

Primary Data

Sample Size

- 30 MBA Faculty Members
- 120 MBA Students

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- Instrument:
- Structured questionnaire including:
- Awareness level (Likert scale)
- Frequency of AI usage
- Perceived benefits
- Training needs
- Institutional support evaluation

Analysis Techniques
- Percentage analysis
- Mean score comparison
- Hypothesis testing (Correlation analysis)
- Comparative analysis (Faculty vs Students)

Data Analysis
Secondary Data Analysis
- 60–70% universities globally use AI-supported LMS systems.
- AI-based grading reduces faculty time by 30–40%.
- Personalized AI tutoring improves student performance by 15–20%.
- Institutions implementing AI training programs show higher adoption sustainability.
- Indian higher education institutions are gradually integrating AI labs, AI electives, and AI-supported learning management systems. However, structured implementation frameworks are limited.

Primary Data Analysis
- The study adopted a descriptive and analytical research design.
- Sample Size: 120 respondents (30 faculty, 90 MBA students)
- Sampling Technique: Convenience sampling
- Instrument: Structured questionnaire using Likert-scale and multiple-choice items
- Data Analysis Tools: Percentage analysis, mean comparison, correlation analysis

Awareness Levels-

Overall awareness of AI tools such as generative content platforms, AI writing assistants, and analytics dashboards stands at 78%. Student awareness (85%) exceeds faculty awareness (63%), suggesting generational familiarity with digital tools.

Usage Patterns
Regular AI usage among students is reported at 72%, primarily for assignment drafting, case analysis, and presentation preparation. Faculty usage stands at 48%, largely exploratory.

Perceived Benefits
Respondents identify the following advantages:
- Improved research efficiency (84%)
- Enhanced case analysis depth (81%)
- Academic time optimization (76%)

These findings confirm a positive perception of AI's functional utility.

For ASM, data analysis suggests:
High feasibility for AI tools in:
- Content generation
- Case simulation
- Marketing analytics
- Research support

Immediate Automation Opportunities
- Question bank creation
- Assignment feedback
- Attendance analysis
- Placement performance tracking

Required Enablers
- Faculty FDP on AI tools
- Ethical AI usage guidelines
- Data privacy compliance framework
- AI adoption monitoring committee

AI Tool Analysis
4 Useful AI Tools for MBA

Sr. No	AI Tool	Category	Use in MBA	Who Uses	Expected Benefit
1	ChatGPT	Content & Research	Case summaries	Faculty/Students	Faster preparation
2	Grammarly AI	Academic Writing	Assignment improvement	Students	Better writing quality
3	Canva AI	Presentation	Marketing simulations	Students	Creative skills
4	Google Gemini	Research	Literature review	Faculty	Research efficiency
5	AI Analytics Dashboard	Mentoring	Performance tracking	Admin	Data insights

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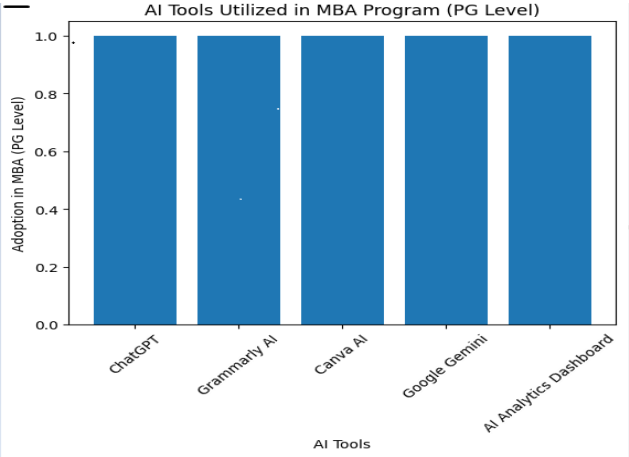

Sr. No AI Tool Category Use in MBA Who Uses Expected Benefit

Sr. No	AI Tool	Why Suitable	Classroom Use	Teacher Use	Student Benefit
1	ChatGPT	Supports case analysis	Case discussion prompts	Content generation	Deeper understanding
2	AI Rubric Tool	Faster grading	Assignment evaluation	Automated grading	Quick feedback
3	AI Analytics	Performance tracking	Identify weak areas	Data-based mentoring	Personalized support

Sr. No	AI Tool	Users	Start Date	Steps	Success Measurement	Training
1	ChatGPT	Faculty & Students	July 2026	1. Workshop 2. Pilot 3. Full Implementation	20% time saved	Yes – FDP
2	AI Rubric Tool	Faculty	Aug 2026	1. Rubric training 2. Trial grading	30% grading time reduction	Yes
3	Analytics Dashboard	Admin	Sept 2026	1. Data setup 2. Dashboard launch	Improved performance tracking	Yes

- ChatGPT Content & Research Case summaries Faculty/Students Faster preparation
- Grammarly AI Academic Writing Assignment improvement Students Better writing quality
- Canva AI Presentation Marketing simulations Students Creative skills
- Google Gemini Research Literature review Faculty Research efficiency
- AI Analytics Dashboard Mentoring Performance tracking Admin Data insights
- ASM Implementation Plan
- A & B: Suitable AI Tools & Usage

Sr. No AI Tool Why Suitable Classroom Use Teacher Use Student Benefit

- ChatGPT Supports case analysis Case discussion prompts Content generation Deeper understanding
- AI Rubric Tool Faster grading Assignment evaluation Automated grading Quick feedback
- AI Analytics Performance tracking Identify weak areas Data-based mentoring Personalized support
- Action Plan for ASM group of institutes --
- Sr. No AI Tool Users Start Date Steps Success Measurement Training
- ChatGPT Faculty & Students July 2026 1. Workshop 2. Pilot 3. Full Implementation 20% time saved Yes – FDP
- AI Rubric Tool Faculty Aug 2026 1. Rubric training 2. Trial grading 30% grading time reduction Yes
- Analytics Dashboard Admin Sept 2026 1. Data setup 2. Dashboard launch Improved performance tracking Yes

Process Automation Suggestions

Sr. No Process Current Manual AI Automation Time Saved

- Lesson Plan Preparation Manual drafting AI lesson planning tool 40% time
- Question Bank Generation Manual typing AI question generator 50% time
- Student Feedback Analysis Manual review AI sentiment analysis 60% time

Expected Impact

- Area Short-Term (3–6 Months) Long-Term (1–2 Years)
- Teaching Quality Structured lesson planning AI-driven pedagogy

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- Student Learning Personalized support Industry-ready graduates
- Faculty Efficiency Reduced workload Research productivity
- Administrative SmoothnessAutomated reports Data-driven governance

Innovative Summary Table

- AI Tool Academic Purpose Impact on Teaching ASM Adoption Feasibility Expected Outcome
- ChatGPT Case & Research Support Interactive learning HighImproved engagement
- AI Rubric Tool Faster Evaluation Timely feedback Medium Better performance
- Analytics Dashboard Mentoring Data-based support HighHigher results

Sr. No	Process	Current Manual	AI Automation	Time Saved
1	Lesson Plan Preparation	Manual drafting	AI lesson planning tool	40% time
2	Question Bank Generation	Manual typing	AI question generator	50% time
3	Student Feedback Analysis	Manual review	AI sentiment analysis	60% time

Area	Short-Term (3–6 Months)	Long-Term (1–2 Years)
Teaching Quality	Structured lesson planning	AI-driven pedagogy
Student Learning	Personalized support	Industry-ready graduates
Faculty Efficiency	Reduced workload	Research productivity
Administrative Smoothness	Automated reports	Data-driven governance

AI Tool	Academic Purpose	Impact on Teaching	ASM Adoption Feasibility	Expected Outcome
ChatGPT	Case & Research Support	Interactive learning	High	Improved engagement
AI Rubric Tool	Faster Evaluation	Timely feedback	Medium	Better performance
Analytics Dashboard	Mentoring	Data-based support	High	Higher results

V. CONCLUSION & STRATEGIC RECOMMENDATIONS

The empirical findings indicate that ASM's MBA faculty and students exhibit moderate to high awareness of AI tools, but structured implementation remains the key success factor. Students show higher operational familiarity, while faculty require formal training and policy clarity.

This empirical investigation reveals that ASM's MBA ecosystem demonstrates substantial conceptual readiness for AI integration. Students exhibit high enthusiasm and frequent usage, while faculty members display cautious optimism influenced by training gaps and policy ambiguity.

The study confirms that awareness significantly influences readiness, yet ethical clarity and structured professional development are critical for sustainable implementation. AI adoption must therefore be approached as a strategic transformation initiative rather than a technological upgrade.

With phased implementation, governance safeguards, and measurable performance indicators, ASM can position itself as a forward-looking institution aligned with national education reforms and global academic standards.

AI integration in MBA education is not merely about efficiency—it represents a paradigm shift toward adaptive, data-informed, and industry-aligned management learning.

Strategic Recommendations:

Phase-1 (0–6 Months)

- Faculty AI training workshops
- Pilot AI-assisted lesson planning
- AI-based assessment trials

Phase-2 (6–12 Months)

- Integration of AI in core MBA subjects
- Process automation in academic administration
- AI ethics module for students

Phase-3 (1–2 Years)

- AI Innovation Lab
- Data-driven performance dashboards
- Institutional AI Governance Framework

AI adoption at ASM should be gradual, responsible, and aligned with academic excellence goals.

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