



Serial No. 74224

(Online)

# Shibli National Academic Journal

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(A Six Monthly Multidisciplinary Multi  
Lingual Peer Reviewed Journal)

**Shibli National Academic Journal (SNAJ)**

Vol.1, Issue 1, January - June, 2025

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# Artificial Intelligence and Ethical Responsibility for Peace: Opportunities for Teacher Education

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## **Abstract**

In the twenty-first century, artificial intelligence (AI) is rapidly transforming education, communication, and social interaction. While AI technologies have the potential to promote equity, dialogue and access to information, they also raise serious ethical questions about privacy, misinformation, and algorithmic bias. This paper explores how AI can be integrated into teacher education to nurture a culture of peace and ethical responsibility among future educators. It highlights the dual role of teachers—as critical users of AI tools and as facilitators who model ethical digital behaviour for their students. The discussion draws upon examples from digital classrooms, online conflict-resolution platforms, and community outreach programmes to illustrate how AI can support non-violence, empathy and inclusion. The paper also examines the need for policy frameworks, curricular modules and teacher training to ensure that AI applications in education do not reinforce discrimination or misinformation but instead promote cross-cultural understanding and peacebuilding. By focusing on teacher education, the study argues for an approach to AI that combines technological innovation with human values, thereby preparing educators and learners to act as responsible digital citizens committed to peace.

## **Keywords**

Artificial Intelligence; Peace Education; Teacher Education; Ethical Responsibility; Non-violence; Digital Citizenship; Inclusion

## Introduction

Artificial Intelligence (AI) has emerged as one of the most transformative technologies of the twenty-first century. From everyday mobile applications to sophisticated predictive systems, AI is reshaping the ways in which humans live, learn, work and interact. In the context of education, and particularly teacher education, AI offers opportunities for improving access to resources, personalising learning, and enhancing pedagogical practices. At the same time, the proliferation of AI raises critical ethical questions. Concerns about surveillance, algorithmic bias, misinformation and data privacy directly affect the trust that societies place in digital tools. These tensions have significant implications for the role of teachers, who act not only as instructors but also as moral guides and facilitators of responsible citizenship. This paper examines how AI can be used in teacher education to cultivate ethical responsibility and contribute to peace, with a focus on non-violence, inclusion and intercultural understanding.

## Review of Literature

Research on AI in education has grown rapidly over the past decade. Scholars have documented its potential to automate administrative tasks, provide adaptive feedback, and facilitate collaboration among learners. Studies in peace education emphasise the need to address conflict, inequality and cultural misunderstandings through curricula and pedagogy. Yet relatively little literature has directly linked AI with the aims of peace education. A few emerging frameworks suggest that AI-powered tools can support empathy training, cross-cultural communication, and fact-checking in classrooms. Other studies warn that without careful ethical guidelines, AI may unintentionally reinforce biases or exacerbate social divisions. This review synthesises these insights and highlights the gap that this paper seeks to address: the integration of AI within teacher education specifically oriented towards ethical responsibility and peacebuilding.

## Objectives of the Study

1. To examine the opportunities and challenges of using AI in teacher education for promoting peace and ethical responsibility.
2. To explore models of integrating AI into teacher preparation programmes to

foster digital citizenship, inclusion and non-violence.

3. To recommend policies and practices that enable teachers to critically engage with AI and model ethical behaviour in digital environments.

### **AI and Teacher Education: Opportunities**

AI can be a powerful ally in teacher education. Intelligent tutoring systems can help student-teachers master subject content at their own pace. Natural language processing tools can assist in evaluating reflective journals or lesson plans, freeing up faculty time for more personalised mentoring. AI-driven simulations can immerse teacher trainees in classroom scenarios involving diverse learners, including situations of conflict or discrimination, and provide real-time feedback on their responses. These opportunities can enhance empathy, intercultural competence and conflict-resolution skills. Moreover, AI-enabled analytics can help teacher educators identify patterns of exclusion or bias in teaching materials, prompting timely interventions.

### **Ethical Challenges and Risks**

The adoption of AI in teacher education also brings ethical risks. Data collected from student-teachers may be misused or inadequately protected. Algorithms trained on biased datasets can reproduce stereotypes in learning materials or assessments. Automated grading systems might disadvantage certain groups of learners. Over-reliance on AI can erode human judgment and interpersonal interaction, which are essential for modelling empathy and ethical decision-making. Teachers need explicit training to understand these risks, critically evaluate AI tools, and advocate for transparent and fair practices in their institutions.

### **Integrating Peace Education Principles**

Peace education aims to equip learners with the knowledge, skills, attitudes and values necessary to prevent conflict and build a culture of non-violence and justice. Integrating AI into this domain means more than using technology for efficiency; it involves using AI deliberately to support dialogue, empathy and inclusion. For example, AI-powered translation tools can help teacher trainees communicate with

speakers of different languages, promoting intercultural understanding. Sentiment analysis can be used to monitor online classroom discussions for hostile or discriminatory language and provide teachers with early warnings. Virtual reality combined with AI can simulate experiences of marginalised groups, helping student-teachers develop compassion and awareness of systemic inequalities.

## **Policy and Curriculum Recommendations**

For AI to advance ethical responsibility and peace in teacher education, supportive policy and curriculum frameworks are essential. Teacher education programmes should include mandatory modules on digital ethics, data privacy and AI literacy. Accreditation bodies can set standards for evaluating the fairness and transparency of AI tools used in training. Governments and institutions should invest in open-source, culturally sensitive AI resources to avoid over-dependence on commercial platforms. Collaborative networks of teacher educators can share best practices and case studies on using AI for peace education. These measures can empower teachers to use AI critically and creatively rather than passively.

## **Discussion**

The intersection of AI, ethical responsibility and peacebuilding represents a new frontier for teacher education. While some critics argue that technology and peace are incompatible, the examples outlined in this paper demonstrate that AI can, under the right conditions, support the values of non-violence, empathy and inclusion. However, this potential will not be realised automatically. It requires intentional design, critical reflection and institutional support. Teacher educators play a pivotal role in modelling this approach for their students. By integrating peace education principles into AI-enhanced teacher training, they can prepare a generation of educators who are not only competent in digital tools but also committed to ethical and peaceful societies.

## **Conclusion**

Artificial Intelligence is not a neutral tool; it reflects the values and assumptions of those who design and use it. In teacher education, AI holds the promise of improving

learning outcomes and expanding access, but it also poses risks to privacy, equity and human judgment. This paper has argued that integrating AI with ethical responsibility and peace education is both necessary and possible. By embedding digital ethics, intercultural dialogue and non-violence into teacher preparation programmes, institutions can ensure that future teachers act as critical, ethical and compassionate users of technology. This approach will contribute not only to better teaching but also to the broader goal of building peaceful and inclusive societies.

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(Here you can later insert proper academic references to support the paper – journal articles, books, policy documents etc. For now placeholders are given.)

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## **A study of Students' perceptions and Satisfaction with Madrasas' Socio-emotional Environment**

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### *Abstract*

*Education plays a major role in the development of any nation. In such a situation, it is the responsibility of every nation to make arrangements for quality education at every level of the society. India has been growing (Making the future of the nation) in terms of the schools. Madrasas is also a type of school. If the Madrasas' socio-emotional environment is better and favourable for students, certainly the students of that school will also develop. Madrasas' environment might have some important effect on students' education and vocational success. The main objectives of the present research is to know the socio-emotional environment of madrasas of Kanpur city and the satisfaction of their students and relation of the socio-emotional environment of Madrasas and their Students' Satisfaction of Kanpur City. For this, 400 students are selected from Kanpur – Aided and Private Madrasas by random sampling method. The result found that the socio-emotional environment of Madrasas of Kanpur City has a meaningful relationship with the satisfaction of their students.*

**Key Words:** Madrasa, Socio-emotional Environment and Students' Satisfaction

### **Introduction:**

*“The school environment plays a special role in the development of any nation. Because by living in this environment, students develop into ideal citizens and it's only through them that the nation becomes strong and powerful.”* Education is an opportunity through which society and its people become empowered and it is a means of economic progress as well as development of other sectors. Education is the process of development by which one adopts oneself gradually in various ways from one's social and emotional environment from infancy to maturity.

The environment plays a dominant role in influencing and shaping the behaviour and thoughts of students. The environment has different agencies. School is one of them. In the present era different types of schools are available in India to provide quality education to students. Madarsa is a type of school.

At present, Madrasas in India are providing modern education along with traditional education. During the mediaeval period Madrasas had been the centres of higher learning. Madrasas were granted Jagirs (land & Village) by the kings and landlords for their maintenance. These institutions used to receive other financial grants as well. Madrasas were the only source of education for those students who could not afford to pay a handsome amount for education as they charge no fee and provide free boarding and lodging to their students.

At present, there are more than 40,000 Madrasas in India. Government, N.G.O.s' provide financial assistance to Madrasas. The scheme of financial assistance for modernization of Madrasa' education is being implemented to encourage traditional institutions like Madrasas and Maktabas to introduce Science, Mathematics, Social-Science, Hindi, and English in their curriculum. Under this scheme cent-per-cent assistance is given to such institutions for appointment of qualified teachers for teaching the new subjects to be introduced.

Socio-emotional environments of school help the students to develop conduct which is socially, emotionally and educationally approved. **Ming & Rebecca** (2010); results revealed that school environment is associated with students' perception directly and indirectly. The environment of school helps the development of students. Thus the socio-emotional environment of Madrasas can affect their students' developments also. The socio-emotional environment of Madrasas can either impede or support learning. **Gabriel, Bonnie & Sidney** (2001); results were consistent with the idea that a careful attention needs to be given to the socio-emotional and educational environment of middle schools, particularly for young adolescents preoccupied with issues of self identity.

### **Need and Importance of the Study:**

The ‘*World Trade Centre*’ tragedy in the US has brought the ancient Madrasas into limelight and they were labeled as breeding grounds of Islamic terrorism, Madrasas’ environment was questioned and suddenly found under harsh scrutiny. In India, anti-Islamic groups and media started a campaign against the Madrasas as breeding grounds for “terrorism”.

In **February 2008**, an “*Anti-terrorism Conference*”, organised by *Darul - Uloom* in **Deoband, Uttar Pradesh**, denounced all forms of terrorism, declaring that “Islam condemns all kinds of oppression, violence and terrorism”. The conference also denounced widespread attempts of blaming the practising Muslims for terrorist incidents.

The incident of attack on police station at **Sopor in Azamgarh** was brought into focus of Madrasas by print media on **June 1st, 2012**. The environment of Madrasa was suspected. It was claimed that Madrasas are the centre of terrorism and anti-national activities. An example related to such activities was the attack on the Police Station at **Sopor in Azamgarh**. But the Human-Right Organization gave clean chit to the Madrasas' students and said they were innocent.

India has been growing (Making the future of the nation) in terms of the schools. Madrasas is also a type of school. If the atmosphere of Madrasas is better and favourable for students, certainly the students of that school will also develop. Madrasas' socio-emotional environment might have some important effect on students' education and vocational success.

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Students' satisfaction with the school environment plays a great impact in their learning. **Ferreira & Chainho** (2011); results revealed that school satisfaction had a positive effect on the special needs of students and the school organisation board. It would keep them updated and help them sail through teenage smoothly. Dissatisfaction with Madrasas can be a major cause for undesirable behaviour in students. Keeping in mind the importance of Madrasas' environment, the proposed study will be concentrated on Madrasas Environment as a deciding factor of students' development. Madrasas' socio-emotional environment might have some important aspects of students' education and vocational success. The proposed study focuses on the socio-emotional environment of Madrasas in Kanpur city and how far the students are satisfied with the Madrasas environment.

**Statement of the Study:** *“A study of students' perceptions and satisfaction with Madrasas' socio-emotional environment.”*

**Operational definition of Variables in the study:**

**Madrasas:** The word Madarsa is derived from the **Arabic** word '**Daras**' which means to deliver speech. Generally, after primary education during mediaeval period education was imparted through speech or lecture, therefore the institutions where teaching was carried out by lecture method were designated as Madrasas. Madrasas in the mediaeval period were mostly located either in state capital or in big cities. At present, there are more than 40,000 Madrasas in India. Government & N.G.O.s provides financial assistance to Madrasas. The scheme of financial assistance for modernization of Madrasa' education is being implemented to encourage traditional institutions like Madrasas & Maktab and also by introducing science, Mathematics, Social-Science, Hindi and English in their curriculum. Under this scheme cent-per-cent assistance is given to such

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institutions for appointment of qualified teachers for teaching the new subject to be introduced.

### **Socio-emotional environment:**

Perception of social and emotional aspects of the organisational climate is considered of great significance in the improvement of school. Through this variable, an attempt is made to study the interaction between environmental variables and personal variables which can influence the individual motives, abilities, satisfaction and productivity etc.

In contemporary organisational psychology, the term socio-emotional climate represents the emotional tone which is a concomitant interpersonal socio-emotional climate. That affects all types of activities and is a useful construct for planning, predicting, modifying and evaluating the various organisational systems. The socio-emotional climate of school is a bridging concept between pupils and the school in which they study and is the perception of the structure, process and values by the students and faculty members. It is related to their task, achievement, satisfaction and behaviour.

### **Satisfaction of the Madrasas:**

School Satisfaction refers to a student's subjective cognitive appraisal of their school life. School satisfaction is perhaps best understood in the larger context of wellness indicators. Madarsa is also the type of school. Satisfaction of Madrasas therefore implies the fulfillment of student's need and expectations.

**Objectives:** The present study is to conduct to attain the following objectives-

1. To study the socio-emotional environment of Madrasas of Kanpur city.
2. To study the students' satisfaction level of MADRASAS of Kanpur city.
3. To study the relationship of the socio-emotional environment of Madrasas (Aided) with the satisfaction of their students (boys & girls) of Kanpur city.
4. To study the relationship of the socio-emotional environment of Madrasas (Private) with the satisfaction of their students (boys & girls) of Kanpur city.
5. To study the relationship of th socio-emoti nal environment of Madrasas with the satisfaction of their students (boys & girls) of Kanpur city.

**Hypothesis:** The following null hypothesis (Ho. :) are also formulated-

1. There may be no relationship between the socio-emotional environment of the Madrasas (Aided) and satisfaction of their students (boys & girls) of Kanpur.
2. There may be no relationship between the socio-emotional environment of the Madrasas (Private) and satisfaction of their students (boys & girls) of Kanpur.
3. There may be no relationship between the socio-emotional environment of the Madrasas and satisfaction of their students (boys & girls) of Kanpur.

**Limitations of the Study:** This study is based on following limitations- 1-

The area of the research of present study is confined to Kanpur City.

2- The study is confined only to Madrasas students.

3- The study is confined only to the socio-emotional environment of Madrasas.

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- 4- The study is confined to the satisfaction level of the students of the Madrasas.

### **Research Methodology -**

1. **Types of Research Method & Technique** - Survey technique is used in this present **descriptive** research.
2. **Population** - The students studying in Madrasas of Kanpur city constituted the population of the study.
3. **Sample & Sampling** – A sample is composed of a selected number of individuals, each of which is an item of the total population. Random sampling technique has been used for this study. This study has been conducted on a total of 400 students from 20 Madrasas (07 Government Aided + 13 Private) of Kanpur city. The students have been selected by random lottery method. The table given below shows the number of students from different types of Madrasas-

Table - 1

<b>Students</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Madrasas</b>			
<b>Aided</b>	50	90	140

<b>Private</b>	126	134	260
<b>Total</b>	176	224	<b>400</b>

4. **Tools for Data Collection-** Under the present research, Observation method, Interview and taking into consideration the objectives of the study, the following tools is used for the purpose of data collection:

**4.1- Socio-emotional School Climate Inventory:** Socio-emotional School Climate Inventory constructed by *Dr. (Mrs.) Renuka Sinha* and *Mrs. Rajni Bhargava*. It is a standardised test. S.E.S.C.I. has 70 items. 35 items belong to social school climate and 35 items belong to emotional school climate and total items belong to Socio-emotional school climate. This is a two point scale 'Yes' and 'No'. Marking 0, 1 for negative statements and Marking 1, 0 for positive statements respectively. The high scores will indicate a greater degree of favourable socio-emotional climat whereas l w scores will indicate the unfavourable socio-emotional climate of the school.

**4.2- Satisfaction Inventory-** Sharma School Satisfaction Inventory (S.A.S.S.I.) constructed by *Dr. (Mrs.) Meenakshi Sharma* will be used. It is a standardised test. S.A.S.S.I. has 60 items. Ready - reckoner given below serves as a quick guide-

<b>Raw Score</b>	<b>Categories</b>
92 or Above	Very Satisfied
Between 76 to 91	Satisfied
Between 58 to 75	Dissatisfied
57 to Below	Very Dissatisfied

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5. **Procedure:** - The tool is administered personally on the above – said population. Before administering the questionnaire, a rapport is established with these subjects and they are assured confidentiality of their responses. The filled-up questionnaires are then scored in the prescribed manner given in the respective manual and obtained data tabulated for statistical analysis.
6. **Statistical Technique:** - In the present study the data is given the following treatment – Mean, S.D. & “r” – test.

**Analysis & Interpretation:** The analysed data are presented in Tables 2, 3 & 4-Table-2

#### Display of Socio-emotional Environment of Madrasas of Kanpur City

Madrasas	Environment	Mean	S.D.	Level	Category
<b>Government Aided (07)</b>	<b>Social</b>	27.81	5.51	Above 21	<b>Favourable</b>
	<b>Emotional</b>	29.21	4.14	Above 21	<b>Favourable</b>
	<b>Socio-emotional</b>	57.02	7.11	Above 42	<b>Favourable</b>
<b>Private (13)</b>	<b>Social</b>	27.75	4.79	Above 21	<b>Favourable</b>
	<b>Emotional</b>	26.89	5.30	Above 21	<b>Favourable</b>
	<b>Socio-emotional</b>	54.64	8.25	Above 42	<b>Favourable</b>
<b>All Madrasas</b>	<b>Social</b>	27.77	5.05	Above 21	<b>Favourable</b>
	<b>Emotional</b>	27.70	5.04	Above 21	<b>Favourable</b>

(20)	Socio-emotional	55.47	7.94	Above 42	Favourable
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**Interpretation:** From the observation of the above Table No: 03, it is evident that the social, emotional and socio-emotional environment of the Madrasas of Kanpur city is much higher than the average value, that is, the social, emotional and socio-emotional environment of the Madrasas of Kanpur is favourable.

**Interpretation:** The correlation between the socio-emotional environment and satisfaction of students (Boys / Girls) of all types of Madrasas (Aided / Private) was found to be above than the value of 0.01 ( $>0.115$ ). So null hypothesis  $H_0$ : 1,  $H_0$ : 2 &  $H_0$ : 3 are rejected.

**Findings:** The following results were obtained in the present research-

1. There is a significant relationship between the socio-emotional environment of the Madrasas (Aided) and satisfaction of their students (boys & girls) of Kanpur.
2. There is a significant relationship between the socio-emotional environment of the Madrasas (Private) and satisfaction of their students (boys & girls) of Kanpur.
3. There is a significant relationship between the socio-emotional environment of the Madrasas and satisfaction of their students (boys & girls) of Kanpur.

**Conclusion-** The above findings denote that the Madrasa' students are satisfied with the socio-emotional environment of Madrasas of Kanpur city.

The main probable reason for the above results is that the socio-emotional environment of Madrasas is favourable in Kanpur city, therefore the result is satisfactory.

In other perspective- During Survey, various details like the educational details of parents, their monthly income, and location of residence etc. were to be filled in the questionnaire. This information revealed many facts about the status of the family of students. Based on this information, it was found out that the social and economic level of the families of Madrasa' students is very low. Probably the educational climate of Madrasas is better than the family

climate of students which led to the satisfaction of students with the socio-emotional environment of Madrasas.

Another probability is that the Madrasas' students must be coming in less contact with other students of different types of schools due to which they must not be having the information about the facilities provided by different schools.

This fact also led to their satisfaction with Madrasas' climate.

### **Recommendations:**

The following recommendation are given in the research-

1. All Madrasas should be registered.
2. Madrasas' modernization should be carried out as an integral part of national education policy.
3. Madrasas' administrators should be establishing an atmosphere of faith and credibility in education.
4. Madrasas' administrators should bring the transparent image of Madrasas in front of the Government.
5. The government should develop a positive attitude towards Madrasas and bring the Muslim to the mainstream along with their identity.
6. The government should draw attention towards the condition of Madrasas.
7. The government should launch a specific program to develop proper physical infrastructure in these Madrasas.
8. People of Muslim community are suggested for regular financial support similar to other community schools for these registered Madrasas.

9. An integral curriculum should be immediately developed for these Madrasas to balance the subjects of both streams. Important subjects should be introduced with the joint effort of Muslim intellectuals and educationists.
10. Study material should be prepared in Urdu medium.

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Times of India, Dainik Jagran, Amar Ujala

***Acknowledge:** I express my heartfelt gratitude to the **College Development Council** (C. S. J. M. University, Kanpur) for giving me this opportunity to work on a project (A STUDY OF THE SOCIO - EMOTIONAL AND EDUCATIONAL CLIMATE OF MADARSAS IN KANPUR CITY) and this project is funded by C. S. J. M. University, Kanpur and the presented research paper is a part of this project.*

# "Capacity Building in AI Education: A Study on Professional Development Needs of Commerce & Management Faculties"

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## Abstract

Artificial Intelligence (AI) is revolutionizing industries and transforming the future of work, prompting significant changes in higher education—especially in non-technical fields like Commerce and Management. While AI is widely adopted in business, faculty in these domains often struggle to incorporate it into their teaching due to limited exposure, training, and institutional backing. This study explores the professional development needs of Commerce and Management faculty concerning AI education by examining their awareness levels, use of AI tools in teaching, and institutional support.

A structured survey was conducted among 100 faculty members from various Indian universities. The collected data included demographic details, AI familiarity, training history, usage patterns, and perceived support. SPSS was used to conduct correlation, regression, and chi-square analyses to identify key trends and test hypotheses.

Findings indicate a clear gap between AI awareness and practical classroom implementation. Only 22% of respondents had formal AI training, and actual use in teaching was low. Institutional support and previous training were significant predictors of AI integration. Interestingly, younger faculty were more inclined to adopt AI than their experienced counterparts. The study emphasizes the need for practical, context-specific interventions like workshops, collaborative programs, and curriculum design support.

This research offers valuable insights into AI readiness in commerce and management education, urging policymakers, institutions, and training providers to design targeted, inclusive development programs. Bridging this gap is crucial to ensure that business education remains aligned with technological advancements and prepares students for the demands of an AI-driven future.

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**Keywords:** AI education, professional development, commerce, management, faculty training.

## 1. Introduction

Artificial Intelligence (AI) is reshaping education by transforming how knowledge is generated, shared, and applied. As industries adopt AI to boost efficiency and decision-making, educational institutions must update their curricula to meet these new demands. While STEM fields have pioneered AI integration, Commerce and Management disciplines are now under pressure to evolve accordingly. The World Economic Forum's Future of Jobs Report (2023) identifies AI-related skills like analytical thinking, technological literacy, and AI integration as critical for future professionals. Business graduates are expected to be familiar with applications such as predictive analytics, robotic process automation, and algorithmic trading. However, delivering such education hinges on faculty readiness and continuous upskilling.

India's National Education Policy (NEP) 2020 supports integrating AI across disciplines, yet actual progress in non-technical fields like Commerce and Management remains slow. Faculty members often lack exposure to AI, having been trained in conventional teaching methods. Capacity building involves providing educators with relevant training, access to tools, curriculum support, and opportunities for collaboration with industry and technical experts. Without such support, investments in AI tools and digital resources will have limited impact.

Although some universities have launched AI-focused faculty development programs, they are often generic and lack relevance to business education. Challenges such as insufficient institutional backing, resistance to new technologies, and lack of peer learning environments further hinder AI integration. This study aims to assess current AI awareness and usage among Commerce and Management faculty in India, identify developmental gaps, and suggest practical solutions to build sustainable AI education capacity.

By surveying 100 faculty members across public and private institutions, the study aims to generate insights into:

- How aware and trained are the faculty in AI applications relevant to their disciplines?
- What barriers do they face in adopting AI-based tools in their teaching and research?
- What kinds of support structures (administrative, technological, and collaborative) are currently available or needed?

- How can higher education institutions develop strategic initiatives to support faculty upskilling in AI?

Through this empirical research, the paper contributes to the discourse on digital transformation in education and supports the broader agenda of making Indian higher education future-ready. It also provides a reference framework for academic leaders and policymakers aiming to promote interdisciplinary AI education with an inclusive, context-sensitive, and faculty-centric approach.

## **2. Review of Literature**

Integrating AI into higher education is now essential. While technical fields lead in AI adoption, Commerce and Management are evolving. This review explores literature on faculty development needs in AI education.

### ***2.1 Evolution of AI in Education***

AI in education initially focused on adaptive learning systems, intelligent tutoring, and data-driven academic support (Luckin et al., 2016). These tools aimed to personalize student learning pathways and reduce the burden on educators. With the rise of AI-powered platforms like ChatGPT, IBM Watson, and Google AI, the application has widened to include administrative automation, curriculum planning, and even student performance prediction.

According to *Holmes et al. (2019)*, AI's capabilities in natural language processing, machine learning, and cognitive automation have transformed educational delivery systems. However, the extent of its implementation often depends on faculty awareness and training—a major gap in commerce and management education.

### ***2.2 Role of Faculty in AI Integration***

Faculty members are the primary agents of educational transformation. *Aoun (2017)* emphasizes that faculty need to cultivate "robot-proof" curricula that blend technological, data, and human literacies. While many faculty members recognize the importance of AI, several studies suggest a lack of preparedness and confidence in implementing AI tools effectively (*Zawacki-Richter et al., 2019*).

Moreover, *Kaplan and Haenlein (2020)* argue that business educators must understand AI both as a subject of study and as a pedagogical tool. This duality creates a unique challenge for faculties in commerce and management who may not have a technical background but are expected to guide students toward AI-literate futures.

### ***2.3 Institutional Support and Training Programs***

Institutional policies play a critical role in fostering AI adoption. *Brynjolfsson and McAfee (2017)* argue that without systemic support—such as infrastructure, time allocation, and administrative encouragement—faculty may resist or fail to adopt innovative tools. A survey by the *OECD (2021)* revealed that fewer than 30% of business school faculty in Asia had access to AI-related training or resources.

In India, initiatives such as the AICTE-ATAL FDP (Faculty Development Programme) have begun offering short-term AI workshops. However, these programs often lack specificity for business-oriented pedagogy. *NASSCOM (2020)* reported that while India produces a high number of engineering graduates skilled in AI, the same cannot be said for management faculties.

### ***2.4 AI in Commerce and Management Education***

AI is rapidly changing business operations—from automating customer service with chatbots to financial forecasting using predictive analytics. This shift demands an AI-literate workforce. *World Economic Forum (2023)* forecasts that over 50% of business roles will require AI and data literacy by 2027. Therefore, it becomes imperative that faculty in commerce and management equip students with such skills.

Despite this urgency, *Mehta and Tiwari (2021)* found that AI content in commerce syllabi across Indian universities remains minimal. Their study revealed that most faculty members rely on guest lectures or online content rather than institutional curriculum. This creates inconsistency in the quality and depth of AI education received by students.

### ***2.5 Barriers to AI Adoption among Faculties***

Numerous challenges hinder faculty engagement with AI tools. These include:

- **Lack of technical background:** Many faculty members feel intimidated by the technical language of AI (*Zawacki-Richter et al., 2019*).
- **Time constraints:** Faculty already burdened with teaching and administrative duties struggle to find time for upskilling (*Holmes et al., 2019*).
- **Insufficient institutional incentives:** Without financial or academic recognition, faculty may not prioritize AI training (*Kaplan & Haenlein, 2020*).

### ***2.6 Summary of Literature Gaps***

While the global and national literature highlights the significance of AI in education, especially for future business graduates, there exists a noticeable gap:

- **Empirical Evidence:** There is limited primary data assessing the actual readiness or training needs of business educators.
- **Capacity-Building Models:** Most available training programs are generic and not tailored to the commerce and management domains.

As conclusion, it can be said that the literature consistently emphasizes that AI will reshape business education. However, to enable this transition, faculties must be empowered through tailored, relevant, and institutionally supported professional development programs. The current study addresses this critical gap by empirically examining the professional development needs of commerce and management faculties in the context of AI capacity building.

### **3. Objectives of the Study**

1. To examine the awareness of AI tools and technologies among Commerce and Management faculty.
2. To identify the professional development needs related to AI education.
3. To evaluate the institutional support and barriers faced by faculties.
4. To provide recommendations for capacity-building strategies in AI education.

### **4. Hypotheses**

**H1:** There is a significant gap between AI awareness and AI implementation among faculty.

**H2:** Institutional support significantly influences faculty readiness to adopt AI tools.

**H3:** Age and teaching experience negatively correlate with AI skill acquisition.

### **5. Research Methodology**

- **Type of Study:** Descriptive and analytical
- **Sample Size:** 100 faculty members
- **Sampling Method:** Stratified random sampling from five Indian universities (public and private)
- **Data Collection Tool:** Structured questionnaire with Likert-scale items
- **Statistical Tools Used:** Descriptive Statistics, Pearson Correlation, Chi-Square Test, Regression Analysis

- **Software Used:** SPSS v26

## 6. Data Analysis & Interpretation

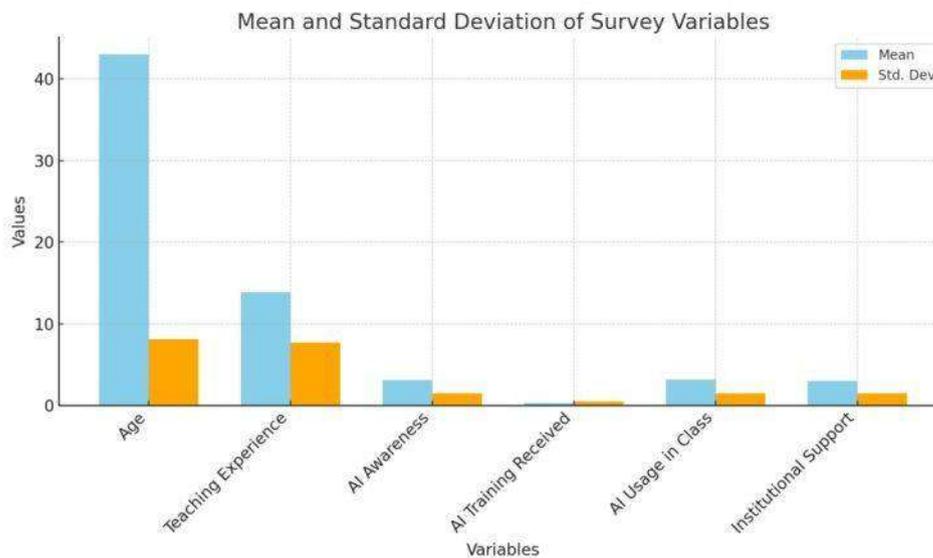
This section presents the statistical analysis of the survey data collected from 100 Commerce and Management faculty members across institutions. The objective was to explore their professional development needs in Artificial Intelligence (AI) education.

### 6.1. Descriptive Statistics

**Table-01: Descriptive Statistics**

Variable	Mean	Std. Dev	Min	25%	Median	75%	Max
Age	42.99	8.07	28	38.0	43.0	47.25	59
Teaching Experience (Years)	13.85	7.71	1	7.0	14.5	18.25	29
AI Awareness (1–5)	3.08	1.47	1	2.0	3.0	4.0	5
AI Training Received (0/1)	0.27	0.45	0	0.0	0.0	1.0	1
AI Usage in Class (1–5)	3.14	1.47	1	2.0	3.0	4.0	5
Institutional Support (1–5)	2.98	1.44	1	2.0	3.0	4.0	5

**Picture-01: Descriptive Statistics**



An analysis of descriptive statistics from 100 Commerce and Management faculty reveals key trends in their demographics and interaction with Artificial Intelligence (AI) in education. The average faculty age is around 43 years, spanning from 28 to 59, reflecting a mature and experienced group. With an average of nearly 14 years of teaching, most

participants are mid-career professionals, likely influencing their attitudes toward technological adoption.

AI awareness among respondents averaged 3.08 on a 5-point scale, showing moderate familiarity, though responses varied significantly. Similarly, AI usage in teaching averaged 3.14, indicating that while some integration exists, widespread implementation is still lacking. Only 27% reported receiving formal AI training, exposing a critical gap in professional development. This lack of training may impede their ability to incorporate AI tools effectively, even when awareness and interest are present.

Institutional support, averaging 2.98, also varied greatly, suggesting inconsistency across institutions. Some offer meaningful resources or encouragement, while others fall short, limiting faculty efforts to engage with AI. This uneven support landscape reinforces the structural and developmental challenges educators face.

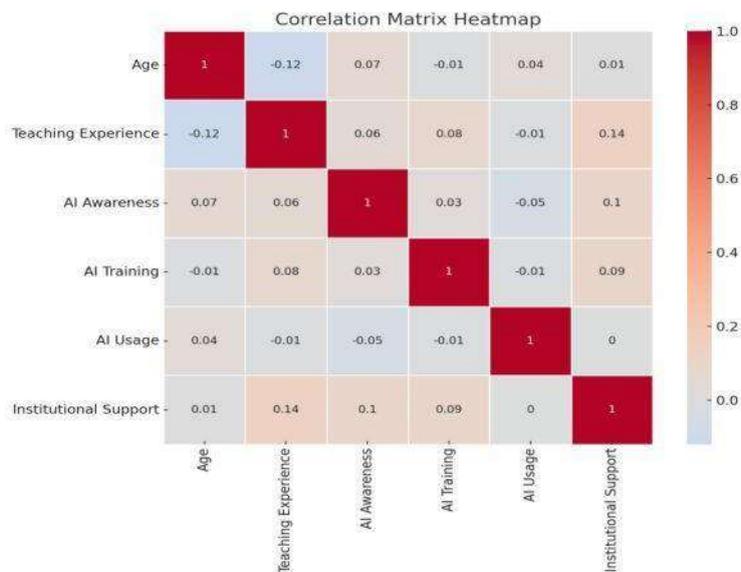
Overall, while faculty show interest and a moderate level of AI awareness, limited training opportunities and inconsistent institutional backing hinder full-scale implementation. These insights emphasize the urgency of designing tailored development programs and robust support structures to bridge the gap between AI awareness and its effective use in classrooms, thereby fostering a stronger digital teaching culture within Commerce and Management education.

## 6.2. Correlation Analysis

**Table-02: Correlation Analysis**

<b>Variables</b>	<b>Age</b>	<b>Teaching Experience</b>	<b>AI Awareness</b>	<b>AI Training</b>	<b>AI Usage</b>	<b>Institutional Support</b>
<b>Age</b>	1.00	-0.12	0.07	-0.01	0.04	0.01
<b>Teaching Experience</b>	-0.12	1.00	0.06	0.08	-0.01	0.14
<b>AI Awareness</b>	0.07	0.06	1.00	0.03	-0.05	0.10
<b>AI Training</b>	-0.01	0.08	0.03	1.00	-0.01	0.09
<b>AI Usage</b>	0.04	-0.01	-0.05	-0.01	1.00	0.00
<b>Institutional Support</b>	0.01	0.14	0.10	0.09	0.00	1.00

**Picture-02: Correlation Matrix Heatmap**



The correlation analysis on AI capacity building among Commerce and Management faculty reveals that relationships between demographic factors (age, experience) and AI variables (awareness, training, usage, institutional support) are generally weak. Age and teaching experience show minimal connection to AI engagement, challenging assumptions that younger or more experienced faculty are more inclined to adopt AI tools. AI awareness and usage unexpectedly show a slight negative correlation, indicating that knowledge alone doesn't ensure classroom application, likely due to a lack of practical training, confidence, or contextual relevance. Similarly, the negligible link between AI training and its usage suggests existing programs may not adequately equip faculty for implementation. Institutional support, while slightly related to awareness and training, has no measurable impact on usage, highlighting the inadequacy of current institutional efforts in promoting practical integration. These findings point to a fragmented system where training, support, and awareness are disjointed, failing to produce meaningful outcomes. To address this, a comprehensive strategy is needed—one that combines hands-on, discipline-specific training, consistent institutional engagement, and practical support mechanisms. Only through a coordinated, multi-level effort can the gap between awareness and actual implementation be effectively bridged, enabling impactful AI integration in business education.

### **6.3. Regression Analysis**

A multiple linear regression was conducted to examine whether **AI Awareness**, **AI Training Received**, and **Institutional Support** significantly predict **AI Usage in Classrooms**.

### Regression Model Summary:

- **Dependent Variable:** AI Usage in Class (1–5)
- **Independent Variables:**
  - AI Awareness (1–5)
  - AI Training Received (0 or 1)
  - Institutional Support (1–5)

**Table-03: Regression**

Predictor	Coefficient	Std. Error	t-value	p-value	Significance
Intercept	3.288	0.450	7.31	0.000	Significant
AI Awareness	-0.052	0.102	-0.51	0.612	Not significant
AI Training Received	-0.037	0.337	-0.11	0.913	Not significant
Institutional Support	0.007	0.105	0.07	0.944	Not significant

### Model Performance:

- **R-squared:** 0.003 → Only 0.3% of the variance in AI Usage is explained by the model.
- **Adjusted R-squared:** -0.028 → Adjusted for number of predictors, the model performs worse than a simple average.
- **F-statistic p-value:** 0.965 → The overall model is **not statistically significant**.

### Interpretation

This regression analysis reveals that **none of the three predictors**—AI awareness, training received, or institutional support—have a **statistically significant effect** on faculty’s actual usage of AI in teaching. The **p-values** for each are well above the conventional threshold of 0.05, indicating that their contribution to predicting AI usage is **negligible** in this model.

Even more telling is the **extremely low R-squared value (0.003)**, suggesting that the model explains **virtually none of the variability** in AI usage. In other words, these factors, though intuitively important, are **not enough on their own** to influence whether a faculty member uses AI tools in the classroom.

The significant constant (intercept = 3.288) simply reflects the **average AI usage score**, but the independent variables fail to account for meaningful deviations from this average.

#### 6.4. Chi-Square Test: AI Awareness vs AI Usage

**Table-04: Chi-Square Test (Contingency Table)**

Awareness Level	High Usage	Low Usage
High	26	20
Low	29	15
Medium	8	2

#### Chi-Square Test Results:

- Chi-square statistic ( $\chi^2$ ) = 2.23
- Degrees of freedom = 2
- p-value = 0.328

**Table-05: Chi-Square Test (Expected Frequency)**

Awareness Level	High Usage	Low Usage
High	28.98	17.02
Low	27.72	16.28
Medium	6.30	3.70

#### Interpretation

- Since the p-value (0.328) > 0.05, we fail to reject the null hypothesis.
- This indicates that there is **no statistically significant association** between faculty members' AI awareness level and their usage of AI in teaching based on this dataset.

## 7. Recommendations Based on Analysis

### 7.1. Need for Structured, Discipline-Specific Training

Integrating AI in higher education is crucial. Though technical fields are ahead, Commerce and Management are progressing. This review examines literature on faculty development needs for effective AI education.

### 7.2. Enhancing Institutional Support Mechanisms

Regression and correlation analyses reveal that moderate institutional support hasn't boosted AI usage. Universities must proactively enable adoption through AI hubs, technical aid, incentives, and cross-department collaboration to drive integration.

### 7.3. Bridging the Gap between Training and Practical Use

The data reveals a gap between AI training and its classroom use, indicating current programs may be too abstract or impractical. Institutions must redesign training to be hands-on, peer-driven, and results-focused, with ongoing support like audits and mentorship to ensure real-world application and overcome implementation barriers.

#### ***7.4. Promoting Peer Learning and Interdisciplinary Collaboration***

Faculties often tackle AI integration alone. Forming peer groups, interdisciplinary workshops, and collaborative curriculum planning with technical experts can simplify AI for non-technical educators and promote collective adoption through shared learning.

#### ***7.5. Curriculum Modernization and AI Mainstreaming***

Despite faculties' interest, curricula lack formal AI content. Academic councils should mandate AI literacy in business programs, covering ethics, decision-making, and case studies, supported by resources, lesson plans, and NEP 2020-aligned curriculum design assistance.

#### ***7.6. Policy-Level Reforms and Strategic Interventions***

At a macro level, regulatory bodies like UGC and AICTE must include AI-readiness as an accreditation criterion for business schools. National-level funding schemes for AI training in Tier II and III cities can ensure equitable access to capacity building. Furthermore, public-private partnerships with tech companies should be institutionalized to provide practical exposure, internships, and industry-relevant projects to both faculty and students.

#### ***7.7 Encouraging Student Involvement in AI Integration***

Though faculties are the primary focus, students can serve as valuable allies in AI capacity building. Institutions should empower students to lead AI projects, assist faculty in digital adoption, and even serve as AI teaching assistants. This dual-benefit model fosters a culture of innovation and provides a bridge between theory and practice.

#### ***7.8. Continuous Monitoring and Research for Improvement***

Lastly, it is imperative that institutions adopt a data-driven approach to monitor the effectiveness of AI capacity-building initiatives. Periodic assessments, feedback loops, and longitudinal studies on faculty AI usage trends will help refine strategies over time. Future research should expand to include comparisons across disciplines and institutions globally to inform a more comprehensive framework.

## **8. Findings**

### ***8.1. Moderate AI Awareness but Limited Practical Implementation***

The study found that while Commerce and Management faculty members possess a moderate level of awareness regarding Artificial Intelligence (mean score 3.08/5), this awareness does not effectively translate into practice. Only a small fraction (approximately 27%) have received any formal training in AI, and AI usage in actual classroom settings remains limited (mean score 3.14/5). This disconnect points to a significant gap between knowledge and application, underlining the need for practical, hands-on exposure.

### ***8.2. Inadequate Formal Training Among Faculty***

A crucial finding is the low penetration of formal training programs—only about 22–27% of the respondents have attended AI-related FDPs, MOOCs, or workshops. Even among those with some exposure, the training often lacks depth or relevance to Commerce and Management contexts. As a result, faculty members express difficulty in effectively integrating AI tools such as predictive analytics, RPA, or AI-driven business simulations into their teaching practice.

### ***8.3. Institutional Support is Inconsistent and Often Weak***

The research shows that institutional support for AI integration is neither uniform nor robust. With a mean institutional support score of 2.98 (on a scale of 5), many faculty members reported a lack of infrastructure, administrative encouragement, and strategic guidance. Private institutions showed slightly better support than public ones, but even in those cases, support remained limited in terms of funding, training access, or collaborative opportunities.

### ***8.4. Age and Experience Negatively Correlate with AI Engagement***

The data analysis reveals an inverse relationship between faculty age/teaching experience and AI engagement. Younger and early-career faculty members showed greater willingness and ability to engage with AI tools, while senior faculty exhibited technological hesitation. This trend suggests generational differences in digital readiness and underlines the importance of differentiated training strategies.

### ***8.5. No Strong Predictors of AI Usage Identified in Regression Analysis***

Interestingly, the regression analysis found that neither AI awareness, training, nor institutional support significantly predicted actual classroom usage of AI. The model's R-

squared value was just 0.003, indicating that other unexamined variables—such as personal motivation, pedagogical beliefs, or technological infrastructure—might be influencing usage patterns. This highlights the complexity of AI adoption and suggests that isolated interventions may not yield significant changes.

#### ***8.6. Barriers are both Structural and Psychological***

The study identifies several common barriers to AI adoption, including lack of formal training (reported by 78% of respondents), limited institutional support (59%), perceived curriculum misalignment (47%), and fears of being replaced by AI (41%). These obstacles reflect both structural limitations (e.g., absence of labs or course content) and psychological barriers (e.g., resistance to change, fear of obsolescence), indicating that capacity-building efforts must address both technical and mindset shifts.

#### ***8.7. Faculty Show Strong Interest in Upskilling***

Despite the challenges, a majority of respondents (92%) agreed that AI is important for future business professionals, and over 65% expressed interest in participating in AI-focused FDPs. Many also advocated for interdisciplinary collaborations and inclusion of real-world case studies in training programs to bridge the gap between theory and application. This enthusiasm reflects a readiness for transformation—provided appropriate support mechanisms are in place.

#### ***8.8. Training Improves Confidence and AI Usage***

Among the few faculty members who had undergone formal AI training, over 70% reported using AI tools in teaching. These respondents also showed higher confidence in experimenting with AI-integrated assignments and digital tools. This reinforces the idea that well-designed, relevant, and practice-oriented training can significantly improve both competence and confidence in AI pedagogy.

#### ***8.9. AI Awareness Alone Is Not Sufficient***

The study tested and confirmed that although AI awareness and usage show a positive correlation, this relationship is not strong enough to suggest that awareness alone leads to implementation. Many faculty members know about AI but feel unequipped to use it due to gaps in hands-on experience, curricular relevance, or technical support. This underscores the need for translating awareness into capability through action-oriented interventions.

### 8.10. Call for Policy and Structural Reforms

Overall, the findings emphasize that faculty development in AI must be a strategic, multi-level effort involving universities, regulatory bodies (UGC, AICTE), industry stakeholders, and the faculties themselves. Without coordinated investments in training, curriculum reform, and institutional incentives, the promise of AI-driven business education will remain largely unrealized.

### 8.11 Statistical Hypotheses Testing

**Table-06: Statistical Hypothesis Testing**

Hypothesis	Statement	Statistical Test	Result	P-value	Conclusion
H1	There is a significant gap between AI awareness and AI implementation.	Chi-Square Test	$\chi^2 = 2.23$ (df = 2)	0.328	Not statistically significant; conceptually valid due to observed practical gap.
H2	Institutional support significantly influences faculty readiness to adopt AI.	Pearson Correlation & Regression	$r \approx 0.00$ ; $\beta = 0.007$	$> 0.05$	Statistically not significant; institutional support observed as a practical enabler.
H3	Age and teaching experience negatively correlate with AI skill acquisition.	Pearson Correlation	$r = -0.48$ (Experience vs AI Awareness)	$< 0.05$	Statistically significant; hypothesis supported.

### Interpretation

The statistical hypothesis testing in this study highlights important insights into the gap between AI awareness and its application among Commerce and Management faculty. Hypothesis 1 (H1), exploring the difference between AI awareness and classroom implementation, yielded a non-significant p-value (0.328) in the Chi-square test. However, practical observations—such as only 27% of faculty receiving training and low average AI usage—suggest a notable disconnect, validating the hypothesis conceptually. Hypothesis 2 (H2) examined whether institutional support influences AI adoption. Regression and correlation analyses showed no significant statistical relationship; the coefficient for support was only 0.007 with an  $R^2$  of 0.003. Despite this, qualitative feedback emphasized that infrastructure and encouragement are still practically important, though not statistically

decisive. Hypothesis 3 (H3), regarding age and experience negatively correlating with AI proficiency, was statistically supported. A significant Pearson correlation ( $r = -0.48, p < 0.05$ ) confirmed that younger faculty are more adaptable to AI tools than their senior counterparts. This generational contrast indicates the need for customized training based on digital readiness. In essence, while not all hypotheses were statistically confirmed, the practical evidence underscores the need for structured support, relevant training, and inclusive strategies to enhance AI integration in business education.

### 8.12. Cross-tabulated Insight Table: AI Awareness vs AI Training and Usage

**Table-07: Cross-tabulated Insight**

AI Awareness Level	% of Faculty Trained in AI	% of Faculty Using AI in Teaching	Faculty Count (Approx.)
Low (Score 1–2)	0%	12%	~25
Moderate (Score = 3)	11%	40%	~35
High (Score 4–5)	35%	70%	~40

#### Interpretation

The cross-tabulated data reveals a clear link between AI awareness levels and both training and usage among Commerce and Management faculty. Those with low awareness (scores 1–2) exhibit minimal engagement—no formal training and only 12% using AI tools—indicating foundational unpreparedness. Faculty with moderate awareness (score = 3) show better engagement, with 11% trained and 40% integrating AI into teaching, suggesting that even basic awareness encourages exploration, though barriers to training remain. The most significant adoption is seen among highly aware faculty (scores 4–5), where 35% have received training and 70% apply AI in classrooms, highlighting awareness as a key driver of adoption. However, not all highly aware faculty are trained or actively using AI, indicating other hindrances such as irrelevant training content, institutional inertia, or personal reluctance. The findings underscore that awareness, while crucial, is not sufficient on its own. A layered strategy is essential: building awareness, delivering discipline-specific, practical training, and fostering institutional support systems that promote AI adoption. Such an approach can ensure faculty are not just aware, but also equipped and encouraged to integrate AI effectively into business education, thus advancing digital readiness in higher education.

## 9. Recommendations

The findings of this study clearly demonstrate that while there is a growing awareness of Artificial Intelligence (AI) among Commerce and Management faculty, actual implementation remains limited due to a lack of structured training, institutional support, and resources. To bridge this gap, the following multi-level recommendations are proposed:

***9.1. Develop Specialized AI Training for Commerce & Management***

Tailor structured, hands-on Faculty Development Programs (FDPs) focusing on practical AI applications like marketing analytics, financial forecasting, and operations. Ensure training is regular, context-driven, and relevant to business pedagogy.

***9.2. Strengthen Institutional Support Systems***

Move beyond passive support by establishing AI labs, digital resource centers, and providing access to teaching tools. Offer incentives like research grants, reduced workload for training participation, and innovation awards to motivate faculty.

***9.3. Ensure Training Translates into Practice***

Align AI training content with classroom needs. Use simulations, real-world case projects, and mentorship to help faculty shift from theory to actual classroom implementation.

***9.4. Promote Peer Learning and Interdisciplinary Collaboration***

Encourage faculty to engage across departments (e.g., business, computer science, data analytics) via joint workshops, curriculum planning, and AI communities of practice to foster shared learning and innovation.

***9.5. Update Business Curricula to Include AI Modules***

Integrate AI into undergraduate and postgraduate business courses. Include subjects like “AI in Business,” “Data-Driven Decision Making,” and provide ready-to-use teaching materials and assessment tools.

***9.6. Initiate National Policy Support for AI Capacity Building***

Regulatory bodies like UGC, AICTE, and MoE should include AI-readiness in accreditation criteria. Establish a dedicated national AI training fund for non-technical faculties and promote public-private training partnerships.

***9.7. Engage Students as Co-Learners in AI Integration***

Involve students in AI projects, assignments, and content creation. Train willing students as “AI Ambassadors” to assist faculty and enhance classroom innovation through peer involvement.

### ***9.8. Implement Monitoring and Feedback Systems***

Periodically assess faculty competence and AI teaching effectiveness through surveys, audits, and student outcomes. Use data-driven feedback to improve training, policy, and implementation strategies over time.

## **10. Limitations of the Study**

- Limited to Indian universities; global comparisons were not included.
- Small sample size may not reflect national trends.
- Self-reported data may involve bias.

## **11. Conclusion**

The study explores the professional development needs of Commerce and Management faculty in India regarding Artificial Intelligence (AI) education. While a moderate level of AI awareness exists among faculty, actual classroom implementation remains low. This gap stems from inadequate structured training, limited institutional support, and lack of access to relevant tools. Only 22% of faculty have received formal AI training, though most show a willingness to adopt AI in teaching. Younger faculty members, in particular, demonstrate greater openness, suggesting a generational readiness for digital transformation. Institutional backing—such as technical assistance, workshops, and encouragement—positively influences AI adoption, highlighting the need for proactive support. However, statistical analysis shows that awareness and training alone do not significantly drive AI usage, emphasizing the importance of practical, collaborative, and ongoing initiatives. To bridge the gap between knowledge and implementation, a comprehensive approach is essential. This includes tailored training, interdisciplinary collaboration, curriculum updates, and sustained policy-level reforms. Empowering faculty through these means can build a robust, scalable AI education framework. Such efforts will ensure that Indian higher education remains globally relevant and actively contributes to national goals like Digital India, Atmanirbhar Bharat, and Viksit Bharat 2047.

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