

Policy Brief on

IMPACT OF AI ON INDIA'S LEGAL ECOSYSTEM

Part I: Transforming Legal Education—
Opportunities, Risks, and Regulatory
Needs

*Showcased at the IndiaAI Pre-Summit event- Panel Discussion on
“The Impact of AI on the India’s legal ecosystem”*

ABOUT THE POLICY BRIEF

This part of the policy brief examines how artificial intelligence is changing India's legal education system and higher educational institutions at a time when digital tools are becoming part of everyday academic life. It looks at the growing use of AI by law students and faculty for legal research, drafting assignments, preparing lectures, reviewing case law, managing academic records, and supporting admissions or evaluations. Placing India within wider global trends, the brief explains how law schools are being encouraged to update teaching methods and learning goals by including technology awareness, interdisciplinary learning, and the ability to critically assess AI-generated content.

At the same time, it highlights serious concerns such as academic misconduct and plagiarism, over-dependence on automated tools, data-privacy risks, lack of transparency in algorithms, unequal access to digital resources across institutions, and the difficulty faculty members face in monitoring and guiding responsible AI use. The brief stresses that without clear rules and training, the rapid spread of AI in classrooms could weaken core legal skills such as reasoning, writing, and ethical judgment.

The brief also reviews early policy discussions and regulatory responses relevant to higher education, including international guidance on responsible AI use in universities, while noting that India still lacks a dedicated and coordinated framework for AI adoption in law schools. It emphasises the important roles that national regulators can play—particularly the Bar Council of India (BCI) in shaping legal curricula and professional standards, the University Grants Commission (UGC) in setting academic and assessment norms, and the Ministry of Education in developing broader digital-learning and governance policies.

Drawing on findings from a nationwide survey of students, interns, and academicians, the brief presents real-world evidence about how AI is currently being used in legal education and what stakeholders expect from regulators. On this basis, it proposes practical steps such as introducing AI-ethics modules in law programmes, issuing clear institutional guidelines on student and faculty use of AI tools, investing in faculty training, protecting student data, and ensuring that technology supports fairness, quality, and access in legal education rather than undermining its core public purpose.



EXECUTIVE SUMMARY

Artificial Intelligence (AI) is reshaping India's legal ecosystem, it is influencing the legal profession & judiciary (see part2), and the legal education, in how law students learn, how faculty teach, and how institutions design curriculum and assessments. AI tools are now routinely used for legal research, drafting, case-law summarisation, lecture preparation, and even administrative functions within universities. *Recognising this growing influence, the present policy brief was developed as part of JustAI Edutech LLP's contribution to the IndiaAI Pre-Summit event on "The Impact of AI on India's Legal Ecosystem," organised in collaboration with Dr. B.R. Ambedkar National Law University (NLU), Sonipat, and GALTER, and held on 6 February 2026. Conceptualised as a two-part study, the first part focuses on the impact of AI on legal education, while the second examines its implications for the legal profession and judiciary. The brief was formally unveiled during the event, serving as a research-backed foundation for discussions on the evolving role of AI across the legal ecosystem.*

In legal education, AI holds the potential to improve efficiency, personalise learning, and prepare future lawyers for a technology-driven legal market. At the same time, the expansion of AI in legal education introduces complex pedagogical and regulatory challenges. Concerns around academic integrity, plagiarism, over-dependence on automated tools, data privacy, and algorithmic opacity are becoming more visible. There is a growing fear that unchecked AI use could weaken foundational legal skills such as critical reasoning, doctrinal analysis, legal writing, and ethical judgment. Unequal digital access across institutions and the limited ability of faculty to monitor or guide responsible AI use further complicate integration. Empirical findings from a nationwide survey of students, interns, and academicians show that AI is primarily viewed as a productivity and comprehension tool rather than a replacement for legal thinking. Many students use AI to save time, simplify complex doctrines, and improve drafting quality. Faculty members similarly rely on AI for language simplification and case summarisation, while some are redesigning assessments to preserve academic integrity. However, stakeholders also express strong concerns about cognitive skill erosion, misuse of generative AI in assignments, and the unreliability of AI-detection tools.

Despite increasing adoption, India currently lacks a coordinated, sector-specific regulatory framework for AI in legal education. Existing initiatives remain fragmented and largely advisory. The brief, therefore, highlights the important role of regulators such as the Bar Council of India, the University Grants Commission, and the Ministry of Education in developing clear standards. Recommended priorities include AI-ethics modules in law programmes, institutional guidelines on AI use, faculty capacity-building, data-protection safeguards, and curriculum reforms that ensure AI strengthens rather than undermines the core public purpose of legal education.



KEY INSIGHTS OF THE SURVEY

- 53.5% use AI mainly to save time and meet deadlines, showing strong time-efficiency motivation.
- 23.5% use AI to simplify complex legal concepts, indicating its role as a learning support tool.
- 13% use AI to improve English and drafting quality.
- 10% rely on AI to locate cases not easily found on traditional databases.
- Outside classrooms, 35.3% use AI to translate legal jargon into simpler language and 28% to summarise long judgments under time pressure.
- Teachers use AI mainly for simplifying legal language (35.3%) and summarising judgments (28.1%), showing use as a preparatory aid.
- Some educators are shifting to mock trials, simulations, closed-book exams, and AI-critique exercises to preserve academic integrity.
- 43.3% believe uncontrolled AI use threatens critical thinking and strategic decision-making the most.
- 34.3% worry about erosion of research and memorial-drafting skills.
- Academic integrity concerns are growing, with real incidents showing misuse of AI-generated content in law schools.
- AI-detection tools are seen as imperfect, with false positives risking unfair accusations and student stress.
- Faculty readiness remains a challenge; many educators lack formal AI training and rely on self-learning.
- 44.2% of faculty report no formal institutional AI training or workshops.
- Respondents call for inclusion of prompt engineering, AI ethics, and data privacy law as “new-age” legal skills.



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METHODOLOGY ADOPTED

This policy brief adopts a hybrid research methodology, combining doctrinal analysis with empirical investigation to present a comprehensive and evidence-based assessment of artificial intelligence in India's legal education ecosystem. The doctrinal component involved a close review of existing academic literature, international best-practice guidelines, regulatory frameworks, government policy documents, and institutional advisories relevant to the use of AI in higher education and legal training. This helped situate Indian developments within global debates on responsible AI, academic integrity, data protection, and digital governance, while also identifying regulatory gaps and emerging policy trends affecting law schools and universities.

Alongside this, the empirical component was based on primary data collected through a nationwide survey of key stakeholders within the legal education sector, including law students, interns, academicians, and legal-technology professionals. The survey was disseminated through digital platforms using purposive and snowball sampling techniques to ensure participation from individuals directly engaged with AI tools in academic settings. This mixed-method approach enabled the brief to combine normative and regulatory analysis with ground-level experiences and perceptions, ensuring that the recommendations are informed both by legal doctrine and by the practical realities faced by higher educational institutions in India.

SURVEY SAMPLE SIZE & STAKEHOLDER REPRESENTATION

The empirical component of this policy brief is based on a nationwide survey that received around 400 responses, providing a robust and meaningful dataset for examining AI adoption and its impact in legal education. The survey targeted key stakeholders within the legal education ecosystem, including law students, interns, academicians, faculty members, and legal-technology professionals, to capture diverse perspectives on AI usage, opportunities, and challenges.

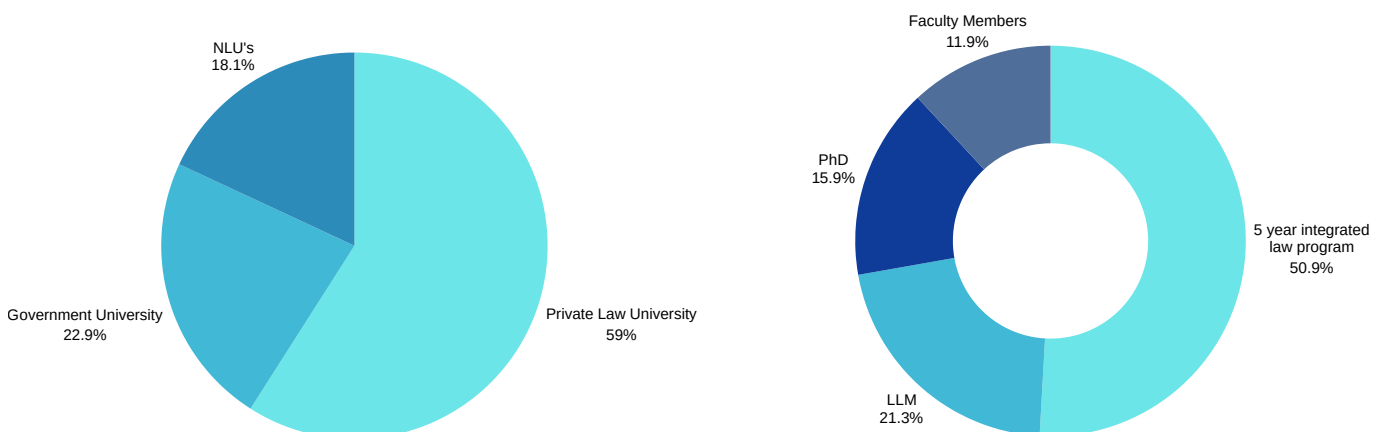


Fig 1: Survey Institutional Representation

Fig 2: Survey Stakeholder Representation

The respondents were professionally and demographically diverse, ensuring representation across different academic roles. Participants ranged from undergraduate and postgraduate law students to early researchers and professors. The participants also ranged from different educational institutions, that helped us to map the AI integration in law schools.

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INTRODUCTION

Artificial intelligence (AI) is increasingly transforming the education sector worldwide, reshaping how institutions deliver teaching, conduct research, manage administrative processes, and assess student performance. In classrooms, AI-powered tools such as adaptive learning platforms, virtual teaching assistants, and intelligent tutoring systems support personalised learning and enhance student engagement. In research, AI accelerates literature review, data analysis, and predictive modeling, enabling more efficient and rigorous scholarship. Administrative processes such as admissions, attendance tracking, and student support are being automated, while AI-driven evaluation tools help educators assess assignments, monitor performance, and detect academic misconduct more effectively. Across domains, AI integration is driving efficiency, accessibility, and innovation in education globally. According to the Student Generative AI Survey 2025 conducted by the Higher Education Policy Institute (HEPI) UK, based on responses from 1,041 undergraduate students, the use of AI tools in higher education has risen dramatically. The proportion of students reporting **use of generative AI tools such as ChatGPT for assessments jumped from 53 % in the prior year to 88 % in 2025, while 92 % of students reported using AI tools in some form for their academic work — up from 66 % the previous year. These tools were most commonly used to explain concepts, summarise articles, and suggest research ideas rather than simply generating text.[1]

In the context of legal education, AI adoption is gradually gaining ground, both in India and internationally. Law students and faculty increasingly use AI tools for legal research, drafting and reviewing assignments, summarising case law, and preparing lectures. AI systems have displayed skills that are comparable to, and in some cases superior to the average law student's performance on difficult legal exams such as bar exam wherein LLM models like GPT are able to pass the exam in top 10th percentile[2] . Several law schools worldwide have begun formally integrating AI into their curricula. For example, the University of Kansas School of Law introduced a specialised “AI for Lawyers” course that blends technical training with ethical analysis. [3] . The University of California, Berkeley School of Law offers an LL.M. programme with a Certificate of Specialization in AI Law and Regulation, focusing on data privacy, technology law, and the risks and opportunities of AI in law. [4] Other prominent institutions such as Harvard Law School [4] , Stanford Law School [5] (through its CodeX centre), and the University of Oxford now offer courses or research programmes on AI and law [6]. In India, leading National Law Universities—including NLSIU Bengaluru [7], NLU Delhi [8] , and NALSAR Hyderabad [9]—have added subjects, seminars, and certificate programmes on artificial intelligence, legal technology, and data governance, signalling a growing shift toward preparing future lawyers for AI-driven legal environment,

Apart from offering specialised courses on AI In India, higher educational institutions are experimenting with AI in multiple ways. Beyond law schools, universities use AI for student learning analytics, digital library searches, research assistance, and administration of examinations and admissions. Several Indian law universities have begun adopting subscription-based legal AI tools (e.g., Lexis+ AI, Manupatra AI assist modules) in research methods courses and library services to help students and faculty conduct faster legal research, advanced search filters, and summarisation. (Institutional announcements and program brochures) [10]

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The benefits of AI integration in education are manifold. AI enhances learning efficiency, supports personalised instruction, reduces repetitive administrative tasks, aids in accurate and timely assessment, and prepares students for a technology-driven workforce. However, the adoption of AI in education also presents significant challenges. Concerns include academic integrity issues such as plagiarism and ghost-writing, over-reliance on AI tools which may weaken foundational skills, unequal access to digital infrastructure, data privacy and security risks, and limited faculty readiness to supervise AI use responsibly. [11]

Across jurisdictions, policy-makers are increasingly framing AI adoption in education around ethical governance, human oversight, and learner protection rather than unchecked technological deployment. UNESCO's 2021 [12] and 2023 guidance documents [13] stress transparency, accountability, data protection, academic integrity, and institutional responsibility particularly in response to generative AI systems while advocating teacher empowerment and inclusive access. The U.S. Department of Education's 2023 report similarly adopts a learner-first approach, calling for responsible design, faculty training, privacy safeguards, and continuous evaluation. [14] Together, these frameworks reflect a growing international consensus that AI in education must be regulated through risk-based policies that protect rights, preserve pedagogical autonomy, and ensure equity.

In India, several public institutions have begun articulating strategic directions for AI adoption in education, though largely at a cross-sectoral or school-education level. The Indian Institute of Science's Report of the Committee on AI Tools for Education and Research (2024) highlights the need for ethical procurement, validation of AI systems used in academia, faculty capacity-building, data governance frameworks, and safeguards against academic misconduct. [15] The Central Board of Secondary Education's initiative on Artificial Intelligence Integration Across Subjects introduces AI literacy within school curricula, reflecting a national push toward interdisciplinary digital skills. At the governmental level, the Ministry of Electronics and Information Technology's National Programme on Artificial Intelligence (NPAI) skilling framework positions AI as a strategic capability for capacity-building, skilling, and public-sector innovation. [16]

However, despite these developments, India presently lacks sector-specific, implementable regulatory guidelines for AI integration in legal education, particularly addressing law schools and professional training institutions governed by bodies such as the Bar Council of India and the University Grants Commission. Unlike the detailed governance frameworks emerging internationally, Indian legal education remains without binding standards on academic integrity in AI-assisted research, disclosure obligations for students, ethical use in clinical legal education, assessment design, faculty training, or compliance with data-protection norms—creating an urgent need for tailored regulatory intervention in this discipline-critical domain.

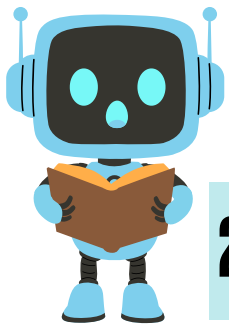
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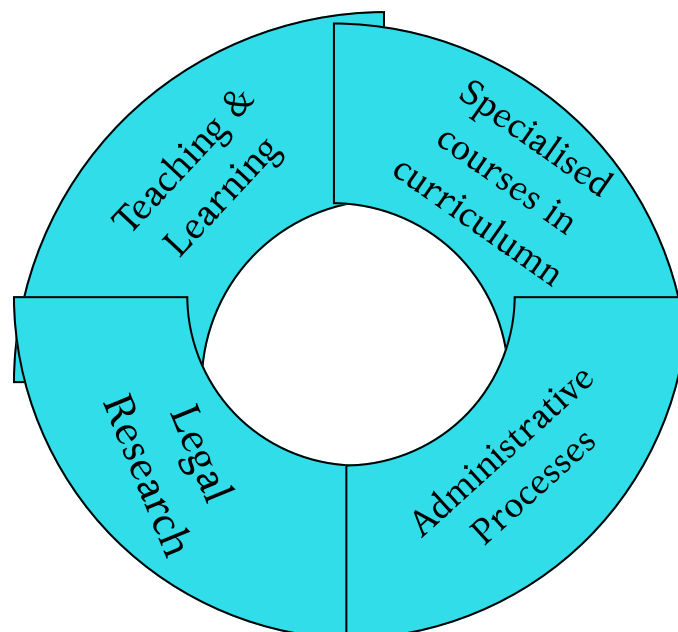


2. Integration of Artificial Intelligence in Higher Education

Artificial Intelligence (AI) is rapidly transforming the landscape of higher education globally and in India. Once confined to theoretical discussions, AI tools are today actively used for teaching and learning, legal research, administrative processes, and evaluation and assessment. Universities and colleges increasingly adopt adaptive tutoring systems, automated grading, AI-generated learning materials, and chatbots for student support. In India, a recent EY-Parthenon-FICCI report shows that over 60 % of higher education institutions now permit the use of AI tools by students, highlighting how mainstream AI adoption has become across campuses. More specifically, 40 % of institutions have deployed AI-powered tutoring systems or chatbots, 39 % have introduced adaptive learning platforms, and 38 % are using AI for automated grading and feedback. Additionally, 53 % are using generative AI to develop learning materials, such as lecture summaries, case explanations, and tailored study guides, indicating that AI is actively supporting both teaching design and student learning experiences. [17] Globally, patterns of AI use in teaching and learning are even more pronounced. The 2025 Student Generative AI Survey by HEPI found that 92 % of surveyed undergraduate students reported using AI tools for academic work, up from 66 % the previous year, with 88 % using generative AI specifically for assessments, explanations, and research tasks. [18]

AI Integration in Higher Education: Key Domains -

- Teaching and Learning – AI supports personalised instruction, adaptive tutoring, chatbots, and generative tools to enhance student understanding and engagement.
- Legal Research – AI tools assist in case law search, summarisation, citation analysis, predictive analytics, and literature review.
- Administrative Processes – AI streamlines university operations, including course scheduling, resource allocation, student services, document management, and workflow automation.
- Specialised Courses in Curriculum – Institutions offer AI-focused electives, certificate programmes, and courses integrating AI with law, ethics, and policy to prepare students for AI-driven legal practice.



Integration of AI in education

Teaching and Learning

AI is reshaping teaching and learning by making instruction more personalized, efficient, and engaging. Across the world, educators are using AI to tailor lessons to individual student needs, automate routine tasks like grading and lesson planning, and provide real-time feedback and adaptive support. These tools help teachers focus on pedagogy while offering students interactive, accessible learning experiences that can adjust to their pace and style of learning.

GLOBAL EXAMPLES OF AI USE IN TEACHING & LEARNING

1. Khanmigo (Khan Academy) – An AI assistant that supports both students and teachers by generating lesson plans, creating quizzes, and offering tutoring-style explanations to reinforce classroom learning.
2. Gradescope – AI-powered grading tool used by educators worldwide to automate assessments, interpret handwritten and digital submissions, and provide faster feedback to students.
3. Socratic by Google – A mobile AI learning app that helps students solve homework problems by providing step-by-step explanations and visual breakdowns of concepts.
4. Curipod – AI-generated interactive lesson creation tool that helps teachers quickly build engaging slides, polls, and formative assessment activities.
5. MagicSchool AI – A comprehensive AI toolkit that assists teachers with lesson planning, differentiated instruction, and classroom resources across subjects.

AI USE IN TEACHING & LEARNING IN INDIA

1. Google Gemini for Education – Integrated AI tools within Google Workspace for Education that help Indian teachers auto-generate lesson content, quizzes, and rubrics, and assist students with personalized learning tasks.
2. Teachmint (AI features) – An Indian edtech platform that provides automated attendance, homework tracking, and performance analytics to support classroom management and student engagement.
3. MagicSchool AI & Diffit in Indian Classrooms – AI-based apps used for drafting lesson plans, simplifying texts for varied reading levels, and creating classroom materials aligned to curricula.
4. AI-supported teacher training initiatives – Government and institutional programs (e.g., AI for Educators-K12 with SWAYAM Plus) help teachers integrate AI tools into pedagogy and classroom practice.
5. AI-driven learning platforms (e.g., LearningRO) – Indian platforms with built-in AI tutors and interactive learning assistants offering personalized lesson support and quizzes.

AI IN ADMINISTRATIVE PROCESSES

Globally and in India, universities are increasingly deploying AI to streamline administrative tasks such as admissions, student support, resource allocation, and campus operations. Real-world examples include chatbots for handling student queries, predictive analytics for enrollment, and AI-driven scheduling systems.

GLOBAL UNIVERSITY USE CASES

1. Georgia State University (USA) – Uses an AI chatbot “Pounce” to handle student queries, send reminders about deadlines, and reduce administrative workload while improving enrolment and retention.
2. University of Murcia (Spain) – Deploys AI tools to automate grading and administrative processes, reducing faculty effort and improving efficiency.
3. Open University (UK) – Uses predictive analytics to identify students at risk of dropping out and trigger timely support interventions.
4. Deakin University (Australia) – Implements IBM Watson-based virtual assistant “Genie” to answer student enquiries about enrollment, campus services, schedules, and deadlines 24/7.
5. Staffordshire University (UK) – Launched Beacon Digital Coach, an AI assistant that answers FAQs on services and facilities, shows timetables, and supports student wellbeing.

INDIAN UNIVERSITY USE CASES

1. The NLU Meghalaya AIO Portal is a fully integrated digital platform designed to streamline administrative, academic, and operational processes within the university. It serves as a centralized system for automating various tasks, enhancing efficiency, and ensuring seamless workflow management.
2. Chaudhary Charan Singh University (Meerut) – Part of India’s first AI-enabled university pilot with Google Cloud, where AI tools reduce administrative paperwork and streamline campus operations.
3. Universal AI University (Maharashtra) – Introduced AI-powered admissions and Metaverse interfaces where virtual assistants guide candidates through scheduling, testing, and interviews.
4. IITs and BITS Pilani (India) – Reportedly use AI dashboards and predictive analytics for administrative decision-making, forecasting academic outcomes, and helping in student performance monitoring.
5. Samarth ERP (UGC-supported system) – Although not inherently AI, many Indian universities like Doctor Hari Singh Gour Sagar University run their Samarth ERP for centralized administrative tasks like admissions, course registration, student lifecycle tracking, and digital record-keeping;

AI IN LEGAL RESEARCH

AI tools are rapidly transforming legal research by automating case law search, providing contextual summaries, surfacing relevant precedents, and enabling predictive insights—helping lawyers, judges, researchers, and students work faster with greater analytical depth. These systems leverage natural language processing (NLP), machine learning, and large legal databases to go beyond keyword matching, making research more accurate, efficient, and strategy-oriented.

GLOBAL EXAMPLES OF AI IN LEGAL RESEARCH

1. Lexis+ AI (LexisNexis) – A leading AI legal research platform that supports natural-language queries, contextual case search, citation analysis, and litigation trend insights, widely used by law firms and courts internationally.
2. Westlaw Edge AI (Thomson Reuters) – Uses AI to refine legal search results, offer predictive analytics, and assist attorneys in identifying relevant doctrines and cases across jurisdictions.
3. Casetext (CoCounsel) – An AI-driven tool that aids comprehensive statutory and case research, document evaluation, and legal strategy development through advanced AI search technology.

EXAMPLES OF AI USE IN LEGAL RESEARCH IN INDIA

1. Manupatra AI – Incorporates AI/ML to enhance search precision for Indian case law, statutes, and legal literature, and helps in identifying relevant precedents and potential outcomes.
2. Kanoon.ai – An Indian AI research platform using NLP to interpret and answer legal queries in plain language with contextual judgments and summaries.
3. CaseMine – Offers AI-powered maps linking related judgments and visual citation graphs, making it easier to understand precedent relationships.
4. LegitQuest – Uses intelligent search and structured case breakdowns (iDRAF) to streamline research by focusing on Facts, Issues, Decisions, Reasoning, and Final outcomes.
5. BharatLaw.ai / SupremeToday AI – Emerging platforms in India that provide AI-assisted legal research, summaries, and drafting support tailored to Indian law contexts.

Courses and Degree Programmes on AI & Law

Universities around the world and in India are now offering specialized courses and programs that focus explicitly on artificial intelligence and its intersection with legal systems, policy, ethics, and practice, preparing students for the evolving demands of technology-driven legal professions. In August 2024, the Bar Council of India (BCI), under the Ministry of Law and Justice, issued a circular to all universities and Centres of Legal Education directing them to update their law curricula to include emerging technology subjects such as blockchain, electronic discovery, cyber-security, robotics, Artificial Intelligence, and bio-ethics. The circular emphasises that, pursuant to its mandate under the Advocates Act, 1961 and the Legal Education Rules, 2008, the BCI periodically reviews and revises legal education standards to ensure relevance to contemporary professional needs. These courses range from full degree programs to certificates and elective offerings that blend law, governance, technology, and AI regulation.

GLOBALLY OFFERED SPECIALISED COURSES

1. Stanford Law School (USA) – Offers specialized courses and practicum modules on Artificial Intelligence and Law, exploring how AI technologies intersect with legal frameworks, policy, and practice as part of its broader LLM in Law, Science & Technology.
2. UC Berkeley School of Law (USA) – Provides an LL.M. Certificate of Specialization in AI Law and Regulation, a focused track within its graduate legal studies covering topics like data privacy, IP, licensing, and governance in AI contexts.
3. Harvard Law School (USA) – Through executive and professional education, offers programs such as AI and the Law: focusing on legal and ethical challenges posed by AI, privacy, and regulatory frameworks.
4. USC Gould School of Law (USA) – Provides a Law and Artificial Intelligence Certificate designed to equip professionals and JD/LLM students with specialized training in AI's legal and ethical dimensions.
5. Lund University (Sweden) – Offers an AI and Law course aiming to introduce students to how AI technologies affect legal practice and administration, including discussions on accountability, AI regulation, and legal certainty.

SPECIALISED COURSES OFFERED IN INDIA

COURSES & DEGREE PROGRAMMES IN INDIA

National Law Universities

	Name of the Course
NLU Delhi	<u>PG</u> <u>Diploma in AI Law and Policy</u>
MNLU Aurangabad	<u>Diploma</u> <u>in Artificial Intelligence Laws</u>
NALSAR Hyderabad	<u>Future</u> <u>of Law: AI Tech & Legal Practice</u>
MNLU Mumbai	<u>PG</u> <u>Diploma in Technology and Law</u>
NLU Jodhpur	<u>Artificial</u> <u>Intelligence (AI) Law and Ethics</u>
NLSIU Bangalore	<u>Large</u> <u>Language Models (LLMs) & AI AND</u> <u>AI and</u> <u>Human Rights</u>
GNLU Gandhinagar	<u>AI and</u> <u>Law: Legal & Practical Implications</u>
NALSAR Hyderabad	<u>Online</u> <u>Course on AI & Law</u>
WBNUJS Kolkata	<u>LL.M in</u> <u>Data Science & Protection</u>

COURSES & DEGREE PROGRAMMES IN INDIA

Private Law Universities

Name of the Private Law University	Name of the Course
Jindal Global Law School (JGLS)	<u>B.A. in Artificial Intelligence and Law</u>
Symbiosis Law School (SLS) Pune	<u>Innovation Laws & AI in EU and India</u>
UPES School of Law Dehradun	<u>Disruptive Technologies Law (Hons).</u>
SASTRA University	<u>Law Relating to AI and Robotics</u>
Siksha 'O' Anusandhan (SOA)	<u>AI and Governance</u>
Christ University	<u>M.Sc in AI and Machine Learning</u>
Alliance School of Law	<u>Data Privacy and Responsible AI</u>
Saveetha School of Law	<u>Modern Research Toolkit: AI reviews</u>
Lovely Professional University (LPU)	<u>AI and Law</u>

COURSES & DEGREE PROGRAMMES IN INDIA

CENTRAL Universities

Name of the Central University	Name of the Course
University of Delhi (DU)	Artificial Intelligence and Law
Aligarh Muslim University (AMU)	Artificial Intelligence and Law
Babasaheb Bhimrao (BBAU)	<u>Practical training on AI for litigation</u>
Central University of South Bihar	Artificial Intelligence and Law

SURVEY ANALYSIS ON UTILISATION OF AI IN EDUCATION (STUDENT PERSPECTIVE)

Survey responses on AI utilisation reveal a clear pattern: students primarily view AI as a productivity and efficiency tool, rather than a substitute for legal thinking or doctrinal learning.

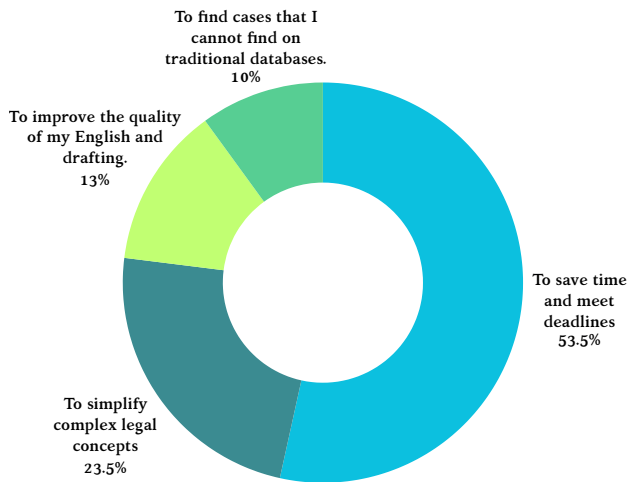


Fig 3: Primary Motivation for Use of AI

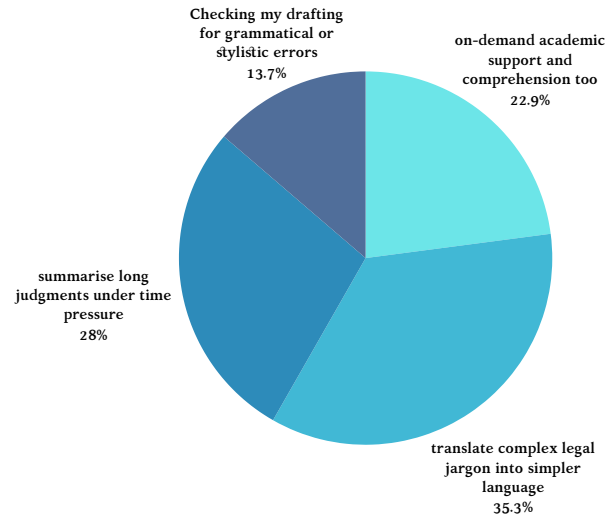


Fig 4: Uses of Generative AI outside classrooms

- A majority of respondents 53 % reported using AI to save time and meet deadlines, making this the most cited motivation. This indicates that students perceive AI as a workflow enhancer, helping manage academic pressure, large reading loads, and tight submission timelines common in legal education.
- The second most common reason to use AI as found in the survey is to simplify complex legal concepts. 24 % students responded to it. This suggests that students use AI as a supplementary learning support tool to break down difficult doctrines or clarify dense legal language.
- A smaller but notable group i.e. 13% reported using AI to improve English and drafting quality. This highlights AI's role in supporting language proficiency, particularly relevant in legal education where precise writing is critical.
- Finally, some students i.e. 10% use AI to locate cases not easily found on traditional databases. This reflects growing trust in AI-enabled search and summarisation tools for legal research.
- On asking students about their most frequent reason for using Generative AI outside class hours, the responses show that AI is primarily used as an on-demand academic support and comprehension tool. The largest share (35.3%) use it to translate complex legal jargon into simpler language, highlighting AI's role in improving conceptual clarity. This is followed by 28.1% who rely on it to summarise long judgments under time pressure, reflecting time-efficiency needs. About 22.9% seek immediate support when professors are unavailable, suggesting AI fills accessibility gaps, while 13.7% use it mainly for grammar and stylistic checks. Overall, the pattern indicates that students use AI more for clarification and efficiency than for substantive legal reasoning.

SURVEY ANALYSIS ON UTILISATION OF AI IN EDUCATION (TEACHERS PERSPECTIVE)

Survey findings indicate that teachers are primarily using generative AI as a supportive academic aid that enhances efficiency and clarity rather than replacing pedagogical judgment. AI appears to function as a preparatory and language-simplification tool, helping educators manage time pressures and communicate complex legal ideas more effectively.

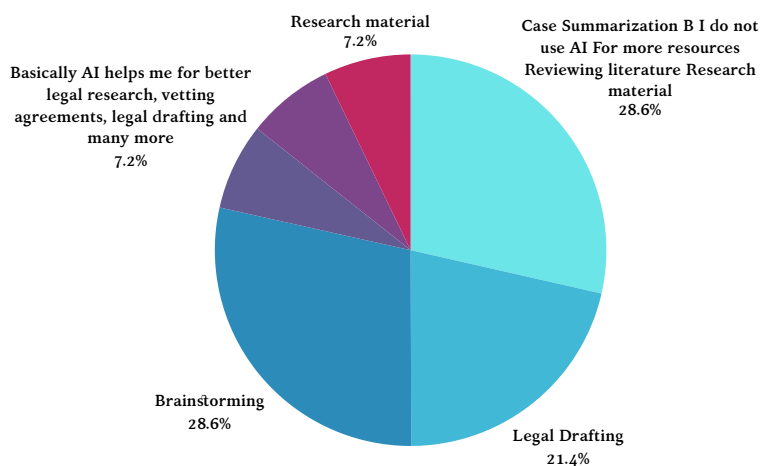


Fig 5: Most Frequent Use of AI

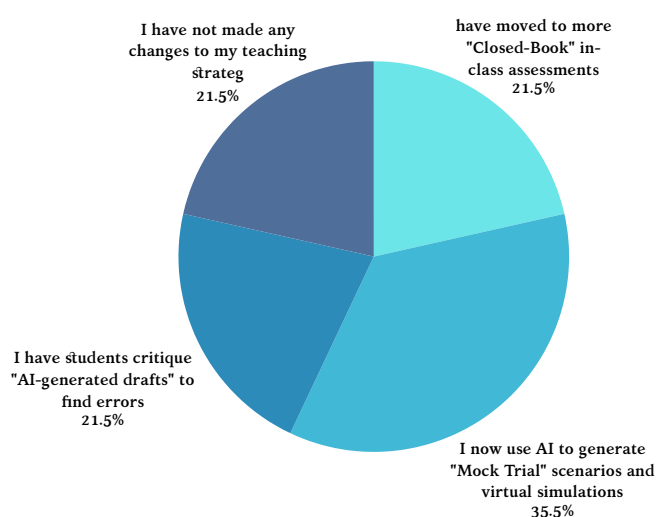


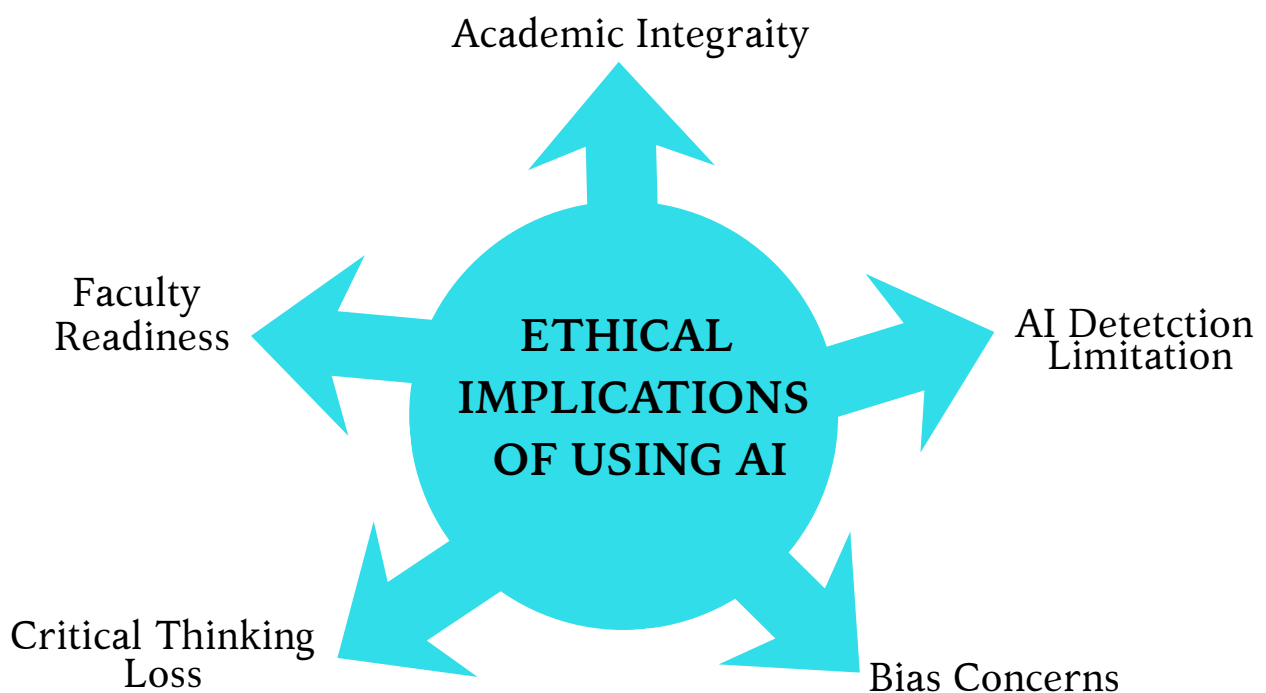
Fig 6: Impact of Generative AI on classroom engagement strategies

- The most common use (35.3%) is translating complex legal jargon into simpler language. This indicates that teachers are using AI to refine how they communicate legal concepts, likely to make lectures, notes, and student interactions more accessible. From a policy perspective, this reflects AI's growing role in pedagogical preparation and content simplification.
- The next major use (28.1%) is summarising long judgments to meet tight timelines. This highlights AI's value in managing the heavy reading demands placed on legal academics. Faculty often work under significant time constraints, and AI appears to function as a research assistant that helps them quickly grasp key points before deeper engagement. However, this also raises the need for caution to ensure summaries do not replace close doctrinal reading.
- About 22.9% use AI to obtain immediate support when a colleague or institutional resource is unavailable. This suggests that AI is informally filling gaps in academic collaboration and institutional support structures. While this can enhance efficiency, it also signals the importance of peer-review culture and shared academic dialogue, which AI cannot replicate.
- A smaller proportion (13.7%) rely on AI for grammar and stylistic review. This indicates that for teachers, AI plays a secondary role in language polishing rather than substantive content creation.
- On asking teachers how the rise of Generative AI has changed their classroom engagement strategies, the responses reveal a gradual but noticeable pedagogical shift. A significant share (35.4%) report using AI to create mock trial scenarios and virtual simulations, indicating movement toward more experiential learning. At the same time, 21.4% have introduced closed-book, in-class assessments and an equal proportion ask students to critique AI-generated drafts, reflecting efforts to preserve academic integrity and build critical evaluation skills. Notably, 21.4% report no change, suggesting that AI integration remains uneven and transitional across institutions.

3. Ethical Issues Associated with Integration of AI in Legal Education

The integration of Artificial Intelligence (AI) into education systems worldwide has introduced profound changes in teaching, learning, and institutional governance. While AI is frequently framed as a tool for efficiency, personalization, and scale, its deployment has also generated a range of pedagogical, ethical, professional, and systemic issues that remain insufficiently addressed. UNESCO has cautioned that education systems are adopting AI faster than they are developing the institutional capacity, regulatory clarity, and pedagogical understanding required to manage its consequences responsibly. As a result, AI in education increasingly operates within a space marked by uneven implementation, unclear accountability, and deep structural tensions. Below are five prominent issues, each illustrated with real-life incidents and documented examples, highlighting the depth and urgency of these concerns.

AI adoption in higher education raises a range of ethical concerns that go beyond simple questions of cheating or convenience. When students use generative AI tools to draft assignments, solve problems, or prepare projects, it becomes difficult to clearly distinguish between genuine learning and AI-driven output, which can undermine academic integrity and the value of assessment. At the same time, these systems may embed hidden biases, threaten data privacy, and operate in non-transparent ways, creating risks of unfair treatment and excessive surveillance of learners. There is also a growing worry that over-reliance on AI could weaken students' critical thinking, originality, and decision-making skills if they begin to treat AI as an unquestioned authority rather than a support tool. These issues highlight the need for clear institutional policies, robust guidelines on responsible use, and systematic training for both faculty and students so that AI enhances, rather than erodes, core educational values.



SURVEY ANALYSIS ON PERCEIVED CHALLENGES OF UTILISATION OF AI IN EDUCATION

To understand perceived risks associated with AI adoption, respondents were asked to identify which area of legal education they believe is most “threatened” by the uncontrolled use of AI. This question aimed to capture stakeholder concerns about where AI may have the most disruptive impact on legal training. The responses provide an important starting point for identifying priority areas where policy guidance and pedagogical safeguards may be necessary.

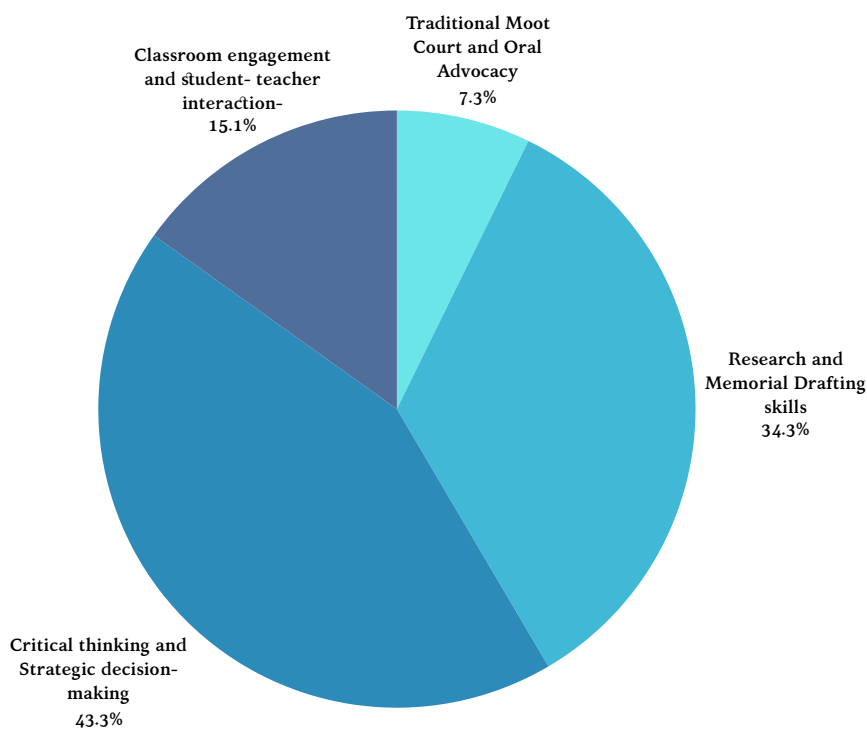
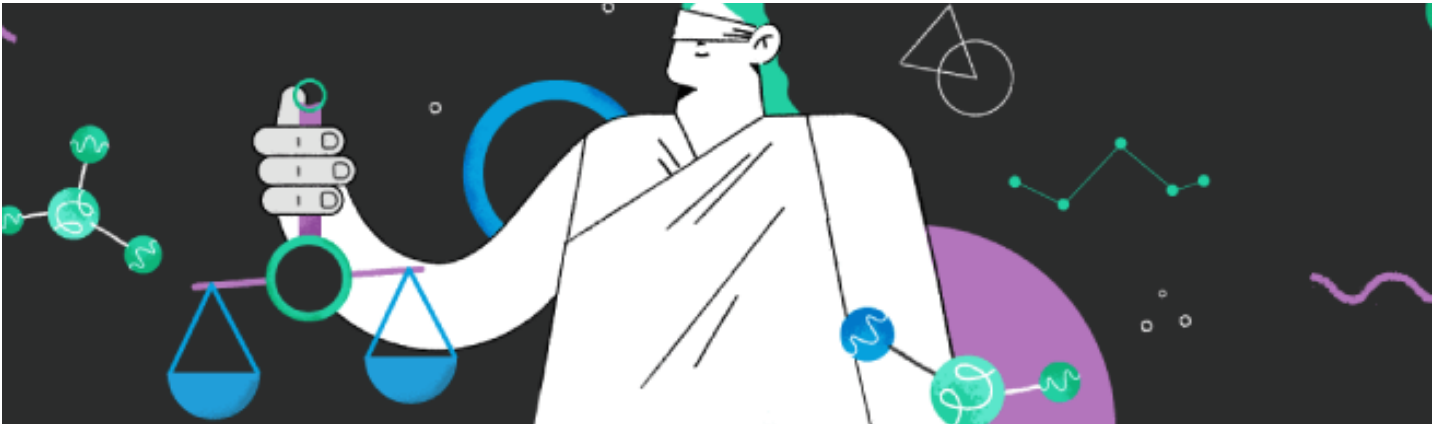


Fig 7: Challenges of using AI in Education

The responses reveal deep concern about the impact on higher-order legal skills.

- The largest share (43%) identified critical thinking and strategic decision-making as most at risk, signalling a fear that easy access to AI-generated answers may weaken independent reasoning and judgment skills central to legal training and professional competence.
- A significant proportion (34%) pointed to research and memorial drafting skills, indicating anxiety that AI-assisted research and automated drafting could erode students’ ability to conduct rigorous doctrinal analysis and develop structured legal arguments.
- Comparatively fewer respondents viewed classroom engagement (15%) and traditional moot court and oral advocacy (7.2%) as the primary areas under threat.

1. ACADEMIC INTEGRITY AND MISUSE OF AI TOOLS



The rapid rise of generative AI systems like ChatGPT has created new challenges for academic integrity in legal education. These tools can produce essays, case analyses, research summaries, and even citations almost instantaneously. While AI can be a valuable learning aid, students may misuse it by submitting AI-generated content as their own work, thereby bypassing the critical thinking and analytical skills central to legal education. Several recent incidents such as:

- O.P. Jindal Global Law School (India, 2025): An LLM student was failed after the institution's Unfair Means Committee found that 88% of his answers were AI-generated, detected using Turnitin. The student challenged the decision in the Punjab and Haryana High Court, citing the absence of explicit institutional rules governing AI use and questioning the validity of the evidence [17].
- Nanyang Technological University (Singapore, 2025): Several students received zero marks on assignments after generative AI produced essays containing fake references, broken links, and fabricated statistics. Students argued that AI was only used for background research, but the university enforced strict penalties, emphasizing the lack of clear guidelines on AI usage [18].
- Carnegie Mellon University (USA, 2024): In a law and technology course, students used AI tools to draft portions of legal analyses. The university detected inconsistencies and plagiarism, leading to warnings and grade penalties. CMU responded by issuing a campus-wide guideline on responsible AI use in coursework, highlighting the ethical and academic risks of unregulated AI adoption [19].

This has resulted in Compromise on critical Legal reasoning and writing skills, Lack of clear institutional policies leads to disputes and inconsistent enforcement and it also Raises questions about fairness in evaluation, especially when detection tools are imperfect.

Survey findings show that a majority of students (53%) said they use AI mainly to save time and meet deadlines. This suggests that many students turn to AI when facing academic pressure. While using AI for support is not wrong in itself, heavy reliance for completing assignments can blur the line between help and misuse. When deadlines drive AI use, there is a higher risk of students submitting work that is not fully their own or not carefully verified. This highlights the need for simple and clear rules on how AI can be used in academic work.

17. TOI, Student Goes to Court after OP Jindal Global Law School Fails Him over "AI-Generated" Answers, Times Of India, Nov. 4, 2024, <https://timesofindia.indiatimes.com/technology/tech-news/student-goes-to-court-after-op-jindal-global-law-school-fails-him-over-ai-generated-answers/articleshow/114949856.cms>.

18. Gabrielle Chan, NTU Penalises 3 Students over Use of AI Tools; They Dispute University's Findings, The Straits Times, Jun. 22, 2025, <https://www.straitstimes.com/singapore/parenting-education/ntu-penalises-three-students-for-use-of-ai-tools-students-dispute-universitys-findings>.

19. Carnegie Mellon University, Examples of Possible Academic Integrity Policies That Address Student Use of Generative AI Tools - Eberly Center, Carnegie Mellon University, <https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html> (last visited Feb. 4, 2026).

2. AI DETECTION LIMITATIONS AND RISK OF FALSE POSITIVES



AI detection tools (such as Turnitin’s AI classifier and other third-party systems) are increasingly used by universities to identify potential misuse of generative AI in student work. However, these tools are not fully reliable, and their outputs can produce false positives where entirely original, human-written work is incorrectly flagged as AI-generated. False positives can trigger academic integrity investigations, delay graduations, damage student wellbeing, and erode trust between students and educators.

Several recent incidents showcase the false negatives and their impact, such as:

- **University at Buffalo (USA):** A public health student at the University at Buffalo reported that her assignment written entirely by her without using any AI tools — was flagged by Turnitin’s AI detection as “likely AI-generated,” leading to an academic dishonesty review based solely on the detector score with no additional evidence required by the university. Many students in her program reportedly faced similar flags, potentially delaying graduations and adding significant stress.
- **Australian Catholic University “Robo-Cheating” Scandal (Australia):** Australian Catholic University (ACU) used an AI detection tool (Turnitin Indicator) that generated thousands of misconduct cases flagged for AI use. Many students were falsely accused, requiring lengthy investigations that delayed graduations and jeopardised opportunities. Due to concerns about the tool’s reliability, ACU discontinued its use in early 2025, acknowledging false positives and procedural flaws in relying solely on AI detection scores.
- **University of California, Davis (USA):** According to reports, over 50 students at the University of California, Davis were wrongly flagged by Turnitin’s AI detection tool in 2023, leading to protests and a temporary suspension of the tool’s use pending review, illustrating institutional pushback against unreliable detection [20].

Such false negatives leads to unfair academic scrutiny on Students when they are subjected to investigations and penalties for work they wrote independently. It also causes Psychological Stress as False accusations can cause anxiety, reputational harm, and disruption of academic progression. Lastly, it also results in Reliance on opaque, probabilistic scores undermines trust between students and institutions. [21]

21. University at Buffalo Students Protest Use of AI Detection Tool, GovTech, May 20, 2025, <https://www.govtech.com/education/higher-ed/university-at-buffalo-students-protest-use-of-ai-detection-tool>.

22. Sunil Dhawan, Universities Leveraging AI Detectors: International Students Fear They May Be Wrongly Accused of Cheating, The Financial Express, Jul. 11, 2023, <https://www.financialexpress.com/business/investing-abroad-universities-leveraging-ai-detectors-international-students-fear-they-may-be-wrongly-accused-of-cheating-3122590/>.

3. FACULTY READINESS AND TRAINING GAPS



The effective use of AI for teaching, learning, and assessment depends heavily on faculty awareness, training, and expertise in both technical tools and pedagogical strategies. Many law educators like faculty across other disciplines currently lack formal training in AI technologies, leading to uneven adoption, avoidance of promising tools, inconsistent classroom practices, and missed opportunities to harness AI's pedagogical value. This gap not only affects how AI is integrated into curricula but also influences how students perceive and engage with these technologies.

It has been found that many law schools have neglected to integrate AI into their curricula, partly because faculty lack the expertise to teach AI-enhanced learning materials. Educators often resist adopting new technology because it increases workload and requires training they have not received, leaving students without structured AI guidance [22]. Research on AI in higher education shows that many university teachers experience technology anxiety when confronting generative AI, worrying about ethical concerns, accuracy, and how to disclose or use tools like ChatGPT in academic work. A report of 2025 also shows that, only a small percentage of law faculty in the U.S. are teaching generative AI as standalone content; most integration is informal or elective. Many professors had previously relegated AI use to optional modules or left it up to individual instructors reflecting uncertainty, lack of training, and inconsistent faculty readiness [23]. A survey of faculty attitudes toward AI in legal education found that many instructors are uninformed about generative AI and unsure how to incorporate it into classes, even while acknowledging its potential. Some faculty emphasize traditional legal writing over emerging tools, revealing a preparedness gap that must be bridged through training and support [24].

Law students in various global contexts report that some professors prohibit AI use while others encourage it, creating confusion and revealing uneven faculty understanding of AI's role. This "mixed messaging" reflects wider faculty readiness gaps where institutional guidance is lacking and individual instructors diverge widely in their comfort with AI [25].

22. Prof (Dr) Shaveta Gagneja, The Need for AI Literacy in Indian Legal Education, Times of India, Sep. 6, 2025, <https://timesofindia.indiatimes.com/blogs/legal-brief/the-need-for-ai-literacy-in-indian-legal-education/>.

23. Karen Sloan & Sara Merken, AI Training Becomes Mandatory at More US Law Schools, Reuters, Sep. 22, 2025, <https://www.reuters.com/legal/legalindustry/ai-training-becomes-mandatory-more-us-law-schools-2025-09-22/>.

24. Teaching Law In The Age Of Generative AI, https://www.americanbar.org/groups/science_technology/resources/jurimetrics/2024-winter/teaching-law-age-generative-ai/ (last visited Feb. 4, 2026).

25. Rohini Mohan, Indian Colleges Alarmed by AI Misuse: Professors Fight Back with Oral Quizzes, Live Handwritten Exams - Asia News Network, Asia News Network Asia News Network (Jun. 17, 2025), <https://asianews.network/indian-colleges-alarmed-by-ai-misuse-professors-fight-back-with-oral-quizzes-live-handwritten-exams/>.

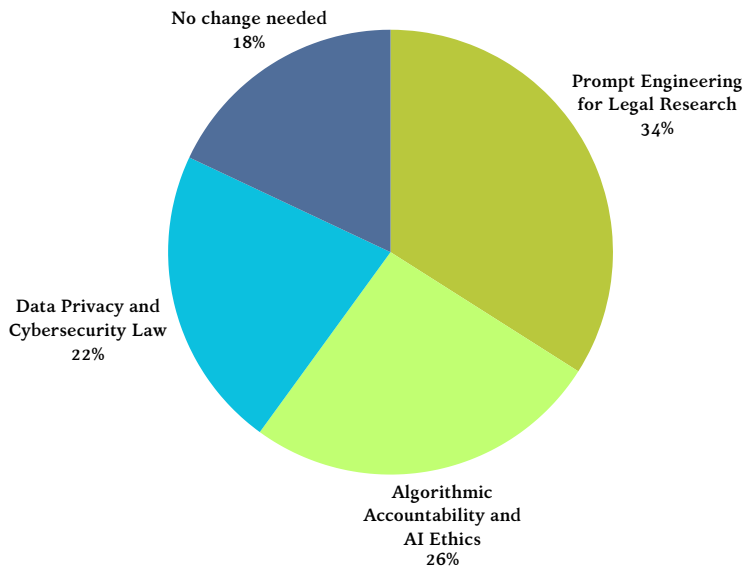


Fig 9: New Age skill

Faculty readiness and training emerge as critical challenges in the effective integration of artificial intelligence within higher education. According to the survey results, 34% of respondents (fig 9) opined that AI prompt engineering techniques and ethical usage guidelines should be formally incorporated into the academic curriculum. Furthermore, 22% of respondents highlighted that data privacy and cybersecurity law should be added in curriculum as the essential “new-age skills” that must be introduced in academic programs to prepare both educators and students for the legal and ethical dimensions of AI usage.

However, despite this awareness, 44.2% (fig. 10) of faculty members indicated that their institutions had not conducted any formal workshops or training sessions focused on AI literacy or pedagogical integration. Most reported that they had learned to use AI tools independently, relying on self-study and peer networks rather than structured institutional support. This lack of formal capacity-building initiatives underscores a broader institutional gap in preparing faculty to navigate the pedagogical, technical, and ethical dimensions of AI adoption. Without systematic training, educators may face difficulties in designing AI-inclusive assessments, guiding students on appropriate usage, and addressing academic integrity issues arising from AI misuse.

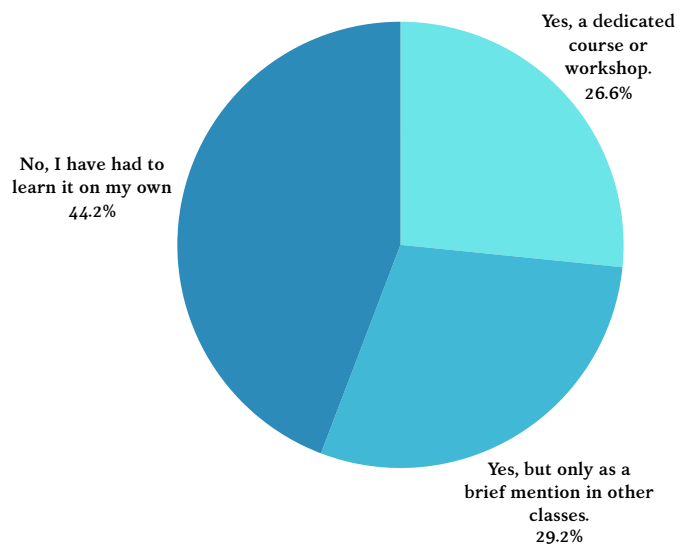


Fig 10: Training Workshops

4. ETHICAL AND BIAS CONCERNS



AI tools used for grading, assessment, and decision-making can carry biases from the data they are trained on. This is a concern in legal education, where fairness and equality are very important. Students from different backgrounds such as non-native English speakers, neurodiverse learners, or those with unique writing styles may be unfairly affected. Many AI systems also work like “black boxes,” making it hard to understand how they reach decisions.

Real-world incidents show these risks clearly:

- **Automated Essay Scoring Bias:** Some AI grading tools focus on features like sentence length or vocabulary instead of actual reasoning, which can disadvantage students with creative or non-traditional writing styles.
- **Bias Against Disadvantaged Groups:** Predictive models have sometimes labelled minority students as “at risk” more often than their real performance justifies, reflecting past inequalities in education data.
- **AI Detection Bias:** Plagiarism and AI-detection tools can wrongly flag non-native English speakers or neurodiverse students because their writing style differs from typical training data.
- **Large-Scale Misclassification:** At Australian Catholic University, thousands of students were flagged in AI-related misconduct checks, and many were later believed to be wrongly accused, showing how errors can harm students’ records and futures.

When biased AI tools are used in education, students may receive unfair grades or face false misconduct claims. This can reduce trust in institutions and create feelings of injustice. In legal education especially, relying too much on AI can also weaken students’ ability to think critically and develop strong legal reasoning if human judgment is not kept at the center.

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26. Evelin Amorim, Márcia Cançado & Adriano Veloso, Automated Essay Scoring in the Presence of Biased Ratings, unknown (Jan. 1, 2018), https://www.researchgate.net/publication/325448885_Automated_Essay_Scoring_in_the_Presence_of_Biased_Ratings.

27. Abhinav Singh, Australian University Caught Using AI To Wrongly Accuse Students Of Cheating With AI, NDTV, Oct. 10, 2025, <https://www.ndtv.com/offbeat/australian-university-caught-using-ai-to-wrongly-accuse-students-of-cheating-with-ai-9433330>.

28. AI-Detectors Biased Against Non-Native English Writers, Stanford HAI, <https://hai.stanford.edu/news/ai-detectors-biased-against-non-native-english-writers> (last visited Feb. 4, 2026).

5. LOSS OF CRITICAL THINKING AND SKILL DILUTION



Heavy dependence on AI can undermine the development of essential legal competencies such as issue spotting, independent reasoning, and analytical argumentation if students treat AI outputs as substitutes for personal engagement with legal problems. Rather than grappling with complex concepts, students may default to copying AI answers, which hinders deep learning and internalisation of core legal reasoning skills.

The affects of it can be seen in the following:

- **Students' Own Concerns About Cognitive Erosion (USA, 2025):** A survey of university students in the United States revealed that, while AI chatbots provided helpful study support, many students feared that using AI discouraged independent problem-solving and critical thinking and encouraged “intellectual laziness,” where convenience trumped genuine engagement with complex material [29].
- **Repeated Use Reducing Cognitive Engagement (Education Research):** Educational research shows that habitual use of AI tools like ChatGPT for writing and assignments can lead to “passive knowledge,” where students offload analysis and reflection to AI rather than engaging in authentic thinking processes thereby weakening skills such as hypothesis formulation, argument construction, and evidence interpretation [30].
- **“Digital Amnesia” Concerns (Australia, 2025):** Educators and researchers have observed that extensive use of AI tools transformed into a conceptual “crutch” can result in students struggling to articulate their own arguments, with some studies reporting significant declines in neural engagement and recall when AI is overused, raising alarms about cognitive disengagement [31].

The consistent use of AI has Impaired analytical and legal reasoning skills as students default to AI suggestions rather than engaging with material independently, Reduced the retention rate of students and has affected their deeper learning ability. It has also posed a Risk of producing graduates less prepared for complex legal practice, where independent judgment and critical thought are essential.

Loss of critical thinking emerges as one of the most pressing challenges in AI integration within higher education, with 54.2% of your survey respondents highlighting it as a major concern. This underscores a pervasive fear that excessive dependence on generative AI tools such as ChatGPT or Gemini for routine academic tasks like brainstorming, drafting essays, structuring arguments, or even debugging code could systematically erode students' ability to engage in independent analysis, question assumptions, and synthesize novel insights.

29. Griffin Pitts, Viktoria Marcus & Sanaz Motamedi, Student Perspectives on the Benefits and Risks of AI in Education, arXiv.org (May 4, 2025), https://arxiv.org/abs/2505.02198?utm_source=chatgpt.com.

30. Roman Yavich, Will the Use of AI Undermine Students Independent Thinking?, 15 Education Sciences (2025).

31. Youjie Chen et al., Effects of Generative Artificial Intelligence on Cognitive Effort and Task Performance: Study Protocol for a Randomized Controlled Experiment among College Students, 26 Trials (2025).

4. Global Approaches to Regulating AI in Education

ORGANIZATION / JURISDICTION	GUIDELINE/ REGULATION
UNESCO	<u>Guidance for Generative Artificial Intelligence in Education and Research Organisation</u>
WORLD ECONOMIC FORUM (WEF)	<u>AI and Education: Kids Need AI Guidance in School</u>
OECD	<u>Opportunities, Guidelines and Guardrails for Effective and Equitable Use of AI in Education</u>
USA	<ul style="list-style-type: none"> • <u>Executive Order 14277 — Advancing Artificial Intelligence Education for American Youth</u> • U.S. Department of Education (ED) AI Guidance and Related Communications
EUROPE	<ul style="list-style-type: none"> • <u>Ethical Guidelines on the Use of Artificial Intelligence and Data in Teaching and Learning for Educators</u> • <u>Final Report of the Commission Expert Group on Artificial Intelligence and Data in Education and Training</u> • <u>Regulating Artificial Intelligence in Education</u> • <u>Legal and Pedagogical Guidelines for the Educational Use of Generative Artificial Intelligence in European Schools</u>
UK	<ul style="list-style-type: none"> • <u>Generative Artificial Intelligence (AI) in Education</u> • <u>Safe and Effective Use of AI in Education – Leadership Toolkit</u> • <u>Generative AI in Education: Educator and Expert Views</u>
INDIA	<ul style="list-style-type: none"> • <u>Report-of-Committee-on-AI-Tools-for-Education-and-Research, IISc, 2024</u> • <u>Ethical guidelines for application of Artificial Intelligence in Biomedical Research and Healthcare, ICMR</u> • <u>Artificial Intelligence Integration Across Subjects for CBSE Curriculum, CBSE</u> • <u>National Programme on Artificial Intelligence (NPAI), Ministry of Electronics & Information Technology (MEITY)</u>

• Guidance for Generative Artificial Intelligence in Education and Research Organisation

(Nature of Instrument: Non-binding | soft law)

The Guidance for Generative Artificial Intelligence in Education and Research issued by UNESCO is a global normative and policy guidance document aimed at assisting governments, educational institutions, researchers, and technology providers in responding to the rapid expansion of generative AI systems. The guidance was released in response to the widespread public deployment of generative AI tools in educational and research contexts, often in the absence of adequate regulatory safeguards, institutional readiness, or ethical frameworks.

The document adopts a human-centred and rights-based approach to AI governance in education, explicitly linking the use of generative AI to UNESCO's Education 2030 Agenda and broader commitments to equity, inclusion, and human dignity. It recognises that while generative AI has the potential to enhance teaching, learning, and research productivity, its unregulated use poses serious risks to academic integrity, learner autonomy, data protection, cultural diversity, and epistemic justice.

Rather than prescribing binding rules, the guidance sets out principles, recommended actions, and governance considerations for multiple stakeholders, including governments, educational institutions, AI developers, educators, and learners. It emphasises that generative AI should function as an assistive tool and not replace human judgment, creativity, or responsibility.

Within global AI governance, this document functions as a foundational soft-law instrument, shaping national policies, institutional guidelines, and ethical standards on AI in education and research.

ISSUES IDENTIFIED

- Lack of regulatory preparedness for generative AI in education systems
- Threats to human agency and learner autonomy
- Academic integrity risks, including plagiarism and over-reliance on AI
- Bias, discrimination, and marginalisation embedded in training data
- Data protection and privacy concerns, especially for children and students
- Opacity and lack of explainability of generative AI models
- Cultural and linguistic homogenisation, undermining diversity
- Unequal global access, exacerbating digital and knowledge divides

MEASURES TO MITIGATE THE ISSUES

- Promotion of a human-centred, rights-based AI governance approach
- Recommendation for national regulatory frameworks tailored to education and research
- Emphasis on human oversight, accountability, and transparency
- Calls for ethical impact assessments and validation of AI tools before deployment
- Safeguards for data protection, privacy, and intellectual property
- Encouragement of AI literacy and capacity-building for educators and learners
- Measures to protect linguistic, cultural, and epistemic diversity
- Guidance for governments to ensure equitable access and inclusion

WORLD ECONOMIC FORUM (WEF)

• AI and Education: Kids Need AI Guidance in School (*Nature: Non-Binding/ Soft Law*)

The World Economic Forum published the article “AI and Education: Kids Need AI Guidance in School. But Who Guides the Schools?” as part of its education and skills coverage, highlighting the urgent need for structured guidance on AI use in educational settings. Based on global evidence including a UNESCO survey showing that fewer than 10 % of schools had formal AI policies, the paper sets out a principled framework for the responsible and effective integration of AI in education. It was authored by education leaders and published as part of the WEF Annual Meeting discussions, positioning AI in education as a societal issue that requires stakeholder collaboration rather than purely technological adoption. The paper proposes seven guiding principles that schools, education authorities, and policymakers can use as a blueprint for creating local or institutional AI policies. These principles emphasise aligning AI use with educational goals, ensuring compliance with existing laws (such as privacy and data security), promoting AI literacy, balancing benefits and risks, advancing academic integrity, maintaining human decision-making authority, and continuously evaluating AI’s impact. While not a formal regulatory instrument, the WEF principles have influenced thought leadership, institutional guidance toolkits, and national AI-in-education discussions by offering practical values-based criteria for responsible AI deployment in schools.

ISSUES IDENTIFIED

- Lack of institutional policies or formal guidance for AI use in schools globally
- Risk of privacy breaches and uneven disciplinary measures
- Absence of frameworks aligning AI use with educational goals and ethical standards
- Need to preserve human agency and academic integrity in AI-supported learning
- Stakeholder confusion about how to balance educational benefits with risks

MEASURES (PRINCIPLE-BASED RECOMMENDATIONS) TO MITIGATE ISSUES

The WEF article outlines seven core principles schools and policymakers can apply:

- 1.Purpose: Connect AI deployment explicitly to educational objectives and student outcomes.
- 2.Compliance: Ensure adherence to existing policies on privacy, data security, and safety.
- 3.Knowledge: Build AI literacy among students, teachers, and administrators.
- 4.Balance: Recognise AI’s benefits while addressing associated risks.
- 5.Integrity: Promote academic honesty and responsible use standards.
- 6.Agency: Maintain central human decision-making in educational processes.
- 7.Evaluation: Continuously assess AI’s impact and revise guidance accordingly.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)

• Opportunities, Guidelines and Guardrails for Effective and Equitable Use of AI in Education (*Nature- Non-Binding*)

The OECD report titled Opportunities, Guidelines and Guardrails for Effective and Equitable Use of AI in Education is a global policy guidance and soft-law instrument jointly developed by the OECD and Education International. It was prepared as an input to the 2023 International Summit of the Teaching Profession and refined through consultations with governments, educators, trade unions, researchers, and international organisations. The document seeks to guide education systems in responding to the growing integration of artificial intelligence and advanced digital technologies into teaching, learning, assessment, and administration. Rather than regulating AI directly, the document provides a structured set of principles, guidelines, and guardrails aimed at helping governments and education authorities harness AI's benefits while mitigating its risks. It explicitly builds on earlier OECD instruments, including the OECD AI Principles (2019), and situates AI governance within broader concerns of equity, quality, teacher agency, and student wellbeing. The guidance recognises AI's potential to enhance personalised learning, reduce administrative burdens on teachers, and support inclusive education, while also warning against risks such as widening inequalities, algorithmic bias, data misuse, erosion of human agency, and over-reliance on automated systems. A defining feature of the document is its strong emphasis on teacher professionalism, human oversight, and social dialogue, positioning AI as a support tool rather than a substitute for human judgment.

ISSUES IDENTIFIED

- Inequitable access to digital infrastructure and AI tools
- Risk of widening educational inequalities
- Algorithmic bias and discrimination in AI-enabled decision-making
- Data protection, privacy, and cybersecurity risks, including children's data
- Erosion of teacher agency and professional autonomy
- Over-automation leading to loss of human skills and judgment
- Threats to student and teacher wellbeing, including over-use of digital tools
- Lack of transparency and explainability in high-stakes AI systems

MEASURES TO MITIGATE THE ISSUES

- Promotion of equitable access to digital infrastructure and learning resources
- Integration of AI governance into existing education and data protection frameworks
- Emphasis on teacher agency, professional discretion, and continuous training
- Recommendation for human-in-the-loop systems and human alternatives for high-stakes decisions
- Development of ethical guidelines for data use, safety, and algorithmic fairness
- Encouragement of co-creation of AI tools with teachers and learners
- Support for research, monitoring, and evaluation of AI's educational impact

UNITED STATES OF AMERICA (USA)

• U.S. Department of Education (ED) AI Guidance and Related Communications

The U.S. Department of Education's Artificial Intelligence (AI) Guidance represents the main federal, education-specific response to the increasing use of AI across teaching, assessment, administration, and student support. Issued through official guidance notes and policy communications, it does not create new laws or binding rules. Instead, it explains how AI can be used within the boundaries of existing U.S. education laws and federal funding requirements. The Guidance was developed in response to the rapid and largely uncoordinated adoption of AI tools by schools, colleges, and universities. Educational institutions have begun using AI for grading, content creation, learning analytics, admissions screening, and administrative decisions, often without clear understanding of legal obligations. The Department recognises that this fragmented adoption raises concerns related to fairness, accountability, transparency, and student protection. It emphasizes that utilization of AI in education must comply with established legal frameworks, including civil rights protections, accessibility standards, student privacy laws, and non-discrimination requirements.

ISSUES TARGETED BY THE ED AI GUIDANCE

The Guidance identifies and responds to several key issues arising from AI use in education:

- Legal and regulatory uncertainty among educational institutions regarding permissible AI use under federal education laws.
- Risk of discriminatory outcomes resulting from AI-driven decision-making in admissions, assessment, and student evaluation.
- Lack of transparency and accountability in automated or algorithmic educational processes.
- Student data privacy and protection concerns, particularly where AI systems rely on large-scale data collection.
- Inconsistent institutional practices driven by fragmented and ad hoc AI adoption.
- Potential misuse of federal education funds for AI tools without clear compliance standards.

MEASURES PROPOSED TO MITIGATE THESE RISKS

- Affirms that AI tools may be used in educational settings only where they comply with existing federal statutes, including civil rights, accessibility, and student protection laws.
- Emphasises that AI deployment must not undermine equity, fairness, or access to education, particularly for protected and marginalised groups.
- Clarifies that AI-related expenditures may be allowable under federal funding programs, subject to legal compliance and programmatic alignment.
- Publishes an inventory of AI systems used within the Department to promote openness and institutional accountability.
- Reinforces that AI use remains subject to established monitoring, audit, and enforcement processes tied to federal education laws.

UNITED STATES OF AMERICA (USA)

• U.S. Department of Education (ED) AI Guidance and Related Communications

On April 23, 2025, the President of the United States signed the Executive Order titled “Advancing Artificial Intelligence Education for American Youth”, establishing AI education as a national policy priority aimed at preparing the next generation of Americans for an AI-driven future. The Order declares it is the policy of the United States to promote artificial intelligence literacy and proficiency among learners and educators by integrating AI concepts into education systems, expanding training opportunities, and cultivating an AI-ready workforce. It aims to ensure that students, from primary school through higher education, have early exposure to AI technologies and the skills necessary to innovate, understand, and responsibly use AI in their personal and professional lives. The Order positions AI education not merely as a technical skill but as a foundational competency essential for national competitiveness, economic leadership, and workforce preparedness in an increasingly automated global economy.

ISSUES ADDRESSED

1. The Order recognises that current educational offerings are insufficient in equipping students and educators with foundational AI knowledge and skills.
2. There is no coherent federal approach to incorporating AI into curricula, teacher training, or learning tools across diverse educational settings.
3. Educators often lack the professional development, resources, and support needed to teach or integrate AI concepts effectively into classroom instruction, leaving gaps in instruction quality and teacher confidence.
4. With AI increasingly central to economic and labour markets, students without early exposure or training risk falling behind peers globally and being unprepared for AI-centric jobs or technological innovation roles.

MEASURES PROPOSED

1. The Order creates a White House Task Force on Artificial Intelligence Education, composed of representatives from federal departments (including Education, Labor, and Science), tasked with coordinating AI education efforts across the government.
2. Federal agencies are directed to promote the appropriate integration of AI concepts and technology into education, including K-12 and postsecondary learning environments.
3. The Order emphasises comprehensive AI training for educators, encouraging professional development that enables teachers to understand AI technologies and incorporate them meaningfully into instruction.
4. The Task Force is tasked with promoting public-private partnerships to develop and disseminate AI educational resources. Collaboration with industry, academia, and nonprofit organisations is intended to broaden access to AI tools, platforms, and instructional materials.
6. The Order calls for initiatives such as a Presidential AI Challenge, a nationwide competition that encourages students and educators to innovate with AI, demonstrating skills and developing solutions to real-world problems using AI technologies

UNITED KINGDOM (UK)

- Generative Artificial Intelligence (AI) in Education
(*Nature- Non-binding guidance / Soft law*)

The Generative Artificial Intelligence (AI) in Education document issued by the UK Department for Education represents the primary national-level policy guidance governing the use of generative AI tools across schools and colleges in UK. The document was released in response to the rapid and uncoordinated adoption of generative AI technologies, such as large language models by educators, students, and educational institutions. Rather than introducing new statutory obligations, the guidance clarifies how AI tools should be used within the boundaries of existing education, data protection, safeguarding, and intellectual property laws. It acknowledges that AI has the potential to support teaching, lesson planning, assessment preparation, and administrative efficiency, while also recognising serious risks related to student safety, academic integrity, data privacy, and over-reliance on automated outputs. The document places strong emphasis on professional judgment and human oversight, making clear that responsibility for educational decisions remains with teachers and institutional leaders. It encourages schools and colleges to adopt a cautious, risk-aware approach, including internal evaluation of AI tools before deployment.

ISSUES IDENTIFIED

- Risks to student safety and safeguarding, particularly for children
- Data protection and privacy concerns linked to AI data processing
- Academic integrity and plagiarism risks
- Accuracy, bias, and hallucination in AI-generated content
- Lack of institutional clarity on lawful AI use

MEASURES TO MITIGATE THE ISSUES

- Requirement for risk assessment before AI adoption
- Emphasis on compliance with UK GDPR, safeguarding duties, and IP law
- Clear allocation of responsibility to teachers and school leaders
- Guidance on appropriate and inappropriate uses of generative AI
- Reinforcement of human oversight over AI outputs

• Safe and Effective Use of AI in Education – Leadership Toolkit

(Nature- Non-binding operational guidance / Soft law)

The Safe and Effective Use of AI in Education – Leadership Toolkit is an implementation-focused guidance document issued by the UK Department for Education to support school and college leaders in operationalising AI use within educational settings. It builds directly on the principles outlined in the DfE’s Generative AI in Education guidance and translates them into practical governance and management tools. The Toolkit is designed for institutional leadership rather than classroom instruction and focuses on how AI should be embedded into school-wide digital strategies, procurement decisions, staff training, and risk management processes. It recognises that while AI adoption decisions are discretionary, educational institutions remain legally responsible for outcomes affecting students, staff, and data security. The document adopts a structured, scenario-based approach, helping leaders evaluate AI tools through the lenses of safeguarding, data protection, intellectual property, bias, and reliability. It explicitly warns against treating AI systems as decision-makers, emphasising that AI should function only as an assistive tool.

ISSUES IDENTIFIED

- Weak institutional oversight of AI tools
- Lack of leadership capacity to assess AI risks
- Safeguarding and child protection risks
- Inadequate staff training and AI literacy
- Data security and vendor accountability concerns

MEASURES TO MITIGATE THE ISSUES

- Leadership-led risk assessment frameworks
- Guidance on AI procurement and tool selection
- Embedding AI use within existing safeguarding policies
- Staff awareness and training recommendations
- Reinforcement of accountability and audit readiness

- [Generative AI in Education: Educator and Expert Views](#)
(*Nature of Instrument: Non-binding*)

The report [Generative AI in Education: Educator and Expert Views](#) is an evidence-gathering and consultative document commissioned by the UK Department for Education to understand how generative AI is being adopted across schools, further education, and higher education, and what risks this adoption presents. Unlike policy guidance or leadership toolkits, this document does not prescribe norms or best practices. Instead, it functions as a knowledge-base instrument, informing the government's soft-law approach to AI governance in education. The report draws on interviews with educators from 23 educational institutions, expert consultations with academics and EdTech developers, and multiple quantitative surveys. It documents the rapid uptake of generative AI by teachers and students, often occurring ahead of formal institutional policies. The findings highlight that AI is already being used for lesson planning, assessment preparation, administrative tasks, student revision, and personalised learning support. Crucially, the report identifies systemic governance gaps, including weak institutional oversight, inconsistent safeguarding practices, lack of AI literacy among educators, and uncertainty around academic misconduct. It also flags the risk that AI adoption may exacerbate educational inequalities due to uneven digital infrastructure and access.

ISSUES IDENTIFIED

- Academic misconduct and plagiarism, with declining confidence in detection mechanisms
- Student over-reliance on AI tools, affecting learning and skill development
- Data protection and privacy risks, especially involving children's data
- Low AI literacy among educators, limiting safe and effective use
- Institutional governance gaps, including lack of formal AI policies
- Digital divide risks, disadvantaging state schools and SEND learners

MEASURES TO MITIGATE THE ISSUES

- Evidence-based foundation for DfE guidance on safe AI use
- Identification of need for risk assessments and oversight mechanisms
- Emphasis on human judgment and teacher responsibility
- Informing leadership-level governance tools and training materials
- Highlighting necessity for AI literacy and professional development
- Supporting alignment with existing safeguarding, data protection, and assessment norms

- [Generative AI in Education: Educator and Expert Views](#)
(*Nature of Instrument: Non-binding*)

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- Emphasis on human judgment and teacher responsibility
- Informing leadership-level governance tools and training materials
- Highlighting necessity for AI literacy and professional development
- Supporting alignment with existing safeguarding, data protection, and assessment norms

EUROPE (EU)

- [Ethical Guidelines on the Use of Artificial Intelligence and Data in Teaching and Learning for Educators](#)
(Nature of Instrument: Non-binding \ Soft law)

The Ethical Guidelines on the Use of Artificial Intelligence and Data in Teaching and Learning for Educators constitute the primary EU-level education-specific guidance on the responsible deployment of AI in educational contexts. Issued under the EU's Digital Education Action Plan, this document responds to the increasing use of AI-driven tools for teaching, assessment, learning analytics, and student support across Member States. The Guidelines are designed specifically for educators and educational institutions, aiming to translate abstract principles of trustworthy AI into practical ethical considerations for classroom and institutional use. Rather than introducing new legal obligations, the document clarifies how use of AI in education must align with existing EU legal frameworks, particularly the General Data Protection Regulation (GDPR) and fundamental rights protections. The guidance acknowledges that AI can support personalised learning, accessibility, and administrative efficiency, while also recognising risks such as bias, discrimination, opacity, loss of human agency, and over-reliance on automated decision-making. A key emphasis is placed on human-in-the-loop decision-making, professional responsibility, and transparency in AI-assisted educational practices.

ISSUES IDENTIFIED

- Algorithmic bias and discriminatory outcomes
- Lack of transparency and explainability in AI tools
- Risks to learner autonomy and human agency
- Data protection and privacy concerns
- Inadequate educator preparedness and AI literacy
- Ethical uncertainty in AI-assisted assessment

MEASURES TO MITIGATE THE ISSUES

- Ethical checklists and guiding questions for educators
- Emphasis on human oversight and accountability
- Alignment with GDPR and fundamental rights law
- Promotion of AI literacy and professional training
- Transparency requirements in AI-assisted learning

EUROPE (EU)

- [Final Report of the Commission Expert Group on Artificial Intelligence and Data in Education and Training](#)

(Nature: Non-binding \ Expert policy report)

The Final Report of the Commission Expert Group on Artificial Intelligence and Data in Education and Training is an expert advisory document that lays the conceptual and evidentiary foundation for EU policy on AI in education. The report was prepared by an independent group of experts drawn from academia, civil society, and the education sector, and reflects extensive consultation across Member States. The report examines how AI and data-driven technologies are transforming education systems, highlighting both opportunities, such as personalised learning and administrative efficiency and systemic risks. It explicitly identifies education as a high-risk domain for AI deployment due to its direct impact on children, learners' rights, and long-term societal outcomes. Rather than prescribing rules, the report maps governance gaps, regulatory challenges, and ethical tensions, particularly in relation to bias, surveillance, data misuse, and the erosion of teacher autonomy. It also stresses the need for sector-specific safeguards beyond horizontal AI regulation.

ISSUES IDENTIFIED

- Education as a high-risk AI application area
- Weak institutional governance of AI tools
- Surveillance and profiling of learners
- Bias and discrimination in data-driven systems
- Fragmented regulatory approaches across Member States

MEASURES TO MITIGATE THE ISSUES

- Recommendation for sector-specific AI governance
- Emphasis on human-centred and rights-based design
- Calls for transparency and accountability mechanisms
- Integration of AI oversight into education policy
- Alignment with broader EU digital regulation

- Regulating Artificial Intelligence in Education
(*Nature: Non-binding \ Soft Law*)

The Regulating Artificial Intelligence in Education document issued by the Council of Europe provides a human-rights-centred policy framework addressing the governance of AI in educational settings. Although not an EU legislative instrument, it is highly influential within European education governance due to the Council of Europe's normative authority on human rights and democracy. The document argues that unregulated AI use in education poses risks to the right to quality education, child development, teacher autonomy, and democratic values. It highlights concerns over automated pedagogy, data exploitation, misinformation, and the marginalisation of humanistic educational goals. Rather than offering binding rules, the document advocates for sector-specific regulatory responses, stressing that horizontal AI frameworks alone are insufficient to address education-specific risks. It situates AI governance firmly within existing human rights instruments, including the European Convention on Human Rights and children's rights standards.

ISSUES IDENTIFIED

- Threats to the right to quality education
- Undermining of teacher roles and pedagogy
- Child rights and developmental risks
- Bias, misinformation, and automation of poor practices
- Lack of sector-specific regulation

MEASURES TO MITIGATE THE ISSUES

- Human-rights-based AI governance
- Sector-specific standards for education
- Transparency and accountability requirements
- Protection of teacher autonomy and pedagogy
- International cooperation on AI education standards

- [Legal and Pedagogical Guidelines for the Educational Use of Generative Artificial Intelligence in European Schools](#) (*Nature: : Binding (within European Schools system) | Sector-specific regulatory guideline*)

The Legal and Pedagogical Guidelines for the Educational Use of Generative Artificial Intelligence in European Schools represent the most operational and enforceable AI-in-education instrument within the EU education space. Issued for the European Schools system, the document provides detailed legal and pedagogical rules governing the use of generative AI by staff and pupils. The Guidelines explicitly operationalise compliance with the GDPR and the EU AI Act, treating many educational AI applications as high-risk systems. They impose concrete restrictions, including prohibitions on pupils' use of generative AI without authorisation, strict data protection obligations, mandatory human review of AI outputs, and transparency requirements. Unlike general ethical guidance, these rules apply directly within the European Schools system and are binding on staff. The document clearly defines institutional responsibility, user accountability, and enforcement mechanisms. This framework serves as a sector-specific model for how binding AI regulation can be translated into educational practice.

ISSUES IDENTIFIED

- High-risk AI use in assessment and admissions
- Data protection and children's privacy risks
- Academic integrity and AI hallucinations
- Lack of transparency in AI-assisted decisions

MEASURES TO MITIGATE THE ISSUES

- Binding restrictions on pupil AI use
- Mandatory disclosure of AI assistance
- Strict data and IP protection rules
- Human verification of all AI outputs
- Alignment with GDPR and EU AI Act

5. STATUS OF INDIA'S POLICY RESPONSE ON AI INTEGRATION IN EDUCATION

India has begun addressing the role of Artificial Intelligence in education and research through a mix of institutional reports, curriculum reforms, national programmes, and ethical frameworks. Together, these efforts show a growing recognition of both the opportunities and risks of AI in academic settings.

- At the institutional level, the IISc's Committee Report on AI Tools in Education and Research (2024) examined how generative AI affects teaching, learning, and research. Instead of supporting blanket bans, it recommended disclosure of AI use in assignments and research, and urged universities to create clear internal policies on acceptable AI use and academic integrity. It also stressed faculty training so AI can be integrated responsibly in pedagogy.
- At the school education level, CBSE's AI-Integrated Curriculum Framework introduces AI and computational thinking from primary to senior secondary classes. The focus is on building problem-solving, analytical thinking, and digital literacy. Teacher training is a key part of this effort, ensuring that AI is taught and used responsibly while preparing students for an AI-driven future.
- At the national strategy level, MeitY's National Programme on Artificial Intelligence (NPAI) provides a broad roadmap for AI development, research, and adoption across sectors, including education. It promotes AI literacy, skill development, and collaboration between academia and industry. However, it mainly offers high-level direction and does not set enforceable standards for classroom use, assessment, or research practices.
- In ethically sensitive domains, ICMR's Ethical Guidelines for AI in Healthcare and Research emphasise human oversight, transparency, accountability, bias mitigation, and data protection. Although designed for biomedical contexts, these principles are highly relevant to educational research, especially where student data and automated decision-making are involved. The guidelines highlight governance, informed consent, and fairness in AI-assisted processes.
- Finally, at the policy vision level, the The National Education Policy (NEP) 2020 positions AI as both a subject and a tool in education. It encourages universities to introduce AI and data science courses and supports interdisciplinary programs combining AI with fields such as healthcare, agriculture, social sciences, and law. This reflects a long-term goal of equipping students across disciplines to use AI for real-world problem-solving.

This institutional report examined the potential and risks of generative AI in academic work, including teaching, learning, and research. It recommended disclosure of AI use in assignments and research outputs, while cautioning against blanket bans. The report emphasised the need for internal university policies to define permissible AI applications and academic integrity standards. It also highlighted the importance of faculty awareness and training to integrate AI responsibly in pedagogy.

ROLE OF BAR COUNCIL OF INDIA

As the statutory body regulating legal practice and education in India, the BCI holds the ultimate authority to mandate curriculum changes and set the standards for law schools.

The BCI's primary function is to ensure that law graduates possess the necessary skills to practice law. With the rise of LegalTech, the BCI's focus must shift to include technology proficiency as a core competency.

- Mandating Legal Technology Courses: The BCI has the power to formally introduce subjects like Legal Technology, AI, and Computational Law as mandatory or core elective courses in the LLB and LLM curricula. This is essential to move AI literacy from an optional add-on to a foundational requirement.
- Skill-Based Training and Practical Integration: The BCI can mandate the use of AI tools in practical training modules, such as moot courts, legal aid clinics, and legal research methodology classes. This ensures students are proficient in using modern legal research platforms, e-discovery tools, and basic legal automation software.

ROLE OF GOVERNMENT OF INDIA

- The Indian Government has introduced 'AI For All', a self-learning online program designed to raise public awareness about Artificial Intelligence.
- Ministry of Skill and Development has started 'SOAR - AI for Educators' on its platform.
- YuvaAI forAll by MeitY is a foundation course designed to democratise AI literacy across India by enabling every learner to understand, use, and benefit from Artificial Intelligence (AI).
- AI fellowships under AI Mission in various fields of technology, social science, law and management.

India has made important initial efforts to address the use of AI in education through institutional reports, school curricula reforms, national programmes, and ethical guidelines in sensitive domains. Initiatives like the IISc Committee Report, CBSE's AI-integrated curriculum, MeitY's NPAL, and ICMR's ethical framework reflect growing awareness of AI's potential and associated risks. However, these interventions are largely fragmented, advisory, and sector-specific. There is no unified, enforceable policy for higher education, leaving universities and professional programmes without clear guidance on academic use, assessment, or research. Consequently, AI adoption in Indian higher education is uneven, with inconsistent practices, gaps in faculty readiness, and unresolved governance challenges, indicating that the regulatory landscape is still in a nascent and exploratory phase.

6. RECOMMENDATIONS FOR RESPONSIBLE AI INTEGRATION

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Strengthening Academic Integrity in the Use of Generative AI

Building Faculty Capacity and Digital Confidence

Standardising AI-Law Curriculum Across Institutions

Protecting Student Data and Limiting Surveillance Technologies

Mitigating Bias and Ensuring Inclusive Deployment of AI Tools

Reducing Dependence on Opaque Commercial AI Platforms

Strengthening Ethical Governance of AI-Based Legal Research

Bridging Legal Education with AI-Driven Legal Practice

6. RECOMMENDATIONS FOR RESPONSIBLE AI INTEGRATION

1. STRENGTHENING ACADEMIC INTEGRITY IN THE USE OF GENERATIVE AI

Universities should adopt mandatory AI-use disclosure policies requiring students to clearly indicate when generative tools assist in coursework or research. Assessment methods must shift toward oral examinations, drafting simulations, clinical exercises, and supervised research diaries to reduce over-reliance on automated systems. The UGC should issue national-level guidance on acceptable academic uses of AI, while the Bar Council of India should integrate these standards into professional ethics instruction for future advocates.

2. BUILDING FACULTY CAPACITY AND DIGITAL CONFIDENCE

Law schools must institutionalise continuous faculty development programmes focused on AI fundamentals, legal-tech applications, algorithmic risks, and regulatory frameworks. Incentives for certification courses and short-term industry immersion should be created, with the UGC supporting these efforts through dedicated funding schemes such as Faculty AI Fellowships. Universities should also establish internal pedagogical task forces to guide curriculum delivery and classroom experimentation.

3. STANDARDISING AI-LAW CURRICULUM ACROSS INSTITUTIONS

The Bar Council of India, in consultation with the UGC and MeitY, should prescribe minimum learning outcomes for AI-related legal education to ensure consistency and academic rigour nationwide. Model syllabi on AI governance, digital evidence, data-protection law, and technology ethics should be circulated, accompanied by periodic curriculum audits to monitor compliance and evolving regulatory needs.

4. PROTECTING STUDENT DATA AND LIMITING SURVEILLANCE TECHNOLOGIES

Institutions must conduct Data Protection Impact Assessments before deploying AI-based proctoring systems, learning-analytics platforms, or EdTech services. Transparent consent mechanisms, grievance-redressal structures, and regular algorithmic audits should become mandatory components of procurement and deployment processes. The UGC should issue procurement standards for educational AI tools aligned with India's emerging data-protection framework and constitutional safeguards.

6. RECOMMENDATIONS FOR RESPONSIBLE AI INTEGRATION

5. MITIGATING BIAS AND ENSURING INCLUSIVE DEPLOYMENT OF AI TOOLS

Universities should require bias testing, accessibility reviews, and socio-legal impact assessments before introducing algorithmic systems into teaching or administration. Dedicated ethics committees with expertise in technology law and social justice must review institutional AI initiatives, while multilingual functionality and support for low-resource linguistic communities should be prioritised to prevent structural exclusion.

6. REDUCING DEPENDENCE ON OPAQUE COMMERCIAL AI PLATFORMS

Law schools and regulators should encourage the use of open-source or government-approved AI tools for academic purposes to limit vendor lock-in and data-sovereignty risks. The UGC can facilitate centralised procurement frameworks to negotiate transparency obligations, while university contracts should mandate data localisation, audit rights, and explainability commitments from technology providers

7. STRENGTHENING ETHICAL GOVERNANCE OF AI-BASED LEGAL RESEARCH

Institutional Ethics Committees should be expanded to include specialists in AI governance, data protection, and socio-technical risk assessment. Projects involving automated profiling, judicial datasets, or predictive analytics must undergo prior ethical review and approval. The Bar Council of India, in collaboration with universities, should develop national Responsible AI research codes applicable to legal scholarship and doctoral work.

8. BRIDGING LEGAL EDUCATION WITH AI-DRIVEN LEGAL PRACTICE

Universities should establish legal-tech clinics, court-technology internships, and regulatory practicum courses that expose students to real-world AI deployments in litigation, compliance, and governance. Regular engagement with judges, regulators, technologists, and practitioners as guest faculty should be institutionalised, and the Bar Council of India should formally recognise AI-law clinics as components of professional legal training.