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# **Policy and Guidelines on the Use of Generative AI**

## **Version 1.0**

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**GL BAJAJ INSTITUTE OF MANAGEMENT AND RESEARCH.PGDM INSTITUTE**  
**Greater Noida**

**January, 2025**



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Version 1.0

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## IN PURSUIT OF EXCELLENCE

### 1. INTRODUCTION

GL Bajaj Institute of Management and Research (GLBIMR) desires to establish itself as one of the forerunner research institutes, growing empires of knowledge in select focus areas of Management and Technology in India. The policy document begins the position of GLBIMR on the use of generative artificial intelligence (GenAI), including large language models like ChatGPT, Microsoft Copilot, ResearchRabbit, Quilbot, etc. in the higher education sector. The aim is to promote innovation and creativity alongside preserving academic integrity.

### 2. SCOPE

The provisions within this document will cover all students, full-time/visiting/guest faculty, and staff, using generative AI tools for academic, administrative, and personal purposes related to the institution

### 3. RATIONALE

GL Bajaj Institute of Management and Research's goal is to establish itself as a leader in management, technology research, and innovations augmented with the latest technology. This policy aims to balance the benefits of generative AI with the errands of ethical use, promoting a milieu of innovation and responsibility. The rationale for this policy is to,

- provide a structured framework for the use of generative AI technologies. It ensures that the technologies are utilized in ways that are aligned with the institution's mission.
- to seek to balance the benefits of innovation and creativity offered by AI tools with the need for ethical behavior, academic integrity, and operational excellence.
- to define permissible and prohibited uses. Thus aims to prevent misuse, protect institutional data, and maintain trust.
- to empower students, staff, and faculty to integrate AI responsibly into their academic, administrative, and professional activities.

### 4. TERMINOLOGY

Generative AI: AI systems (Online or software embedded) capable of creating text, images, code, or other relevant outputs based on the user prompts.

Academic Integrity: Adherence to ethical standards in academic work, ensuring originality and appropriate acknowledgment of the sources.

Sensitive Information: Data protected under legal, regulatory, or institutional policies. For example, employee, financial, and academic records of the institution.



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## 5. UNDERSTANDING GenAI

Generative AI refers to one of the emerging technologies that can be used to create new content. It uses models that are trained on large volumes of data from a variety of sources. Tools such as Microsoft Copilot can answer questions of the users, help to complete written tasks, and converse with humans like a friend while responding to the prompts written by humans. GenAI can produce audio, code, images, videos, simulations etc. It creates a bouquet of openings in the higher education sector by turning prompts into well-structured text, images etc. If GenAI is used suitably, it is capable of reducing massive workloads, free-up time allowing the students, faculty, and staff to deliver output more efficiently. However, the content generated may reflect inaccuracy, biasedness, unreliability, and sometimes copyright infringement also. Thus any content produced by GenAI requires a thorough check for appropriateness and accuracy. The quality of the document and the content written in the final document remains the obligation of the person/professional who created it and/or the organization to which the document belongs to.

It becomes apparent to be also aware of the data privacy implications while generating content with the help of GenAI tools. Any data, personal or official, must be protected in accordance with data protection legislation. The organization must ensure that any product/content created by GenAI complies with data protection laws and the data privacy policies to protect the data.

## 6. GUIDELINES FOR RESPONSIBLE USE OF GenAI

The responsible use of generative AI means preparing to set the agenda to see its value in teaching, learning, and assessment. It is essential to be transparent with students about the appropriate use of GenAI so that it supports their learning. GLBIMR has framed separate guidelines for students, faculty, and staff to use GenAI, as given below:

### *6.1 Guidelines for Students*

GLBIMR recognizes that GenAI tools of various kinds are capable to provide a valuable resource for students. GenAI tools can support the learning process as students plan to complete assignments, and undertake projects. However, the inappropriate use of GenAI to create or enhance their work without acknowledgment is considered as plagiarism and may be subject to penalty.

- Students can use GenAI for brainstorming, summarizing, or improving their understanding of concepts, and only if explicitly allowed by the faculty.
- The primary accountability to identify any inappropriate use of GenAI by students remains with their faculty. Faculty must supervise the work done by students and submitted for assessment.
- Faculty must be able to authenticate it as the students' original unaided work.



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- If not unaided, then the use of GenAI must be acknowledged in the work. Further, AI-generated content must be referenced.
- The assessment criteria will not award credit for the use of generative AI unless is one of the variables to be assessed.

The following strategy for the use of GenAI use in assessment is defined at GLBIMR

The types include

- **Banned** – The students are not allowed to use at all during any examination.
- **Default permitted** – Students can use AI-enabled grammar checks using AI tools like Grammarly for correctness and enhancing the clarity of the content of assignments.
- **Selective**—AI tools can be used in limited and clearly defined ways, as per assessment, up to a maximum limit of 10 percent OR as set by the competent authority at GLBIMR.

The **default permitted** is in line with our current academic integrity policy which is subject to change. The students must acknowledge the use of AI tools in their work, explicitly.

### *6.2 Guidelines for Faculty*

The faculty at GLBIMR are permitted to use GenAI tools for,

- **Curriculum Design:** Faculty may integrate GenAI tools into the course design and enhance learning outcomes. They should have clear guidelines for students, on their appropriate use as given in 6.2.
- **Teaching material:** Faculty may use GenAI tools for enhancing teaching materials.
- **Assessment:** Faculty may design assessments that evaluate students's understanding of the concepts.
- **Disclosure:** Faculty must disclose the use of GenAI tools in their own or their research scholars' research, publications, or any other content.

However, faculty cannot use GenAI tools alone for grading or evaluation, without any personal involvement. Sole reliance on GenAI tools for grading is strictly prohibited at GLBIMR.

### *6.3 Guidelines for Staff*

Staff may use GenAI tools to improve efficiency in tasks such as drafting emails, other communications, reports, or analysis of data. However, the output needs to be reviewed for



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accuracy and relevance. Staff cannot process sensitive information without any authorization.

**7. TRAINING AND DEVELOPMENT**

Training, or any development opportunities for faculty, staff, and students involved in the use of GenAI technologies will be provided by the institute.

**8. POLICY COMPLIANCE AND REVIEW**

Non-compliance with this policy will be reported to the GenAI Review Committee. Given the pace of growth and innovations in technologies, it is likely that this policy will be updated as frequently as necessary to maintain minimum permissible standards.

Formally, this Policy will be reviewed at least annually.

**9. GenAI REVIEW COMMITTEE**

**The committee has the following members:**

- The Director, GLBIMR
- Program Chairperson, PGDM
- 2 Faculty members
- 2 Students, PGDM

Approved and Signed by

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