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Assessing Artificial Intelligence Readiness of Higher Education Institutions in Chhattisgarh: A Study of Faculty and Students

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Abstract

The research measured the readiness of faculty and students of higher education institutions (HEIs) in Chhattisgarh, India in terms of five dimensions: awareness of AI, technical skills, digital infrastructure, policy and institutional support, and attitude toward AI. The data was collected from four types of institutions, through a cross-sectional survey design with the help of stratified sampling technique with 440 respondents consisting of 120 faculty members and 320 students. An overall Artificial Intelligence Readiness Index (ARI) was calculated using a 5-point scale. Readiness was moderate ($M = 3.24$, $SD = 0.45$): attitude and awareness and infrastructure and institutional policy were the highest and the lowest scores respectively. Students performed significantly higher than faculty on the ARI, $t(205) = 5.41$, $p < .001$, and the readiness differed by institution type, $F(3, 436) = 16.0$, $p < .001$, with government colleges being the lowest. The results showed that 62.7% of the variance of attitude towards AI could be accounted for by awareness, skills, infrastructure and policy support. The results highlight an infrastructure-governance gap as a more likely cause than a motivation gap, and suggestions are provided on paths forward for state policymakers and institutional leaders. Note: The data analysed in this draft are illustrative (simulated) and must be replaced by actual survey responses prior to submission and/or publication.

Keywords: artificial intelligence, AI readiness, higher education, Chhattisgarh, faculty, students, digital infrastructure

Artificial Intelligence Readiness Assessment of the Higher Education Institutions in Chhattisgarh in relation to the faculty and students

AI has transformed from a niche research discipline into a mainstream technology powering the transformation of knowledge creation, education, and evaluation. In the higher education context, AI is being used to facilitate adaptive learning, automated feedback, learning analytics, administrative automation, and, with the widespread availability of large language models, to generate open-ended text for all students and educators (Chen et al., 2020; Kasneci et al., 2023; Zawacki-Richter et al., 2019). International organisations have provided guidance to policymakers and institutions (UNESCO, 2021, 2023), and India has introduced AI as a national priority with the National Strategy for AI (NITI Aayog, 2018) and the National Education Policy 2020 (Ministry of Education, 2020), which states that education should be technology-enabled and skill-based.

But policy goals do not necessarily lead to institutional capacity. Readiness is dependent on individual knowledge of AI, their ability to use it competently, positive attitudes towards AI, and the context in which they function, including institutional access to connectivity, devices, and governance of AI (Holmes et al., 2019; Kuleto et al., 2021). They are not evenly distributed. With a combination of urban centres and large rural and tribal population, the Chhattisgarh state has a higher education sector with central and state Universities, government colleges and private institutes that have widely varying resources. There is little evidence available of the resilience of these institutions to AI, and previous international research does not necessarily provide a description of these institutions.

This study thus poses the following question: (a) How prepared is the faculty and students of HEIs in Chhattisgarh for AI? (b) Is there a difference in readiness between faculty and students? (c) Is there any difference in readiness between different types of institutions & respondent characteristics? (d) What are the most important readiness dimensions for positive attitudes towards AI adoption? Answers can assist with state agency and institutional leaders in directing limited investments to the areas where they are needed most.

Literature Review

The use and risks of AI in Higher Education.

The literature review conducted using systematic review methods has revealed that research on the use of AI in higher education has experienced rapid growth over the years, but much of this research is technical in nature, with few educator voices and little attention paid to ethics (Bond et al., 2024; Crompton & Burke, 2023; Zawacki-Richter et al., 2019). Opportunities reported are personalized learning, early identification of at-risk students, and less administrative burden (Bates et al., 2020; Luckin et al., 2016; Popenici & Kerr, 2017). However, there are potential risks associated with algorithmic bias, data privacy issues, deskilling, and threats to academic integrity (Cotton et al., 2024; Dwivedi et al., 2023; Selwyn, 2019; Williamson & Eynon, 2020). Benefits and harms are contingent on local capacity, so it is imperative that there is a readiness assessment for responsible adoption.

Conceptualising Readiness

Readiness is multidimensional. On an individual level, AI literacy involves the capacity to identify, comprehend, leverage, and critically analyze AI systems (Long & Magerko, 2020; Ng et al., 2021). Effective use also involves a pedagogical and content related integration by teachers (Mishra & Koehler, 2006). The institutional level is a key factor, as infrastructure, leadership, and explicit policy frameworks are important (Chan, 2023; Chiu et al., 2023). These two levels are linked by attitudes: With the Technology Acceptance Model (TAM) (Davis, 1989) and Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003) it is assumed that perceived usefulness, ease of use, and facilitating conditions influence adoption intention, while diffusion theory suggests that awareness and organisational support are factors in the diffusion of innovations (Rogers, 2003).

Evidence on Faculty and Student Perceptions

While helpful for brainstorming, writing support, and personalised assistance, students express concerns about accuracy, over-dependence, and lack of clarity in applying generative AI within the educational context (Chan & Hu, 2023). Faculty may be more conservative and feel that the assessment integrity and lack of training are concerns. These imbalances generate governance vacuum which is likely to be more pronounced in areas of low infrastructure and policy support. There is no such empirical evidence available in Chhattisgarh which inspires the present study.

The conceptual framework and hypotheses are provided.Conceptual Framework and Hypotheses are presented.

Based on the above, five dimensions were operationalised, namely AI awareness, technical skills, digital infrastructure, policy and institutional supports, and attitude towards AI. The following hypotheses were tested:

H_1: The readiness of faculty and students toward AI is not the same.

H_2: There are variations in readiness by institution type.

H_3: Attitude towards AI is positively predicted by awareness, skills, infrastructure and policy support.

Method

The potential for errors in research design and sample needs to be minimized.

A cross-sectional, quantitative survey design was used. The target population was faculty and enrolled students of HEIs in Chhattisgarh. Respondents were sampled within four categories of institutions (state university, central university, government college and private college). The achieved sample of 440 is larger than the minimum sample size for a large population at 95% confidence level and 5% margin of error (Krejcie & Morgan, 1970) which is about 384. The profile of the respondents is shown in Table 1. There were 179 undergraduate and 141 postgraduate students, with 47 faculty with less than 5 years of experience, 41 faculty with 5-15 years of experience, and 32 faculty with over 15 years of experience.

Table 1

Profile of Respondents (N = 440)

Characteristic	***Faculty n***	***%***	***Students n***	***%***	***Total n (%)***
Institution type					
State University	*39*	*32.5*	*94*	*29.4*	*133 (30.2)*
Central University	*33*	*27.5*	*69*	*21.6*	*102 (23.2)*
Govt. College	*28*	*23.3*	*95*	*29.7*	*123 (28.0)*
Private College	*20*	*16.7*	*62*	*19.4*	*82 (18.6)*
Gender					
Male	*70*	*58.3*	*168*	*52.5*	*238 (54.1)*
Female	*50*	*41.7*	*152*	*47.5*	*202 (45.9)*
Location					
Urban	*73*	*60.8*	*192*	*60.0*	*265 (60.2)*
Semi-urban/Rural	*47*	*39.2*	*128*	*40.0*	*175 (39.8)*
Discipline					
Science/Tech	*44*	*36.7*	*154*	*48.1*	*198 (45.0)*
Humanities/Social Sci.	*46*	*38.3*	*89*	*27.8*	*135 (30.7)*
Commerce/Mgmt	*30*	*25.0*	*77*	*24.1*	*107 (24.3)*

Note. Illustrative (simulated) data. Percentages are within respondent group.

The five dimensions were measured by a 20 item structured questionnaire with a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Items were adapted from the AI literacy and technology acceptance literature (Davis, 1989; Long & Magerko, 2020; Venkatesh et al., 2003) and contextualised for Indian HEIs. The dimension scores are item means, and the AI Readiness Index (ARI) is an average of these five dimension scores. Interpretation was based on ARI scores < 2.50, 2.50–3.49, and ≥ 3.50 as low, moderate, and high, respectively. The internal consistency of each scale was evaluated by Cronbach's (1951) alpha coefficient, with all scales falling within the .60–.70 range considered the range for short scales and the overall 20 item coefficient of .92 being very reliable.

Table 2

Dimensions of the AI Readiness Scale and Reliability

Dimension	***Sample item***	***Items***	***α***
AI Awareness	*I understand what AI tools can and cannot do.*	*4*	*.75*
Technical Skills	*I can use AI tools effectively for academic work.*	*4*	*.71*
Digital Infrastructure	*My institution provides reliable internet and devices.*	*4*	*.71*
Policy and Support	*My institution has clear guidelines on AI use.*	*4*	*.66*
Attitude toward AI	*I support using AI to improve teaching and learning.*	*4*	*.68*

Note. Illustrative (simulated) data. α = Cronbach's alpha.

Data Collection and Analysis

Informed consent was obtained, and participation in the data collection process was voluntary and anonymous, with both an online questionnaire and a paper questionnaire being used. Analyses included descriptive data, Welch's independent-samples t tests (faculty versus students, gender and location), one-way ANOVA (institution type and discipline), Pearson correlations, and multiple linear regression. The effect sizes are presented as Cohen's (1988) d and η^2. A level of significance of .05 was used.

Data disclosure. The responses analysed here are simulated to illustrate the full analysis and reporting workflow; they are not findings from real respondents. The accompanying CSV file contains the same dataset. Replace it with collected data, rerun the analyses, and update the Results and Discussion before submission.

Results

Overall Readiness and Dimension Profile

Overall readiness was moderate (M = 3.24, SD = 0.45). As seen in Table 3 and Figure 1, attitude toward AI (M = 3.73) and AI awareness (M = 3.69) were the highest while the lowest was technical skills (M = 3.29). Policy and institutional support (M = 2.76) and digital infrastructure (M = 2.75) were the lowest-rated dimensions, both of which were below the scale midpoint. The majority of students (34.4%) and faculty (20%) were highly ready, while a small proportion of faculty (9.2%) and students (2.5%) were low ready (Figure 3).

Table 3

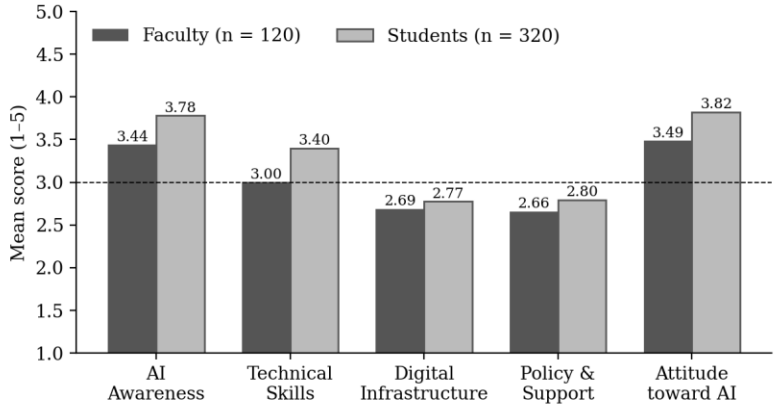
Descriptive Statistics and Faculty–Student Comparison

Dimension	***Faculty M (SD)***	***Students M (SD)***	***t***	***p***	***|d|***
AI Awareness	*3.44 (0.57)*	*3.78 (0.53)*	*-5.69*	*< .001*	*.63*
Technical Skills	*3.00 (0.52)*	*3.40 (0.52)*	*-7.11*	*< .001*	*.76*
Digital Infrastructure	*2.69 (0.57)*	*2.77 (0.51)*	*-1.45*	*.148*	*.16*
Policy and Institutional Support	*2.66 (0.47)*	*2.80 (0.49)*	*-2.65*	*.009*	*.28*
Attitude toward AI	*3.49 (0.54)*	*3.82 (0.47)*	*-6.07*	*< .001*	*.70*
AI Readiness Index (overall)	*3.06 (0.45)*	*3.32 (0.43)*	*-5.41*	*< .001*	*.59*

Note. Illustrative (simulated) data. Welch's t tests; negative t indicates higher student scores. Faculty n = 120; students n = 320.

Figure 1

Mean Scores on AI Readiness Dimensions by Respondent Group



Note. Illustrative (simulated) data. The midpoint of the scale (3.00) is indicated by a dashed line.

Faculty–Student Differences (H1)

The overall results of the ARI revealed that students' scores were significantly higher than faculty scores, $t(205.5) = 5.41$, $p < .001$, $d = .59$, a medium effect. Differences were significant for awareness ($d = .63$), skills ($d = .76$), attitude ($d = .70$), and policy support ($d = .28$, $p = .009$). There was no difference in infrastructure, $t(195.2) = 1.45$, $p = .148$, which suggests both groups were using the same campus facilities. H1 was supported.

Comparisons between groups based on Institution Type and Background (H2)

Readiness differed by institution type, $F(3, 436) = 16.0$, $p < .001$, $\eta^2 = .10$ (Table 4, Figure 2). Central universities ranked highest (M = 3.40) while the government colleges ranked lowest (M = 3.04). The differences were greatest for infrastructure ($\eta^2 = .12$), and policy support ($\eta^2 = .10$), and smallest for attitude ($\eta^2 = .02$), suggesting that attitudes are more similar than resources. Readiness did not differ by gender, $t(438) = 1.21$, $p = .227$, or by urban versus semi-

urban/rural location, t(373) = 0.32, p = .748. It did vary by discipline, however, F(2, 437) = 5.44, p = .005, science and technology respondents scored highest (M = 3.31) and humanities and social science respondents lowest (M = 3.15). H2 was supported.

Table 4

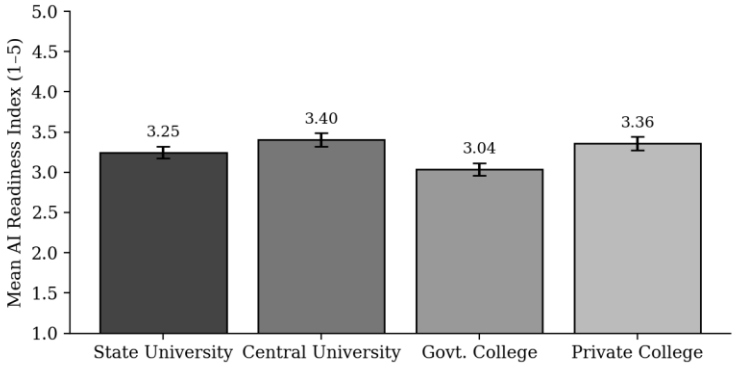
Mean Scores by Institution Type (One-Way ANOVA)

Dimension	State Univ.	Central Univ.	Govt. College	Private College	F	η²
AI Awareness	3.70	3.84	3.46	3.82	11.4	.07
Technical Skills	3.28	3.45	3.07	3.45	13.0	.08
Digital Infrastructure	2.76	3.00	2.50	2.82	20.2	.12
Policy and Institutional Support	2.77	2.92	2.53	2.88	16.2	.10
Attitude toward AI	3.71	3.81	3.63	3.82	3.2	.02
AI Readiness Index	3.25	3.40	3.04	3.36	16.0	.10

Note. Illustrative (simulated) data. All F tests have df = (3, 436); all p < .001 except Attitude toward AI (p = .025). Group n: State University = 133, Central University = 102, Govt. College = 123, Private College = 82.

Figure 2

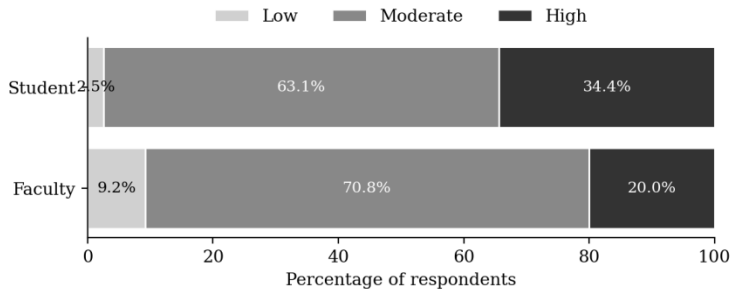
Mean AI Readiness Index by Institution Type



Note. Illustrative (simulated) data. Error bars show 95% confidence intervals.

Figure 3

Distribution of Readiness Levels among Faculty and Students



Note. Illustrative (simulated) data. Low < 2.50; Moderate 2.50–3.49; High ≥ 3.50.

Predictors of Attitude toward AI (H3)

All dimensions were positively and significantly correlated with each other (Table 5) with the strongest association being between awareness and skills (r = .70). The multiple regression, conducted with the predictors of attitude:

awareness, skills, infrastructure, and policy support, was significant, $F(4, 435) = 182.8$, $p < .001$, $R^2 = .63$, adjusted $R^2 = .62$ (Table 6). Awareness ($\beta = .28$) and skills ($\beta = .24$) were the best predictors; infrastructure ($\beta = .20$) and policy support ($\beta = .20$) were also contributing factors and shared a common association with awareness and skills, all at $p < .001$. H3 was supported.

Table 5

Pearson Correlations among Readiness Dimensions

Dimension	1	2	3	4	5
1. AI Awareness	—				
2. Technical Skills	.70	—			
3. Digital Infrastructure	.66	.64	—		
4. Policy and Institutional Support	.69	.66	.65	—	
5. Attitude toward AI	.71	.69	.66	.67	—

Note. Illustrative (simulated) data. N = 440; all correlations significant at $p < .001$.

Table 6

Multiple Regression Predicting Attitude toward AI

Predictor	B	SE B	β	t	p
(Constant)	.98	.10	—	9.37	< .001
AI Awareness	.25	.04	.28	5.99	< .001
Technical Skills	.22	.04	.24	5.23	< .001
Digital Infrastructure	.19	.04	.20	4.62	< .001
Policy and Institutional Support	.20	.05	.20	4.39	< .001

Note. Illustrative (simulated) data. $R^2 = .63$, $F(4, 435) = 182.8$, $p < .001$.

Discussion

The theme of the central pattern is a disconnect between willingness and capacity. While infrastructure and institutional policy were rated below the midpoint by both groups, attitudes and awareness were favourable. This is similar to the international data which shows that HEIs lack motivation to support generative AI, rather than the problem of institutional capacity to guide (Chan & Hu, 2023; Chan, 2023).

Students' greater readiness than faculty supports the diffusion model where younger users tend to use new tools earlier (Rogers, 2003). It also poses a practical challenge: when students rely on AI more than the teachers who instruct and evaluate them, the integrity of the academic experience and the quality of teaching may be compromised (Cotton et al., 2024). Hence, faculty development for AI literacy and designing AI-aware assessment is a priority (Mishra & Koehler, 2006; Ng et al., 2021).

The institutional gradient, that government colleges have the least, aligns with unequal resourcing of institutions and is addressed as an equity issue. Among the various institutions, the greatest variation occurred in policy support and infrastructure with the least variation observed in attitudes, suggesting that investment in more of these may yield dividends where it is missing. The results from the regression are consistent with the technology acceptance theory (Venkatesh et al., 2003), as facilitating conditions (infrastructure and policy) was found to predict attitudes after being controlled for awareness and skills.

Recommendations

Higher education institutions in government and rural areas should be prioritised for investment in connectivity, computing facilities, and AI tools that have been licensed. Second, all institutions need to have a clear policy for the use of AI – one that is published, with clear rules about acceptable use, disclosure, data privacy and assessment (Chan, 2023; UNESCO, 2023). Third, structured faculty development to create AI literacy and reform assessment to maintain learning integrity. Fourth, AI literacy needs to be introduced across the disciplines as per the multidisciplinary

approach of the National Education Policy 2020. Last but not least, readiness should be periodically evaluated with a shared indicator to measure progress.

Limitations and Future Research

The self-reported perceptions may not be correlated with the actual competence, and the cross-sectional data cannot provide evidence of causality. Even if the sample is stratified, it may not reflect the variation at the district level, especially in remote areas. For this draft, most important is that the data presented is representative and that the numbers found above must be substituted with actual results obtained from real respondents. Future research might integrate skills testing, survey and administration interviews as well as longitudinal follow-up.

Conclusion

This study established a multidimensional approach to understanding the AI readiness of HEIs in Chhattisgarh and showcased its analysis through a respondent group and institution type-based approach. In the illustrative analysis, readiness was moderate, although much of this was because of infrastructure and policy and was not because of attitudes, and was not evenly distributed across institution types. Addressing these gaps is a prerequisite for the responsible and equitable use of AI as outlined in the national policy.

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