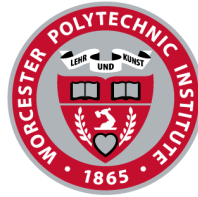


# Generative AI Use in Nepali Education



Body & Data



An Interactive Qualifying Project Report submitted to the Faculty of the  
WORCESTER POLYTECHNIC INSTITUTE  
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*This report represents the work of one or more WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these works on its website without editorial or peer review.*

## **Abstract**

We worked with Body & Data, a non-profit organization in Kathmandu, Nepal, to create guidelines that support Nepali students in using generative AI tools responsibly in their education. We surveyed students and teachers, conducted interviews, and hosted a workshop, which showed a widespread use of generative AI tools and concerns about their impact on students' critical thinking and creativity. Based on our research, we co-created guidelines with students for responsible and ethical use of generative AI tools in Nepali education.

# Executive Summary

We worked with non-profit Body & Data to research how students in Kathmandu, Nepal, are currently using generative AI in schoolwork and co-create a series of guidelines for future use of generative AI. With generative AI tools such as ChatGPT, Google Gemini, CoPilot, and others becoming increasingly prevalent, it's important to look at how to responsibly use these tools.

The Nepali government has recently released a new National AI Policy 2025, framed as a step towards an “AI-centric nation,” however, it brings many uncertainties concerning ethical implementation (Parajuli, 2025). While this policy advocates AI-powered innovation, it leaves gaps in how it can be enacted in practice. Without giving substantial guidelines for implementation, setting a precedent of generative AI integration in the classroom can lead to inconsistent practices, ethical oversights, and general confusion among both students and teachers. This tension between rapid generative AI integration and the ability to enforce ethical guidelines underscores the need to engage critically with this technology, actively working to ensure the tool is both effective and responsible.

The goal of this project is to contribute to a set of guidelines that can be used as a resource for Nepali students on the ethical use of generative AI. To meet our goal, we identified the following objectives: identify perspectives on ethical generative AI usage for schoolwork in Nepal, understand how Nepali youth interact with generative AI in schools, and co-design guidelines that outline ethical generative AI use. Through a combination of teacher and student surveys and interviews, we identified perspectives on ethical generative AI usage for schoolwork in Nepal and explored how Nepali youth interact with generative AI in schools. To co-design guidelines that outline ethical generative AI use, we hosted a workshop and invited students to learn about generative AI and discuss their perspectives on various topics.

We surveyed a total of 168 students and 20 teachers from Thames College, Kings College, United Academy, United College, and The British School. The findings from our student survey indicate that generative AI use has become normalized and routine for most students in Nepali secondary schools and universities. Students commonly use tools such as ChatGPT, Google Gemini, and Deepseek as part of their daily academics. Students are primarily

using these generative AI tools for research, generating answers for assignments, summarizing lecture materials, and explaining academic concepts. For many students, generative AI tools have become an equally common source for educational assistance as their teachers. Supportive uses of generative AI, such as creating study guides and practice questions, interpreting assignment questions, and summarizing lecture material, are typically viewed as acceptable. In contrast, students are neutral about the acceptability of using generative AI to generate answers for graded schoolwork. This neutrality may be the result of unclear guidance from schools and teachers surrounding appropriate use, which is further supported by the uncertainty students reported regarding the existence of generative AI use policies.

Students expressed generally neutral confidence in the accuracy of AI-generated responses, but a majority of students fact-check the information they receive on a regular basis. Students also recognize that while generative AI can positively support their group work and learning, it can negatively impact their critical thinking skills and creativity. Students are also acknowledging the use of generative AI tools among their peers, and a majority of students have expressed concern about generative AI use with their friends and peers.

A pattern that appeared repeatedly throughout the student survey is the influence of school oversight on generative AI use, particularly the presence of rules and regulations at the institutional and classroom levels. Students who reported having rules about generative AI use in their schools tend to use generative AI tools less frequently, believe that generative AI had a more negative impact on their academic skills, and convey lower acceptance of generative AI use on graded assignments. Correlation analyses also displayed this pattern, highlighting that school and teacher policies can strongly influence students' opinions and behaviors surrounding generative AI use. Overall, these findings from student surveys show the importance of clearly communicated guidelines to promote the responsible and ethical use of generative AI in education.

For the educator survey, most educators reported that students are using generative AI tools for their schoolwork, particularly tools such as ChatGPT and Google Gemini, which coincides with the findings from the student survey. Teachers also noted that they have noticed students using generative AI tools for research, generating answers for assignments, and

summarizing lecture materials, which also matches what students reported. Teachers view acceptable uses of generative AI as those that support academic tasks, particularly creating study guides and explaining academic concepts. However, teachers demonstrated strong feelings of unacceptability towards students using generative AI tools to generate answers for graded work. Additionally, most teachers expressed concerns about potential harm to students' academic skills from using generative AI. Despite this, only about half of these teachers have concrete rules in their classrooms regarding the usage of generative AI. While a majority of surveyed teachers have discussed concerns about generative AI use with other educators, only 41% of respondents reported having training or workshops surrounding generative AI use in education.

Comparing student and teacher surveys highlights a difference in perspectives when it comes to the acceptability of using generative AI to generate answers for exams, assignments, and reports. Teachers strongly viewed this use as unacceptable, while students were closer to neutral. Teachers were also more concerned about the negative impact generative AI tools can have on students' academic skills. Together, these suggest a potential gap in academic expectations and varying concerns regarding the impact of generative AI usage on students.

We interviewed a total of 16 students and 9 teachers from Thames College, King's College, United Academy, and United College. The most common concern between both students and teachers was an increase in the misuse of generative AI and the negative impacts this could present to students' critical thinking and creativity. Both groups agreed that the reliance on generative AI to complete assignments was damaging overall creativity and the ability for students to think for themselves. Conducting these interviews allowed students and teachers to give in-depth answers on their opinions surrounding generative AI, and provided us with a better understanding of how generative AI is impacting students.

For our workshop, we hosted a total of 29 Nepali students on December 5, 2025, at the Apex Business Hotel. These students came from Thames College, King's College, United Academy, and United College, and a few additional universities. During our workshop, we presented our survey and interview findings and shared background information on generative AI, including a brief overview of how such tools work and their impact on human learning. This workshop encouraged student discussion and included a focus group discussion. These focus group discussions served as an outlet for participants to engage more in depth with the topics in

our presentations. Across groups, we observed frequent references to the survey and interview results, with some participants supplementing their perspectives with mentions of the topics covered in our generative AI presentation. In particular, the explanation of how generative AI tools process inputs and create outputs drove participants to question the accuracy of generative AI responses. Overall, many of the discussions were closely aligned with the themes identified in our surveys and interviews, providing additional support for our earlier findings.

To conclude our workshop, we divided students into groups of five, where we asked them to create their own guidelines on how they feel generative AI tools should be used in schools. While each group's set of guidelines shared several common themes, each adopted a unique approach to defining responsible generative AI usage. Two groups specifically addressed generative AI in relation to current affairs and news, with one focusing on research processes and the other discussing the publication and dissemination of this content. Another group centered its guidelines on the use of generative AI tools in programming work, while the two remaining groups developed broader, more general guidelines. Taken together, these varied approaches illustrate how students interpret responsible generative AI use across different contexts while still applying key concepts discussed earlier in the workshop. Many of the final guidelines echoed concerns raised in the focus groups, including misinformation, bias, transparency, and data privacy. Similarly, several topics introduced in the presentation and reflected in our survey and interview results—such as over-reliance on generative AI, inaccuracies in generated content, and the need for active engagement with these tools—also emerged in the groups' final products. As a whole, the guidelines highlight the importance of incorporating student perspectives when shaping future educational policies on generative AI and the need for ongoing discussions as these technologies continue to be more integrated into educational environments.

After concluding research on generative AI usage in Nepali education, we have compiled a set of guidelines for its responsible and ethical use, which are reflective of the findings from our research. These guidelines emphasize the importance of awareness of the biases, unreliability, and data risks associated with utilizing generative AI. The overarching purpose, across all the guidelines, is to leverage generative AI technologies to assist in students' education without compromising the critical thinking, creativity, and problem-solving skills that are integral to the process of learning. The full set of guidelines can be found in Chapter 5.2.

## **Acknowledgements**

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# **Chapter 1: Introduction**

## **1.1 Contemporary AI Use in Education**

Generative Artificial Intelligence (AI) refers to computer systems that can create text, images, or code based on a prompt. This versatility has made it an increasingly prevalent tool across all elements of global education and economy, with adoption expected to grow dramatically in the coming years. For educators and students in Nepal, generative AI technology in the classroom has been beneficial, as it offers the flexibility needed to support diverse student learning needs (Klimova & Pikhart, 2025). Generative AI tools can be implemented quickly and across a variety of learning platforms, making them adaptable to different learning contexts. However, as with any emerging technology, guidelines for appropriate use must be in place. Without proper education on the responsible use of generative AI, these technologies risk creating more challenges than benefits for their users (Ray, 2025).

## **1.2 Body & Data**

Our project sponsor is Body & Data, a nonprofit organization based in Kathmandu, Nepal, established in 2017. Body & Data's mission is to create an accessible, safe, and just digital space for all, placing a focus on empowering women, queer people, and marginalized groups (Body & Data, 2025). Through knowledge generation (research and policy analysis), capacity building (workshops), and public advocacy (campaigns for privacy, data, and identity justice), Body & Data seeks to strengthen digital rights and inclusion in Nepal's rapidly evolving online landscape.

Building on this mission, Body & Data has decided to explore how Nepali students interact with generative AI. Through our research, we will add to this effort by documenting and analyzing current patterns of generative AI use in educational settings. We aim to contribute to Body & Data's mission by hosting a collaborative student workshop that encourages discussions surrounding AI ethics, as well as developing a resource to support the responsible use of generative AI.

We collaborated closely with Dovan Rai, a computer scientist, researcher, and writer at Body & Data. Rai holds a Ph.D. in Computer Science from WPI, with her research centered around the intersection of learning, game design, and AI. Additionally, Rai was recently appointed as a subject expert in the AI regulation council, as part of the Nepal Ministry of Communication and Information Technology. Given her background in AI, education, and her commitment to social justice in digital spaces, Rai was a valuable resource for our project.

### **1.3 Problem Statement and Project Goal**

As generative AI continues to develop, students in Nepal are increasingly using it for a range of activities in their schoolwork (Ray, 2025). While generative AI can be utilized as a helpful learning tool, especially in countries where resources are often limited, using these tools irresponsibly poses potentially harmful impacts on students' education. A guided approach to generative AI use is needed to foster ethical awareness, critical thinking, and safe practices, ensuring these tools empower and enhance rather than hinder students' learning. The goal of this project was to assist Body & Data in developing a set of guidelines that can be used as a resource for Nepali students on the ethical use of generative AI. To accomplish this goal, we identified student and educator perspectives on ethical generative AI usage for schoolwork in Nepal and examined how Nepali students interact with this technology in schools. We also hosted a workshop to share the findings from our research with students in order to collaboratively design guidelines for responsible generative AI use in education.

# Chapter 2: Background

## 2.1 Generative AI in Nepali Learning

Generative AI raises both benefits and pitfalls when implemented into students' learning experience. On the positive side, AI's flexibility offers a unique opportunity for personalized and widely accessible education. As AI technology improves, its usage as a resource for schoolwork will only grow (Klimova & Pikhart, 2025). However, the impacts of unregulated long-term use of this technology in the classroom are unknown (Fan et al., 2024).

Despite active global debate, there is no general consensus for the appropriate use of AI in education, and rapid developments have outpaced policy and regulation in many countries (Miao & Holmes, 2023). This leads to most AI use standards being determined locally: by institutions, departments, or in individual classrooms. Nepal's new National AI Policy 2025, framed as a step towards an "AI-centric nation," brings many uncertainties concerning ethical implementation to the forefront (Parajuli, 2025). While this policy advocates AI-powered innovation, it leaves gaps in how it can be enacted in practice. Without giving substantial guidelines for implementation, setting a precedent of AI integration in the classroom can lead to inconsistent practices, ethical oversights, and general confusion among the students and teachers alike. In contrast, the Computer Association of Nepal (CAN) has issued a list of recommendations emphasizing clear definitions, stronger protection of data, and region-specific guidance. CAN additionally has recommended a program for AI literacy in schools (*CAN Federation Recommends Changes to National AI Policy*, 2025). Although these recommendations may stunt Nepal's adoption of AI, they highlight how vague boundaries can create a large window for misuse. This tension between rapid AI integration and the ability to enforce ethical guidelines underscores the need to engage critically with this technology, actively working to ensure the tool is both effective and responsible.

## 2.2 Different Perspectives on Generative AI Use

A study conducted in July 2023 analyzed the opinions and perspectives of Nepali students in higher education. These results showed that conversational AI tools like ChatGPT were highly favored and popular in higher education (Ghimire et al., 2024). Through this study,

many students agreed that the use of generative AI streamlined the process of gathering data and saving time compared to previous methods, such as using search engines, collaborating with peers, or consulting instructors. Students, however, noted the detrimental factors of AI in higher education, such as reduced creativity and negative impacts to their writing skills. They also acknowledged that AI tools lead to an increase in academic dishonesty and cheating, but answers varied about what was considered cheating, proving that there is considerable variation in perceptions of appropriate or inappropriate use. Overall, the participants were optimistic about AI use in classrooms but were also aware that it can be risky if used improperly (Ghimire et al., 2024).

Research from March 2025 that viewed Moroccan students' opinions on generative AI use showed similar findings. Students believed that generative AI tools could guide them in their work just as effectively as teachers and assist their academic performance. While the students did not believe that AI could fully replace teachers, they valued the easy accessibility of the tools (Haroud & Saqri, 2025).

A Turkish study from March 2025 involving university students also found that students who were more concerned with AI ethics were more particular about the generative AI tools they used, implying that these students were more careful about how they applied these tools to their learning (Karahan & Bilgili, 2025).

Generative AI in classroom settings can also impact the educators who are responsible for teaching these courses. A study conducted in September 2023 examined educators' perspectives of ChatGPT in an academic context, looking at five themes: "teaching, learning, assessment, research, and ethics" (Malik et al., 2025). The study interviewed a number of faculty members from the United States, Oman, Finland, Sweden, and the United Kingdom (Malik et al., 2025). The consensus was that AI tools could easily reshape the way education is approached, both beneficially and detrimentally. Some educators believe that tools like ChatGPT act as an amplifier for the skills that students possess and allow students to focus on more critical aspects of learning. However, many educators also shared trepidation for these AI tools, worrying that they will diminish the critical thinking skills of students who use them for a fast and easy solution. The participants of this study also voiced concerns about academic dishonesty and

issues with plagiarism that arise with conversational AI tools such as ChatGPT (Malik et al., 2025).

A study by Mahadev Devkota examined how Nepali students between the ages of 15 and 18 viewed ChatGPT as a tool for their academic work. It determined that most students found ChatGPT to be user friendly and a great resource to help further their education, but some students still felt it limited creativity and caused students to not think on their own (Devkota, 2025). This study helps to further emphasize student concerns surrounding AI usage as it relates to schoolwork.

Research published by the Journal of Information Education and Research evaluates how both students and educators view the impact of AI on learning. By surveying a mix of students and teachers, researchers were able to conclude that ChatGPT significantly impacts students' learning, but does not significantly impact a teacher's ability to teach (Batra & Verma, 2023). This study utilizes both qualitative and quantitative data to develop a strong and scientific argument on the usage of ChatGPT in education overall.

Another study conducted in January 2025 indicated that educators were generally receptive to utilizing generative AI tools in academia. A questionnaire asked 130 teachers to rate the effectiveness of generative AI tools for education on a scale from 1 (strongly disagree) to 4 (strongly agree), where all questions, aside from "I think that generative AI technologies could one day replace teachers," averaged above 2.0, indicating optimism for AI tool use (Karahan & Bilgili, 2025).

Beyond the academic realm, easy access to AI tools have raised concerns from parents regarding children's education. A study from January 2025 found that while some parents are apprehensive towards AI tools being used in an educational environment, others believe that the use of AI in classrooms can strengthen education and are optimistic about chatbot use (Otermans et al., 2024).

Additionally, parents' opinions on generative AI can sway based on their confidence in the generative AI systems in place. One vignette-based study conducted in 2025 tested an education scenario where a generative AI tool was used to grade their students' work. For each

scenario, the participants were told to consider levels of generative AI autonomy, privacy, transparency, and explainability. The study showed that when generative AI tools were used for grading student assignments, parents were less likely to trust the tool when the generative AI acted autonomously. The lack of human input in the scenario made parents less open to trusting generative AI for grading applications (Karran et al., 2025).

### **2.3 Current State of Nepali Education**

Our research took place in Kathmandu, the capital of Nepal, which is located at the center of the Kathmandu Valley in the Bagmati Province. As of the 2024-25 academic year, there are 6,692 active schools in the Bagmati Province, including 4,534 public schools and 2,108 private institutions. These make up nearly 19% of the total schools in Nepal, making the province dense in institutional resources (Centre for Education and Human Resource Development, 2025). Beyond primary and secondary education, Nepal has a higher education system consisting of 1,432 campuses and reported a total of 633,053 enrolled students in the 2023-2024 academic year. Tribhuvan University makes up a majority of this field, making up 77.6% of students pursuing higher education in the nation (University Grants Commission, 2024).

Nepal's education system is divided into basic or primary education (grades 1-8), lower secondary education (grades 9-10), upper secondary education (grades 11-12), and tertiary or higher education (Pal et al., 2021). The country faces low net enrollment rates (NER) past basic education. Enrollment in basic education is relatively high, with 94.1% of students within the official age group attending school. This declines to 75.8% in lower secondary education and drops further to 37.1% in upper secondary education (Centre for Education and Human Resource Development, 2025). Finally, only 18% of students transition into tertiary or higher education as of 2023 (*World Bank Open Data*, 2023).

On September 9<sup>th</sup>, 2025, Nepali youth began protesting in the streets of Kathmandu. These protests, known as the Gen Z protests, aimed to pressure the Nepal government to lift the social media ban it had imposed weeks before, and put an end to what participants viewed as a corrupt government (Dahal et al., 2025). This recent disruption may also change how students

view their opportunities in the education system, potentially rethinking their responses to reflect recent experiences.

## **2.4 Frameworks for AI Integration**

Research shows that many countries discuss using generative AI to improve schools, but don't focus enough on teaching students and educators how to use these tools responsibly (Heidelberg, 2022). Successfully implementing generative AI into schools consists of teaching students and teachers about fairness, privacy, and accountability when using these tools. These key aspects are especially important for students who need guidance to use generative AI safely and ethically (Manure et al, 2023; Yang et al, 2025).

In Nepal, teachers have indicated that they want to use generative AI, but they either do not understand how to use it or need better training to use it properly and effectively (Bohara & Rana, 2024; Malik et al., 2025). Perspectives from teachers and educators must be considered, as they have strong insights into their students' workloads. Finally, in every setting, it is also important to adapt generative AI guidelines to the local context. That means consideration for factors like available technology, student and educational needs, accommodations, and cultural sensitivity. What might work for one area, school, or classroom may not be successful for all classrooms.

Fortunately, there are examples of generative AI guidelines that have been developed that can provide a starting structure for Nepal. One ethical framework and regulation that has been developed is discussed in the paper "Privacy by Design" written very early in the AI trajectory by Marc Langheinrich (2001). This paper establishes six key principles for privacy regulations for the usage of ubiquitous systems. It emphasizes how an effective system must ensure a user's security, anonymity, access, and transparency (Langheinrich, 2001).

## **2.5 Case Studies of AI Integration**

We have researched previous implementations of generative AI guidelines in different schools to understand what has been successfully implemented. Our main research findings come from two different studies, both of which involve observing and teaching students about generative AI.

### **2.5.1 Teaching Creative Applications of AI**

The first study we observed created an online workshop to educate middle school students on different approaches to using generative AI creatively (Williams et al., 2023). They began by giving a pre-assessment before the start of the workshop, inquiring about students' prior knowledge of generative AI. The workshop itself was designed to utilize active learning, having students use AI to generate text and images to create a story. This helped show how students' abilities to leverage generative AI in the creative process improved the more they used and familiarized themselves with the technology. Additionally, they touched on ethics in their workshop, emphasizing how "consumers and creators of AI must be able to foresee both positive and negative consequences to make informed decisions" (Williams et al., 2023).

### **2.5.2 Teaching Students How to Use AI**

In another study, a curriculum was designed to teach middle schoolers the basics of using generative AI (Temitayo et al., 2024). The study gave participants a variety of challenges they had to use generative AI to accomplish, including a specific section focused on the ethics of using generative AI. They used written assessments and conducted interviews with students to observe and test how these students viewed generative AI and if they were learning anything from the course. In addition to creating more interest from these students regarding generative AI, the curriculum helped students become more confident in their ability to use these tools. Both studies designed some form of generative AI education curriculum and implemented it with middle school students. While our target audience for our project will be primarily high school and undergraduate students, the emphasis on teaching students' ethics and providing tools for teaching how to use AI is consistent. Prioritizing the development of interactive platforms will help students to retain the information being presented to them and hopefully heighten interest in the matter as well.

## **2.6 Background Research Findings**

Our initial research helps to show the opportunities and challenges that come with integrating generative AI in education, especially within the Nepali school system. There were three main themes that stood out from our research. First, while generative AI may enhance

personalization, efficiency, and accessibility, it also brings many risks to critical thinking, creativity, and academic integrity if it is misused. Second, perspectives from students, teachers, parents, and administrators are integral to a successful implementation of this technology, highlighting the importance of collaboration and discussion in shaping the future of generative AI in classrooms. Finally, a successful execution of this project entails co-creating ethical guidelines with a context-sensitive approach that considers the cultural specifics of Nepal as well as the ever-changing technology being utilized. Ultimately, the path forward requires a careful balance between understanding the threat that generative AI poses to the future of learning, but not letting caution obstruct its potential to reshape education for the better.

# Chapter 3: Methods

## 3.1 Project Objectives

The goal of this project is to create a set of guidelines that can be used as a resource for Nepali students on the responsible use of generative AI. To meet our goal, we identified the following objectives:

1. Identify perspectives on ethical generative AI usage for schoolwork in Nepal
2. Understand how Nepali youth interact with generative AI in schools
3. Co-design guidelines that outline appropriate generative AI use

This chapter will describe the methods we used to collect data in support of each objective in greater depth.

## 3.2 Schools Sampled

Our sample included multiple private schools and universities in Nepal. These schools offer various programs in the fields of business, psychology, and technology. Through convenience sampling, facilitated by our sponsor, Body & Data, we were able to engage with these institutions and connect with their school coordinators.

### 3.2.1 Thames College

Thames College is a private university located in Old Baneshwor, Kathmandu, and is affiliated with Tribhuvan University. There are approximately 5,200 students enrolled at Thames (*Thames International College, 2025*). The School of Business and Management offers a Bachelor of Business Administration (BBA) in Marketing, Banking and Finance, and Business Administration, and additionally a Bachelor of Business Management (BBM) in Entrepreneurship. Thames' School of Social Science offers Bachelor of Psychology (BPsy), Bachelor of Social Work (BSW), and Bachelor of Sociology (BSO). Finally, the School of Information Technology offers degrees in Bachelor of Computer Application (BCA) and Bachelor of Information Technology Management (BITM).

### **3.2.2 Kings College**

Kings College is a private university located in Babarmahal, Kathmandu. Kings College is an undergraduate and graduate school affiliated with Westcliff University. The school offers degrees in Bachelor of Business Administration (BBA), Bachelor of Science in Information Technology (BSIT), and Bachelor of Science in Computer Science (BSCS). Kings College has a graduate program for Master of Business Administration (MBA) program including human resource management, financial management, and applied AI in business (*King's College Nepal, 2025*).

### **3.2.3 United Academy and United College**

United Academy & United College are two institutions under the umbrella of the United Academy Group (UAG). Both institutions are private and share the same campus in Kumaripati, Lalitpur. United Academy is an upper secondary school for students in Grades 11 and 12 and is affiliated with the National Examinations Board (*United Academy, 2025*). United College is a college-level institution affiliated with Tribhuvan University and offers undergraduate degrees in Business Studies (BBS), Business Management (BBM), Computer Applications (BCA), and Arts (BA) (*United College, 2025*).

### **3.2.4 The British School**

The British School is a not-for-profit private school located in Jhamsikhel, Lalitpur. It is a part of Quality of Kathmandu Schools (QKS), the Federation of British International Schools in Asia (FOBISIA), and the Council of British International Schools (COBIS). The school educates around 585 students ranging from ages 3 to 18. The students are from all around the world, including 40 different countries (*The British School Kathmandu, 2025*).

## **3.3 Surveys**

To better understand how Nepali students utilize generative AI and their perspectives on its use in education, we conducted surveys at a variety of campuses. Surveying generates a large dataset and captures a more diverse range of participants (Ward, 2020). Survey participants in our research included students from Grades 11 and 12, as well as students enrolled in undergraduate programs.

At each school, students and educators were given an opportunity to participate in a survey on generative AI use in the classroom. Surveys were developed using Google Forms, and our project partner, Body & Data, worked to coordinate with the participating schools to distribute our surveys. To view the administered surveys, please reference 7.1 Appendix A: Generative AI Use in Nepali Education Student Survey and 7.2 Appendix B: Generative AI Use in Nepali Education Educator Survey. We worked with administrators, who distributed the survey to the entire student body and staff via email. Additionally, we presented our project and goals in various classrooms to encourage students and educators to complete the survey.

### **3.3.1 Student Surveys**

The student surveys primarily inquired about students' personal use of generative AI, how this use impacts their education, frequency of use, and their perceptions of which uses are acceptable or unacceptable. Many survey questions used a five-point Likert scale to collect quantitative data on student opinions. Depending on the question, the scale ranged from "very unacceptable" to "very acceptable" or from "very negatively" to "very positively," with "neutral" as the midpoint. Additionally, students were asked about how reliable they believe generative AI tool responses are, and how often they fact-check the information they receive.

### **3.3.2 Educator Surveys**

Similar to the student surveys, the teacher survey inquired about the perceptions of generative AI use in education. It included questions on teachers' observations of students' use of generative AI in the classroom, as well as teachers' views about how generative AI impacts students' learning. The survey also asked whether teachers have rules regarding generative AI, whether they have discussed generative AI usage in their classrooms, and whether they have received training on generative AI tools. Opinion-based questions also used the same five-point Likert scale as in the student surveys.

## **3.4 Interviews**

Through interviews, we developed a further understanding of how frequently Nepali students rely on generative AI and the extent to which it is used to augment schoolwork. Given the nuance of these practices, a primary method of data collection to understand how Nepali

youth interact with generative AI in schools was individual in-person interviews. For this objective, we decided to conduct semi-structured interviews. This style of interviewing provides a clear direction for the conversation while still allowing each interviewee to elaborate on aspects of their own experience and usage (Berg & Lune, 2017). The semi-structured design involved presenting a set of questions while still allowing the interviewer to ask additional questions as needed. Each interview involved three participants: the interviewer, the interviewee, and a third person responsible for audio recording and taking notes of the interviewee's responses. Interview participants were gathered through convenience sampling, by selecting students and educators who were accessible and willing to share their viewpoints on the topic.

### **3.4.1 Student Interviews**

The questions asked during the student interviews followed a sequence that began with understanding each student's specific academic interests and demographics. After establishing an initial level of rapport, we shifted the conversation to more personal use inquiries, such as the student's generative AI usage. Additionally, we discussed how much trust students place in the information provided by generative AI. Finally, we asked the students to provide both the positives and negatives that come with generative AI use in schoolwork, while exercising care to avoid topics that might be embarrassing or compromising to their academic standing. The full set of prepared interview questions for the students can be found in 7.3 Appendix C: Student Interview Guide.

### **3.4.2 Educator Interviews**

To evaluate the opinions of educators, we conducted similar interviews to provide perspectives on changes in students' use of generative AI, potentially filling in any gaps or offering a more nuanced account. The questions started with general questions pertaining to the subjects they teach before shifting into inquiries about their familiarity with generative AI tools and any guidelines for generative AI use they may have. We also asked each educator about how they have seen generative AI used in their classrooms and their opinions on such usage. Finally, we asked them how they think generative AI use should be handled by themselves and administrators, as well as the benefits and detriments that come with using generative AI on schoolwork. Educators' viewpoints also helped identify cases where student-reported data is

misleading or inaccurate. By incorporating both student and teacher perspectives, we aimed to obtain a reliable and comprehensive understanding of generative AI use in schoolwork. The full set of prepared interview prompts can be found in 7.4 Appendix D: Educator Interview Guide.

### **3.5 Collaborative Workshop**

Finally, we disseminated the findings from our research to Nepali students in a collaborative workshop. We gathered 29 participants by convenience sampling, including a mix of both upper secondary and undergraduate students. Consent was obtained from all participants in the workshop. During the workshop, participants reviewed the study's results and were invited to provide insights based on the data collected in the surveys and interviews. Following an overview of the results, there was a brief overview of generative AI tools, key aspects in the process of learning, and how generative AI use can impact that learning. The presentation delved into critical challenges associated with using these tools in education before examining existing frameworks for responsible generative AI use published by WPI as well as the Nepali government. Additionally, we spoke about ways in which generative AI utilization may impact the environment. After putting forth this background, we split up participants into focus groups while introducing scenarios and discussion questions for each group to talk through. The final portion of the workshop consisted of each group of students drafting a set of guidelines for appropriate use of generative AI in classrooms.

#### **3.5.1 Focus Groups**

Hosting focus groups with Nepali students helped identify perspectives on ethical generative AI usage for schoolwork and further understand how Nepali youth interact with these tools in schools. These discussions helped to confirm their position on ethical limitations, and to identify boundaries for use in the classroom. The focus group sessions enabled collaboration on generative ethics collectively, rather than solely relying on surveys or interviews. We gathered additional permission from the students during the focus group to ensure they consented to participating in the focus group. The focus group sessions used a defined set of questions (7.5 Appendix E: Focus Group Guide) to start and guide conversations while allowing space for participants to contribute to an open-ended discussion.

To facilitate the focus group discussion, one of us acted as a moderator, ensuring that all participants equally contributed to the conversation and prevented discussions from straying too far from the original questions. Ward (2020) suggests that facilitators should contribute towards roughly 10% of the conversation to effectively provide direction to the conversation while taking caution to avoid providing their own opinions on the topic. We adopted this suggestion when conducting our own focus groups. Focus group sessions were audio-recorded with the consent of all attending participants. Attending participants were asked to keep all discussions confidential and not share any content or comments outside of the focus group to protect privacy.

# Chapter 4: Results and Analysis

## 4.1 Student Surveys

In total, 168 students from upper secondary schools and undergraduate programs in the Kathmandu Valley completed the survey. The schools surveyed included Thames College, Kings College, United Academy, and United College. The survey data revealed clear patterns in how students use Generative AI in schools and how they perceive its use. The results below highlight trends across different survey topics.

### 4.1.1 Student Demographics

Figure 1 displays the breakdown of the year of study for all surveyed students. A majority (89.3%) of the students surveyed reported working towards their bachelor's degree. Additionally, we surveyed one student in grade 11 and 12 students in grade 12.

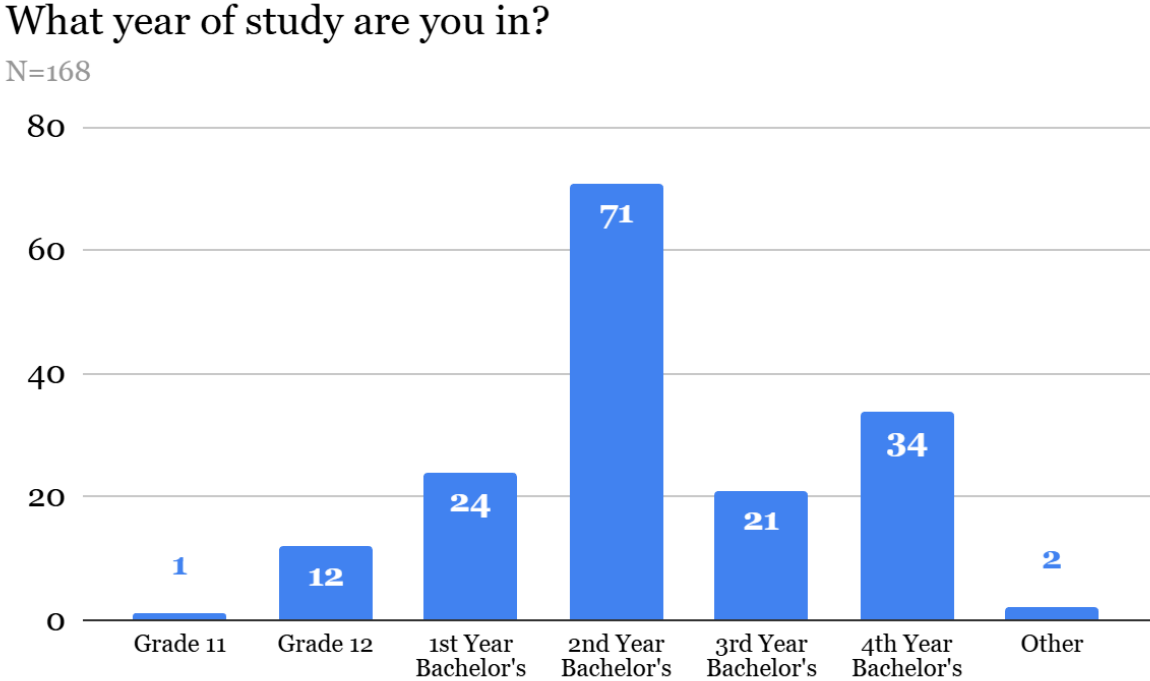


Figure 1: What year of study are students in

The other main demographic we collected from students was their gender identification, as shown in Figure 2. The number of male and female participants was relatively equal, at 48.8% and 47.6%, respectively. We also received 1.2% of students reporting as non-binary and 2.4% who preferred not to identify their gender.

## How do you identify?

N=168

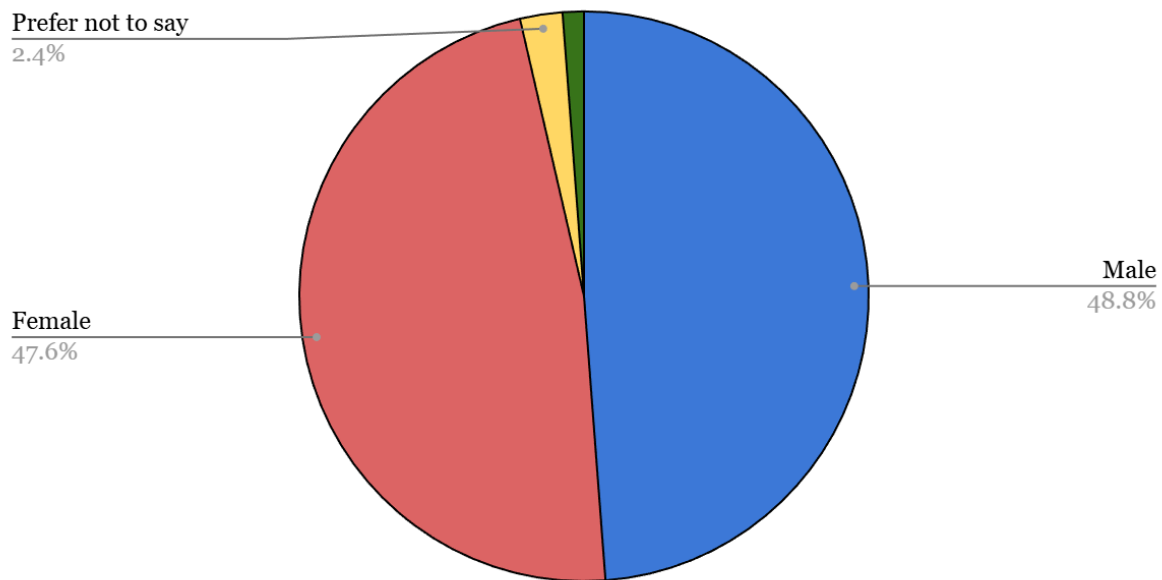


Figure 2: How do students identify their gender

By gathering this demographic data, we obtained background information about the survey respondents, which enabled us to identify correlations between grade levels or genders and differences in their responses.

### 4.1.2 Student Usage of Generative AI Tools in Schools

Initially, in our surveys, we aimed to see what types of generative AI tools students are typically using in schoolwork. As shown in Figure 3, almost all (96.3%) students who reported using generative AI for schoolwork use ChatGPT. Additionally, over half (51.8%) of students reported using Google Gemini, and a smaller proportion (28%) reported using DeepSeek.

## Generative AI Tools Used by Students

N=168 Students

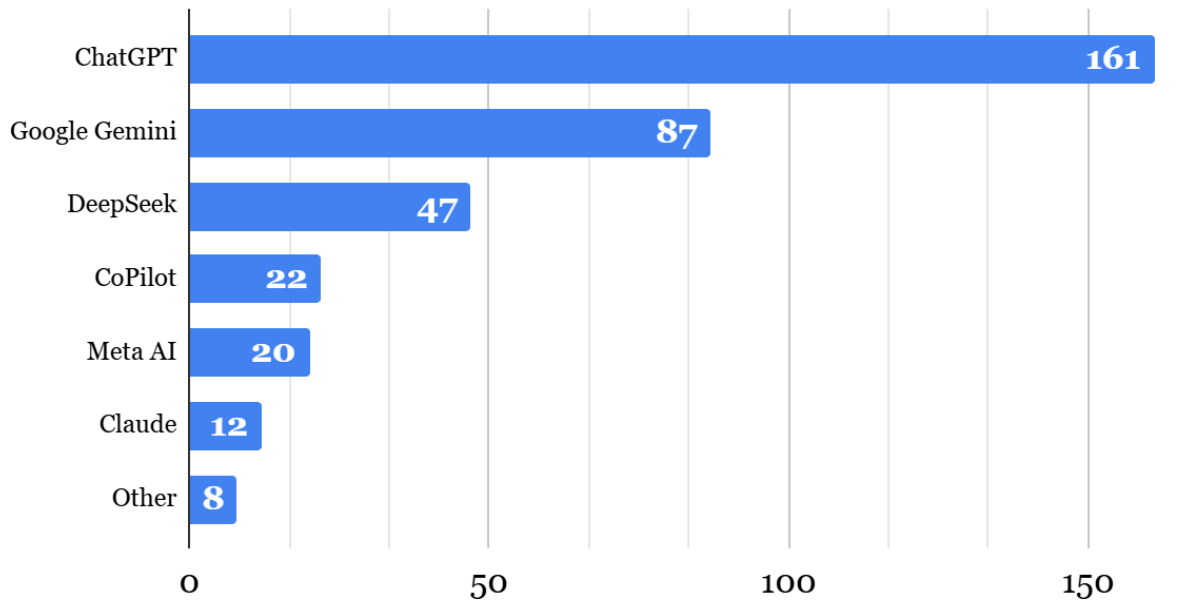


Figure 3: What Generative AI tools do students say they typically use

Furthermore, we wanted to observe how students claim to use Generative AI in their studies. As shown in Figure 4, the most common use students report for generative AI in their studies is to research and find information. Other highly reported uses include generating answers for assignments, summarizing reading and lecture materials, and explaining academic concepts. The least reported use of generative AI for schoolwork among students was evaluating and grading their own work before submitting. Notably, only 8 of the 168 students surveyed (4.8%) reported not using generative AI for schoolwork, indicating a widespread adoption of generative AI tools in Nepali education.

## How students use Generative AI for schoolwork

N=168

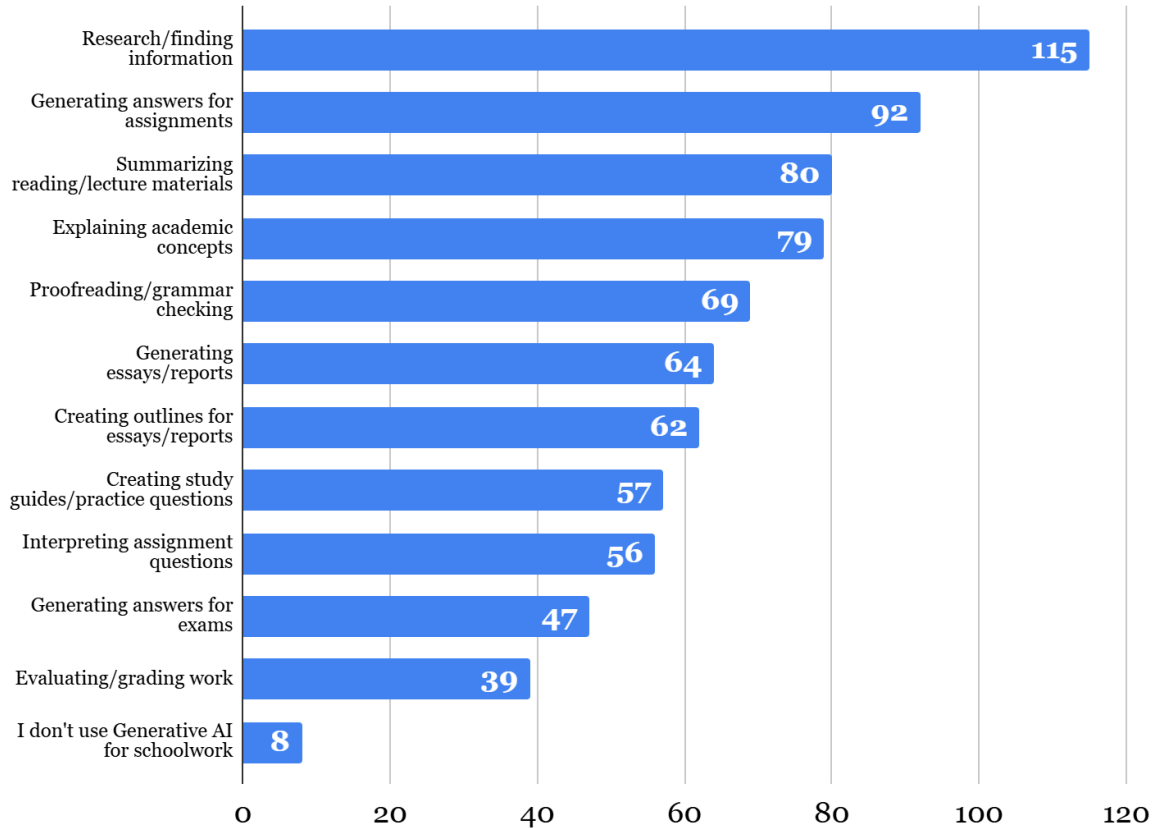
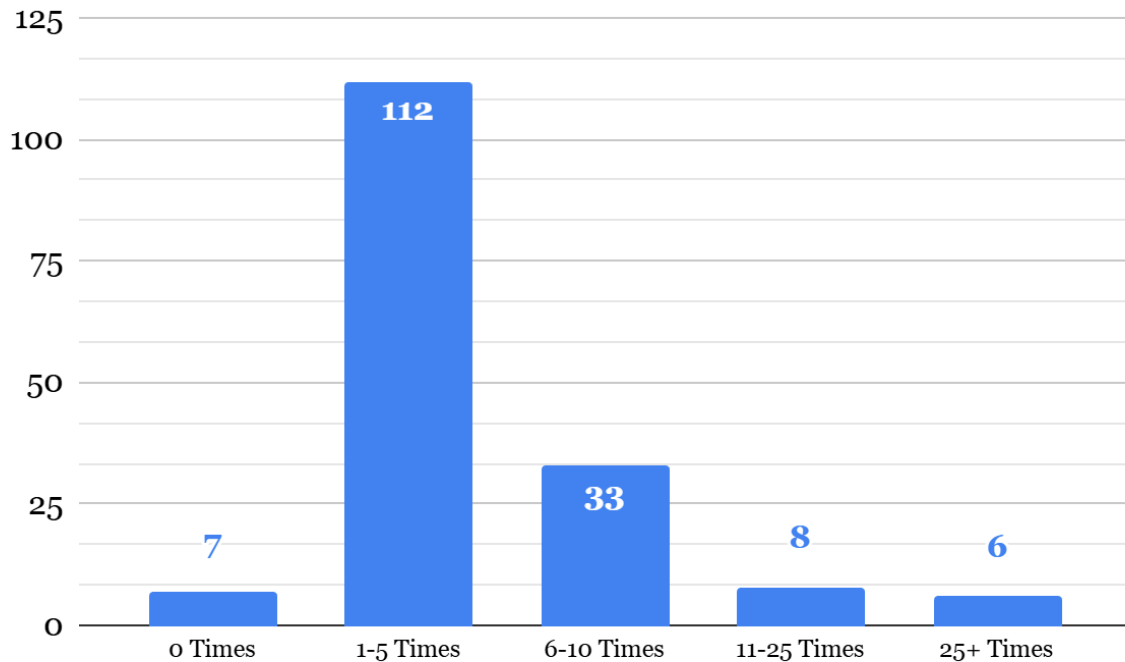


Figure 4: How students say they use Generative AI for their schoolwork

In addition to understanding how generative AI is being used in schools, we felt it was important to gauge how frequently students were relying on these tools. Figure 5 shows how often, during a typical school day, students deliberately use a generative AI tool to assist with their schoolwork. The majority of students use generative AI tools 1-5 times during a typical school day, while only seven students report using it zero times. This means that 161 students (95.8%) report that, on average, they are using generative AI at least one time every school day.

## About how many times do you decide to use Generative AI tools (like ChatGPT or Gemini) for schoolwork during a typical school day?

N=168



*Figure 5: How many times would students estimate they use Generative AI for schoolwork during a typical school day*

We also wanted to understand where students in Nepal looked for help when they had a question about schoolwork. Figure 6 shows that students frequently turn to generative AI for school-related inquiries, just as often as teachers. One possible explanation for this trend is that generative AI tools are easily accessible to students, making them a convenient choice for schoolwork assistance. Furthermore, fewer students are relying on search engines (Google, Bing, Yahoo!, etc.) and their peers. A total of 97 students reported asking generative AI questions, while only 69 reported asking these search engine tools.

## If you have a schoolwork related question, who would you prefer to ask?

N=168

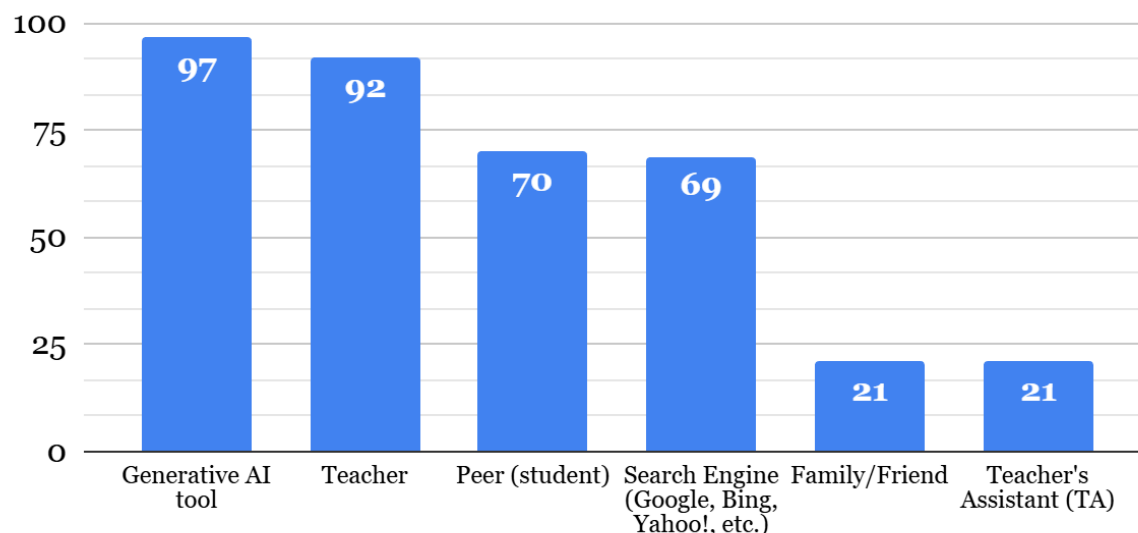


Figure 6: Who do students tend to ask if they have a schoolwork-related question

Through the collected data shared thus far, we can understand how an average student in Nepal generally utilizes generative AI in their schoolwork. Figure 3 allows us to see which generative AI tools Nepali students tend to use the most frequently, Figure 4 displays how they tend to use these tools, Figure 5 shows how frequently students are prompting generative AI tools, and Figure 6 exemplifies who students prefer to ask questions to. The combination of this data helps us to understand how strongly Nepali students rely on generative AI tools.

### 4.1.3 Student Perceptions on Generative AI Use in Schoolwork

In our survey, students were asked to rate the acceptability of various uses of generative AI for schoolwork to establish a baseline of what students consider appropriate. For each use, student respondents selected an option on a Likert scale, ranging from “Very Unacceptable” (-2) to “Very Acceptable” (2). Figure 7 depicts the average rating for each of these questions. Overall, students tended to view generative AI use for schoolwork as acceptable. Students particularly viewed generative AI use as acceptable for activities that support learning and comprehension of material, such as creating study guides/practice questions, interpreting assignment questions, and

summarizing reading/lecture materials. In contrast, students were closer to neutral for generating answers to assignments, essays/reports, and exams. This pattern suggests that students perceive using generative AI as more acceptable for supportive tasks, rather than producing graded work.

### Average Ratings of AI Acceptability

N=157

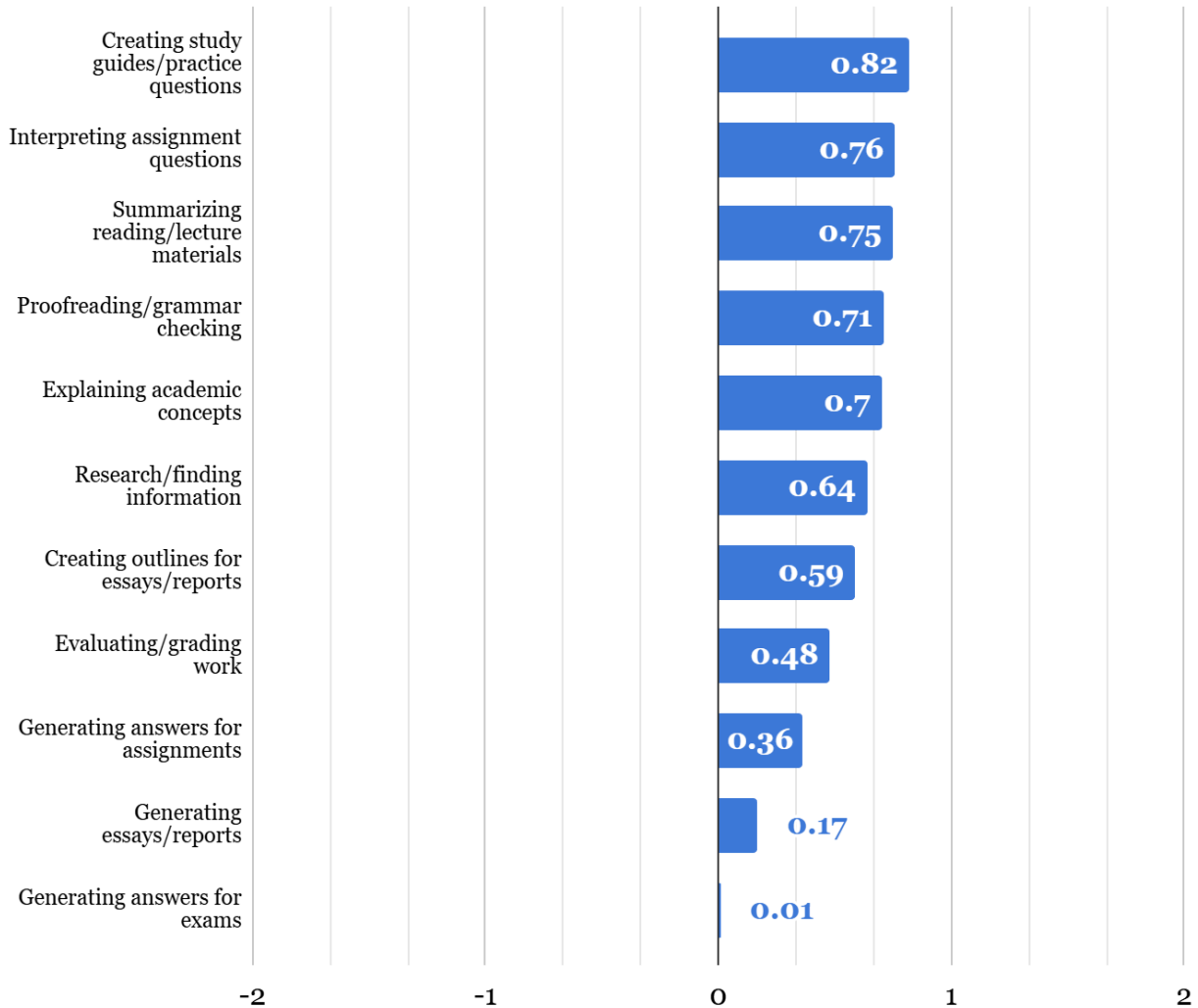


Figure 7: How acceptable do students feel certain uses of Generative AI are

As seen in Figure 7.1, the average response fell near neutral, which indicates that students don't overwhelmingly view generative AI use for generating exam answers as either acceptable or unacceptable. This distribution may be seen as surprising, considering the academic

importance of assessments. This neutrality could suggest unclear school policies on generative AI use, or beliefs that generative AI can provide both benefits and drawbacks for generating exam answers. These findings highlight a potential need for clearer guidance, regulation, and communication from teachers and school administration surrounding acceptable generative AI use in assessments.

### How acceptable do you feel it is to use Generative AI to generate answers for exams?

N=154

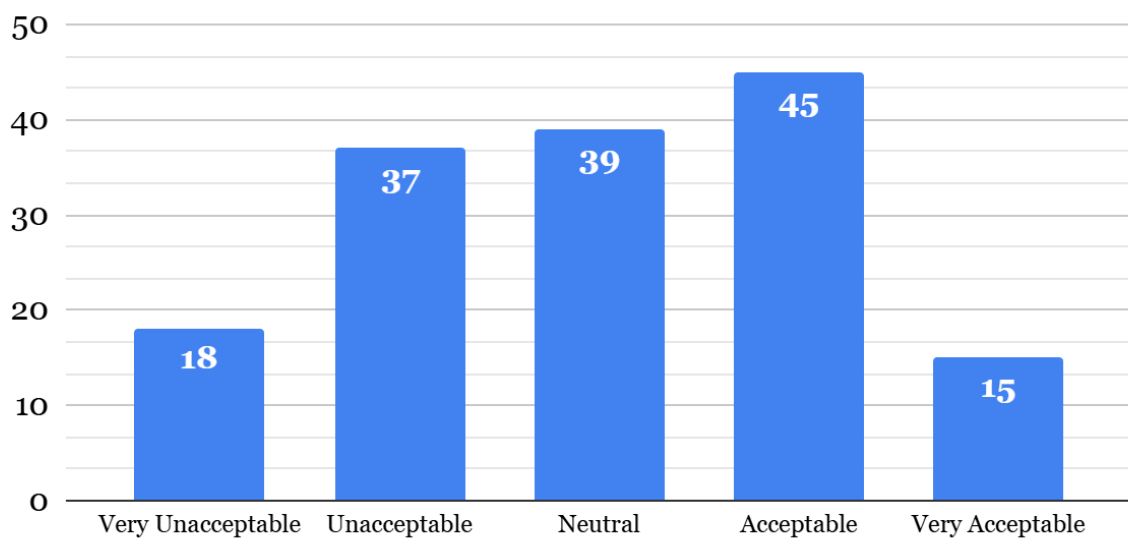


Figure 7.1: How acceptable do students feel using Generative AI to generate answers for exams is

#### 4.1.4 Peer Awareness and Conversation About generative AI Use

As part of our research, we aimed to examine peer awareness of students' generative AI use for schoolwork and whether students were discussing related concerns with peers. As shown in Figure 8, a large majority of students (83.1%) reported that their peers were aware of their generative AI use for schoolwork, while only 3% indicated that their peers were not aware.

## Do your friends/peers know that you use Generative AI for schoolwork?

N=168

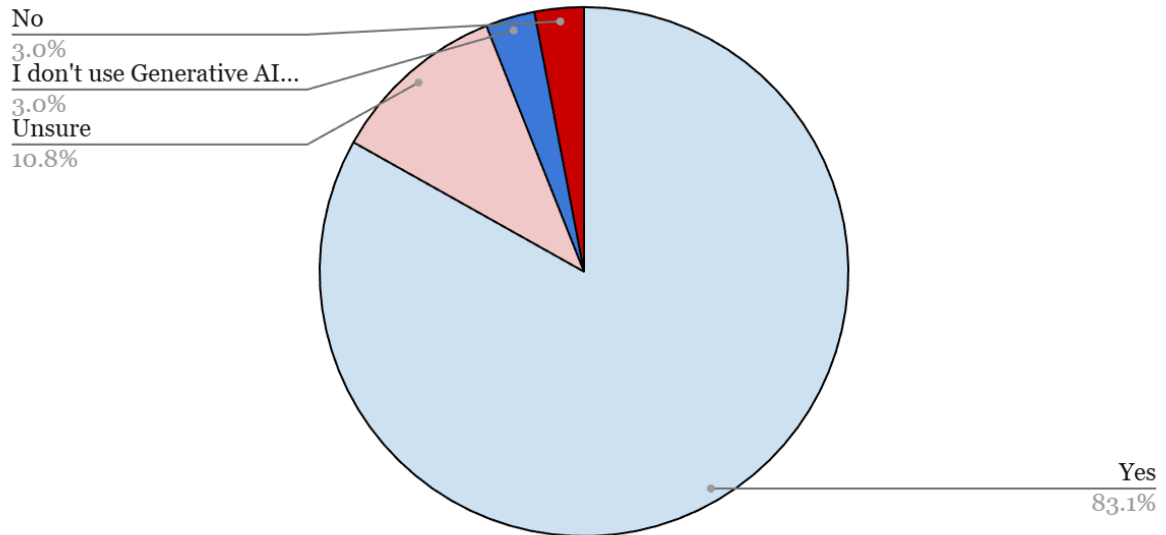


Figure 8: Are students' friends and peers aware of their Generative AI usage

Similarly, Figure 9 shows that approximately 80% of students reported discussing concerns about the use of generative AI with their peers.

## Have you discussed concerns around Generative AI with your friends/peers?

N=168

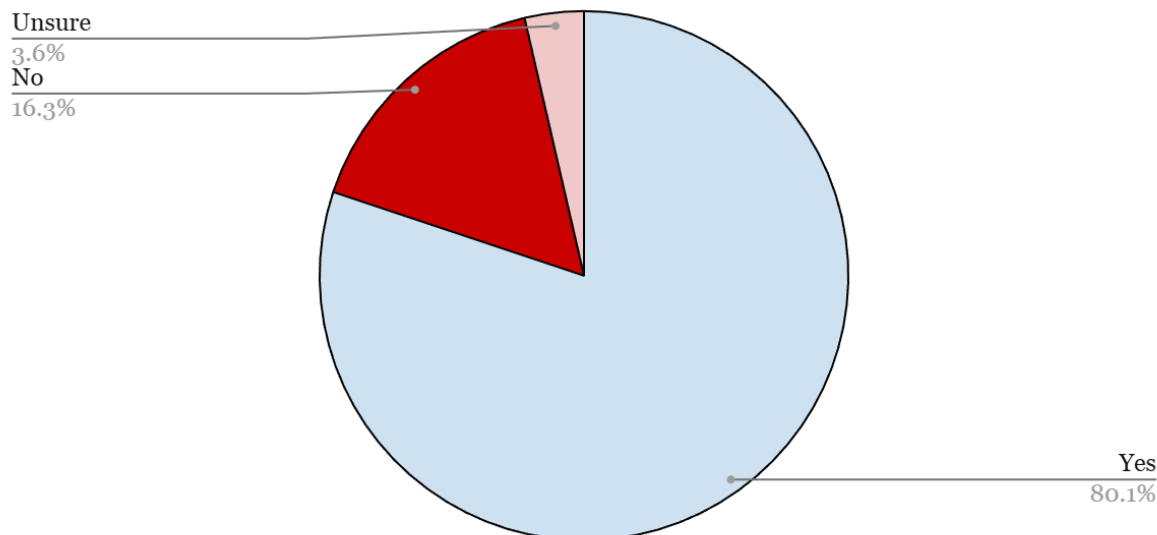


Figure 9: Have students discussed concerns about Generative AI with their friends or peers

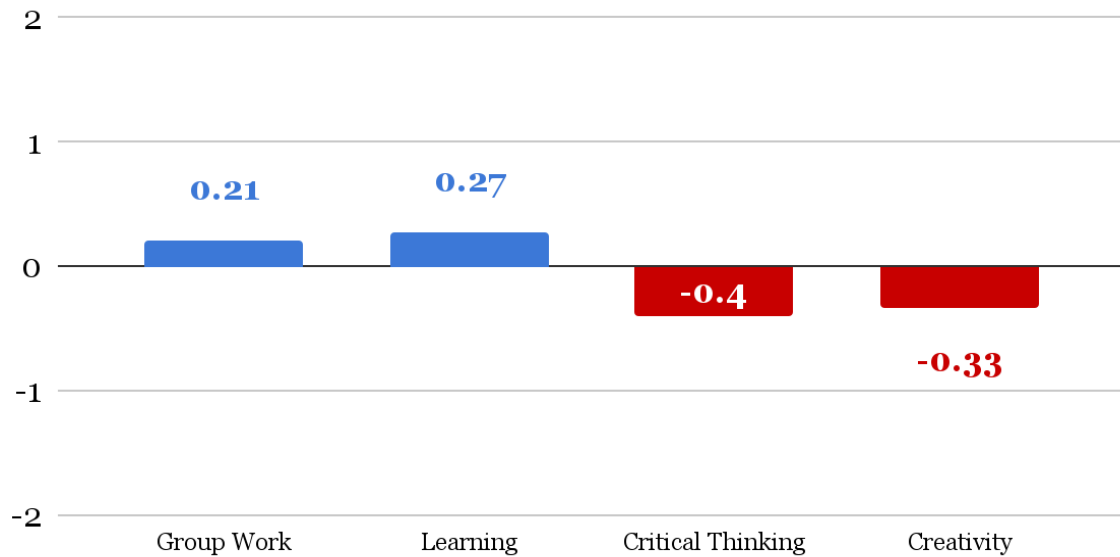
The combination of these findings suggests that the use of generative AI tools is openly acknowledged within student communities and that conversations around its related risks are occurring among students.

### 4.1.5 Impact of Generative AI on Academic Skills

As part of our surveys, students were asked to self-evaluate how the use of generative AI affects several school-related skills, including group work, learning, critical thinking, and creativity. On average, students perceived a slightly positive impact on their ability to work in a group and their ability to learn, while reporting a negative impact on their critical thinking and creativity, which is clearly displayed in Figure 10.

## Average Student Ratings of Gen AI Impact

N=166

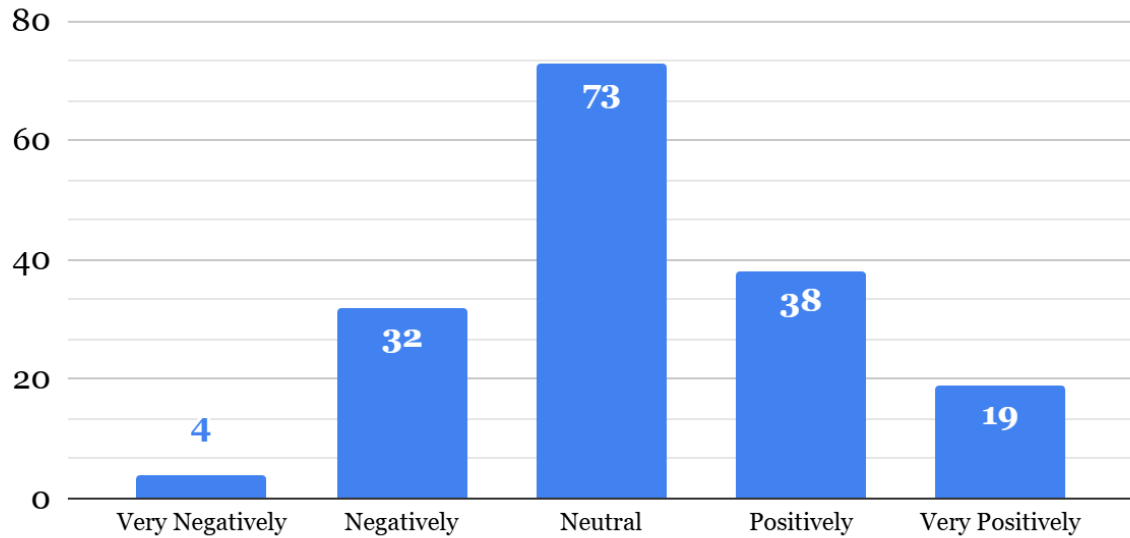


*Figure 10: Average ratings of how students feel Generative AI impacts them*

Our survey data shows that most students believe that generative AI use has a neutral effect on their group work (44%), which is exemplified in Figure 11. Very few students indicated that they believe that generative AI has a negative impact on their ability to work in a group.

## How do you feel using Generative AI on schoolwork impacts your ability to work in a group?

N=166

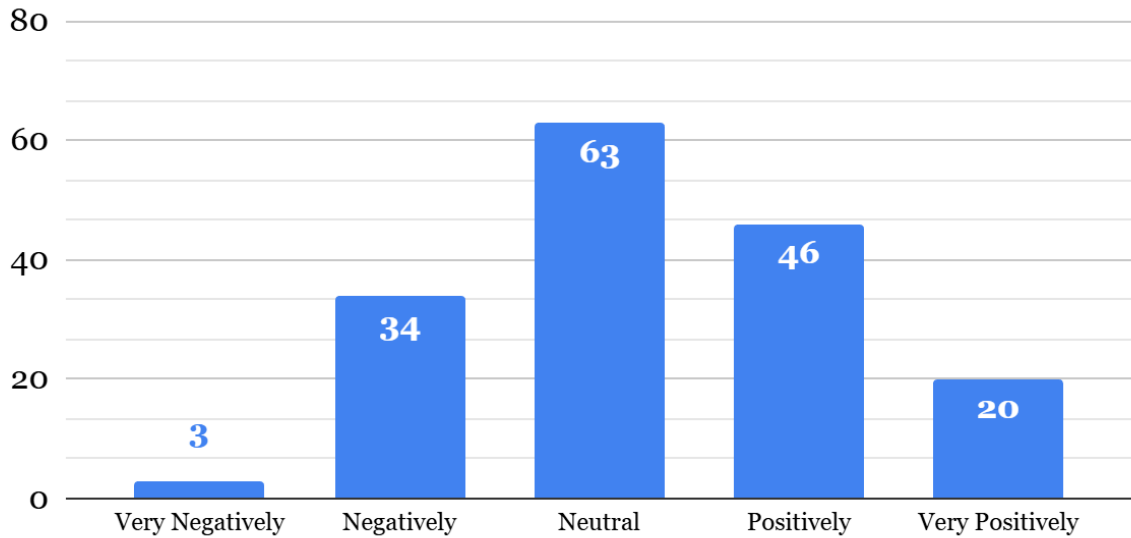


*Figure 11: How do students feel Generative AI impacts their ability to work in a group setting*

Most students indicated that generative AI use has a neutral effect on their learning (38%). Discussion from the interviews and the collaborative workshop helped to explain the neutrality in Figure 12. Students described both benefits and drawbacks, mentioning that generative AI tools made group work and learning quicker and more efficient, but may also reduce the amount of material they retain.

## How do you feel using Generative AI on schoolwork impacts your learning?

N=166

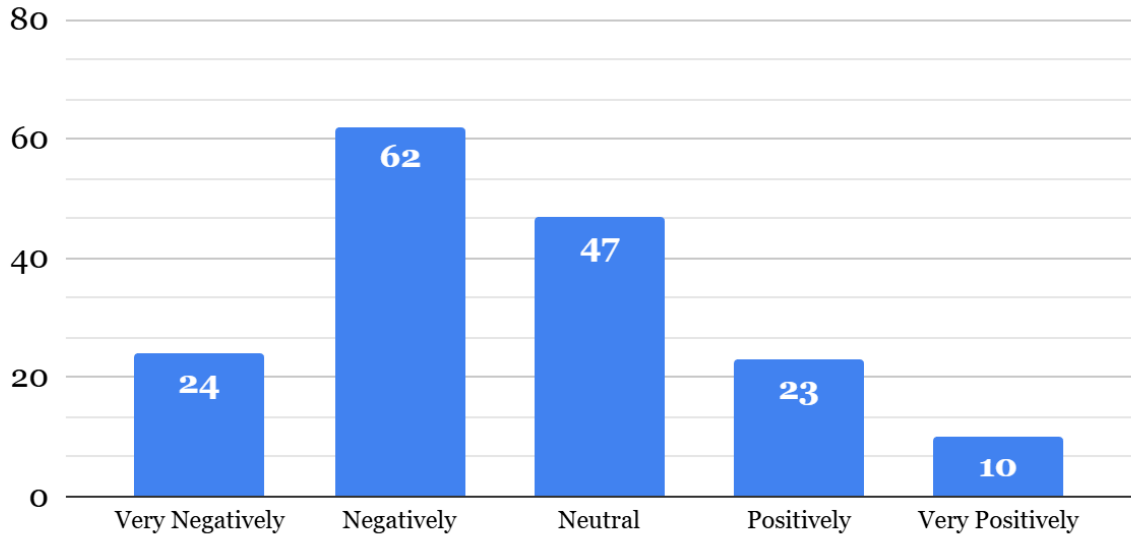


*Figure 12: How do students feel Generative AI impacts their overall learning*

Exemplified in Figure 13, 62 students (37.3%) reported feeling that generative AI negatively impacts their critical thinking, whereas an additional 24 students (14.5%) felt that generative AI very negatively impacts their critical thinking. This means that 51.8% of students believe these generative AI tools are negatively impacting their critical thinking.

## How do you feel using Generative AI on schoolwork impacts your critical thinking?

N=166



*Figure 13: How do students feel Generative AI impacts their critical thinking*

Additionally, 57 students (35.0%) reported that generative AI negatively impacted their creativity, and an additional 24 students (14.7%) felt that generative AI very negatively impacted their creativity, which is supported by Figure 14. This is compared to only 33 students who claimed that generative AI positively impacts their creativity.

## How do you feel using Generative AI on schoolwork impacts your creativity?

N=163

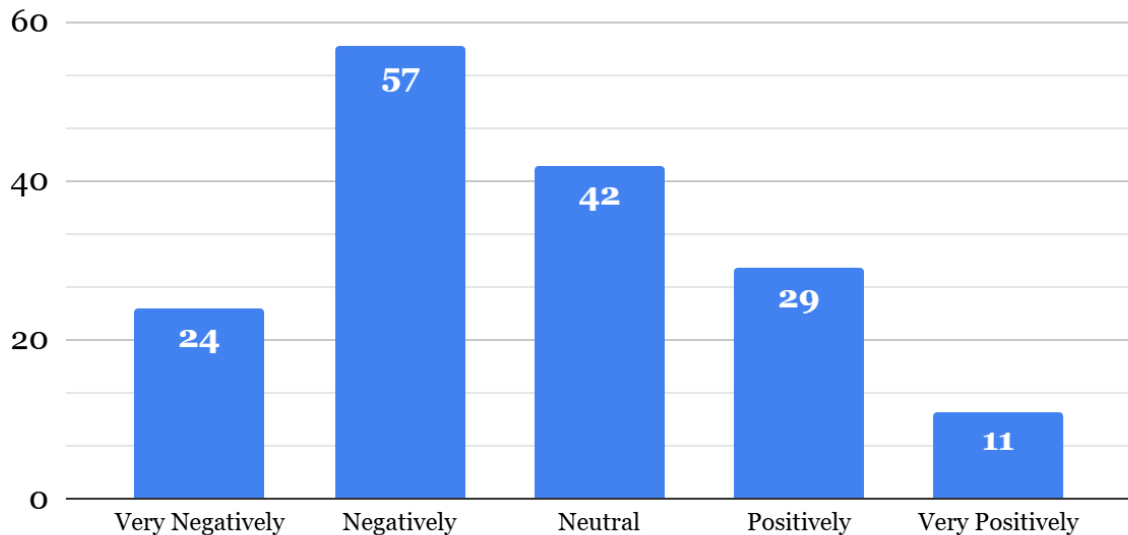


Figure 14: How do students feel using Generative AI impacts their creativity

Ultimately, students tend to believe that generative AI positively impacts their ability to work in a group and their learning abilities. Students' concerns that generative AI negatively impacts their critical thinking and creativity were further emphasized during interviews and workshop discussions. However, while our survey displays that students lean positive for group work and learning and negative for critical thinking and creativity, there were still a fair number of students who felt neutral on these topics.

### 4.1.6 Student Confidence in generative AI Responses

Through our student surveys, we also aimed to gauge how reliable and accurate students believe generative AI tools are. As shown in Figure 15, nearly half (45.2%) of students reported neutral feelings around the accuracy of generative AI.

## How confident do you feel that the information Generative AI provides is accurate?

N=168

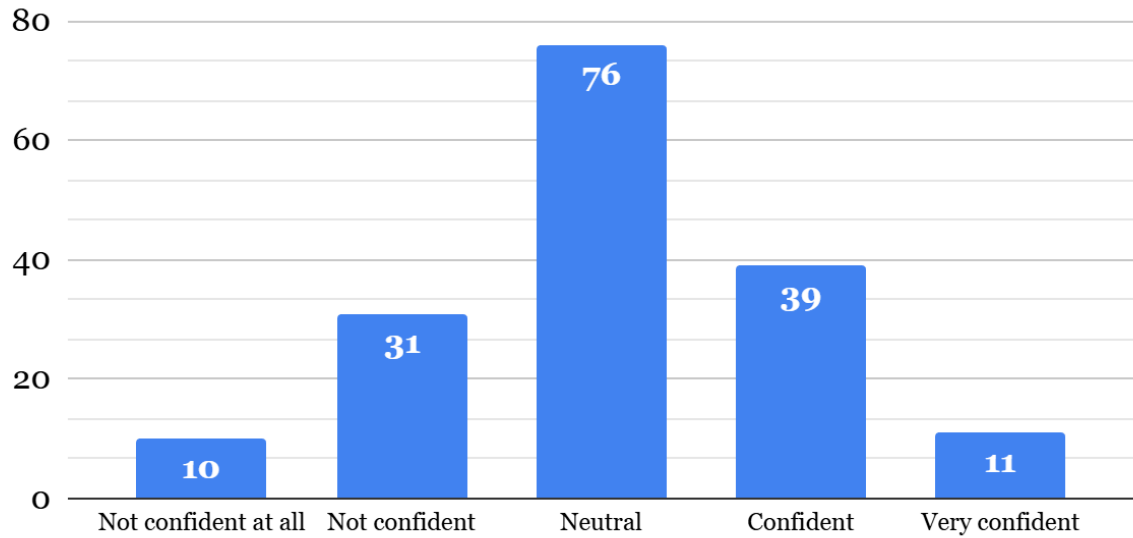
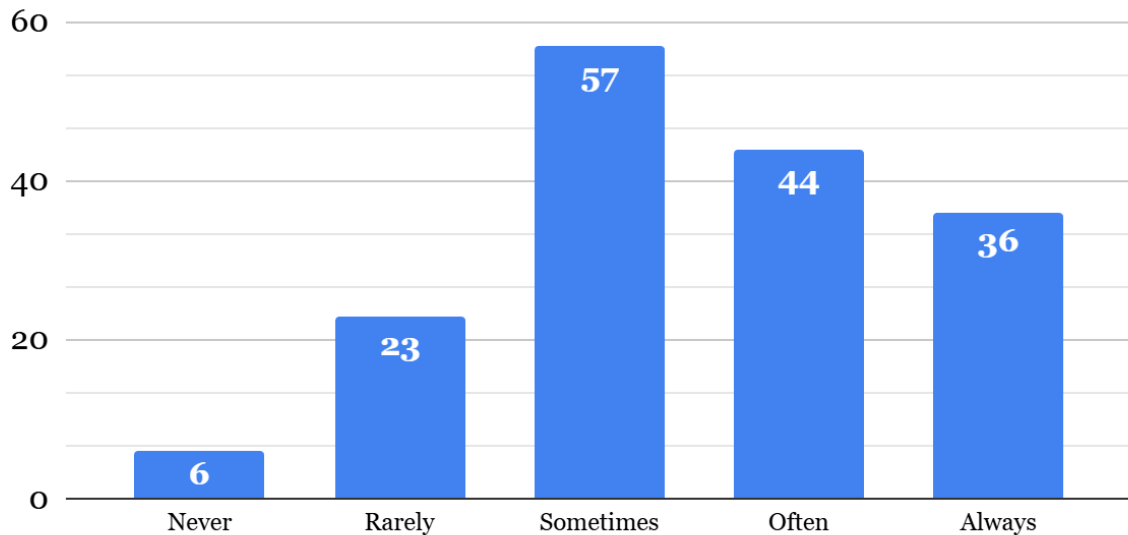


Figure 15: How confident do students feel that the information provided by Generative AI is accurate

While students report overall feeling very neutral over the accuracy of generative AI, many students frequently fact-check information given to them by generative AI tools, as shown in Figure 16. Out of the 168 students who had answered this question, only six students claimed to never fact-check the information they receive from generative AI. Approximately 82% of students report sometimes, often, or always verifying the information they receive from generative AI.

## How often do students fact check/verify the information received from Generative AI

N=168



*Figure 16: How often do students fact check the information given to them by Generative AI*

One question we asked students that displayed surprising results was asking students what language they tend to use to prompt generative AI. Figure 17 shows that 80.1% of Nepali students use English when promoting generative AI tools, and only 17.9% prompt generative AI in Nepali. Further discussions showed that while the majority of students speak Nepali, some had issues with receiving poor responses from these generative AI tools when their initial prompt was written in Nepali. Many students found that prompting generative AI in English yielded more accurate responses.

## What language do you use when prompting Generative AI school?

N=168

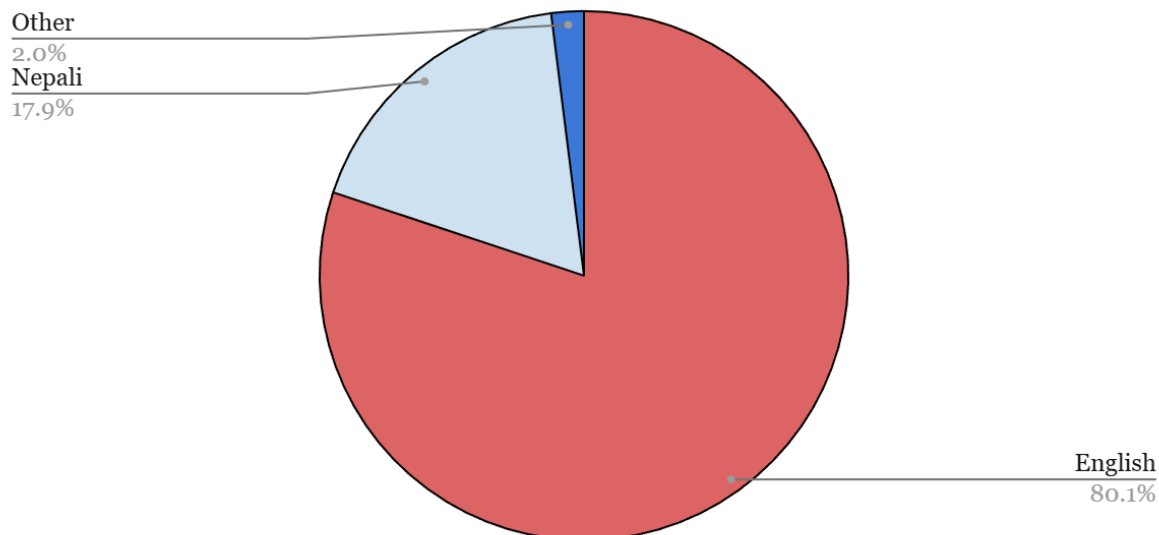


Figure 17: What language do students typically use to prompt Generative AI

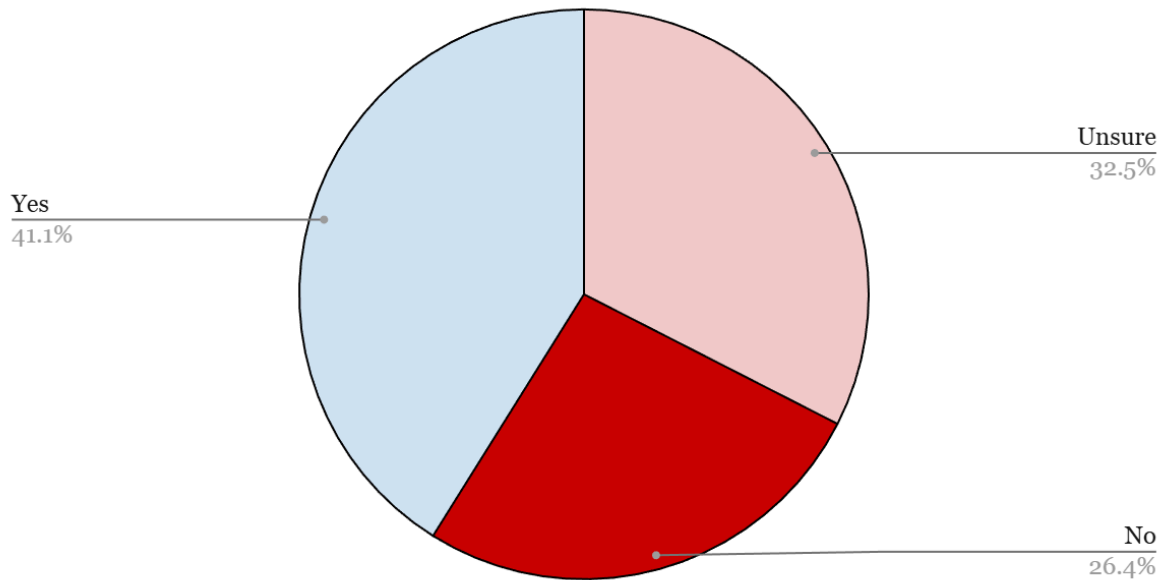
Although students claimed to be using generative AI in their studies, the correlation of these three survey questions displays a lack of uncertainty from students in the accuracy of generative AI tools and a lack of confidence in its abilities in the Nepali language.

### 4.1.7 Current AI Regulation in Schools

Also examined in our survey were the current regulations of generative AI in schools. Among the 168 respondents, 69 reported that their school had established rules, 44 indicated that their school did not, and 55 responded that they were unsure, as shown in Figure 18.

## Does your school have rules around using Generative AI?

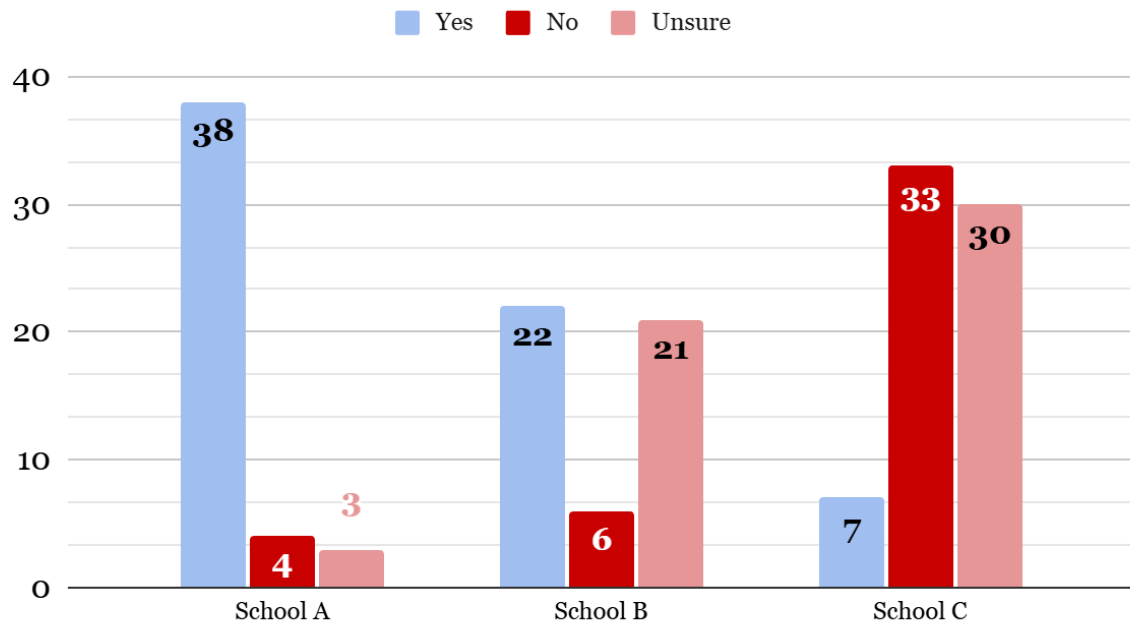
N=168



*Figure 18: Do students know if their school has rules around using Generative AI*

As shown in Figure 19, there is a notable discrepancy in students' awareness of school policies on Generative AI use across institutions. This discrepancy was explained by our workshop discussions, where students noted that this lack of awareness stemmed from generative AI policies being difficult to locate or not clearly communicated to students.

## Does your school have rules around using Generative AI?



*Figure 19: Do students say their school has rules around Generative AI by school*

Despite uncertainty of regulation in schools, a majority of students (57.6%) reported having at least one teacher with established rules for classroom use of generative AI, as shown in Figure 20.

## Do any of your teachers have rules around using Generative AI?

N=168

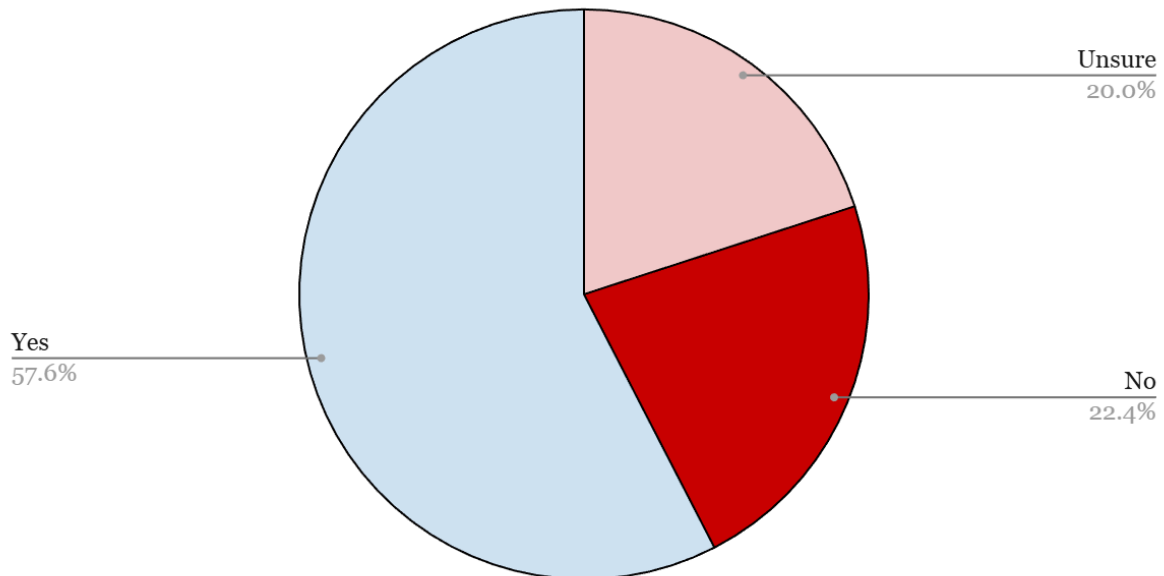


Figure 20: Do students know if their teachers have any rules around using Generative AI

Respondents were also asked, “How often do you think your teachers check students’ work for the use of Generative AI?” As seen in Figure 21, there is a wide variance in students’ perceptions of how frequently educators check their work for generative AI use. Nearly half of the students (48.2%) selected either “often” or “always,” indicating that many students believe their educators regularly monitor schoolwork for generative AI use.

## How often do students fact check/verify the information received from Generative AI

N=168

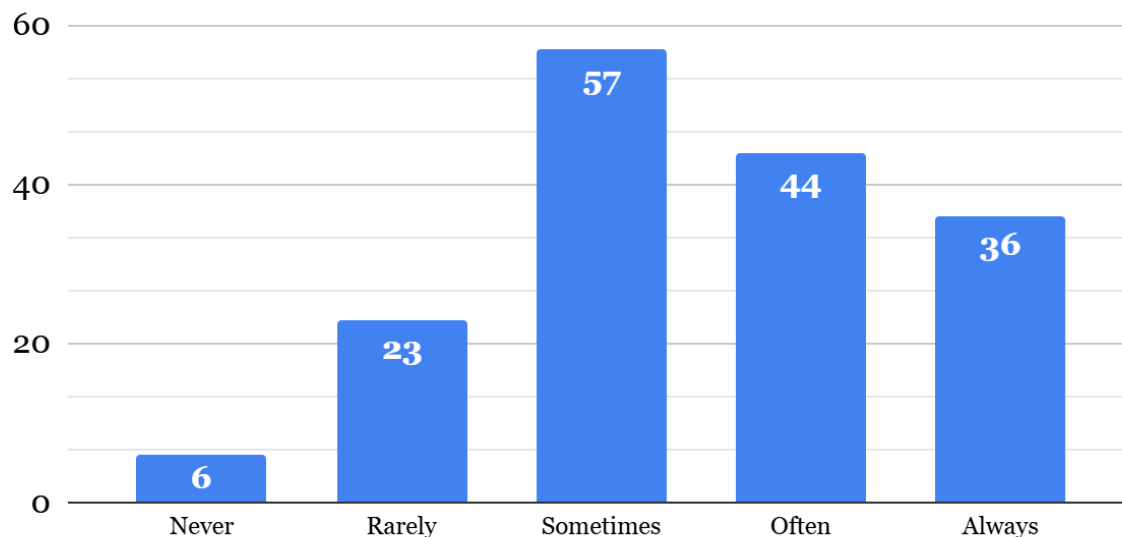


Figure 21: How often do students think their teachers check their work for the use of Generative AI

### 4.1.8 Impact of School generative AI Policies on Student Perceptions

We designed Figure 22 to observe how acceptable students feel certain uses of generative AI are based on whether their school has rules surrounding generative AI or not. Figure 22 uses a numerical scale of how acceptable students feel, ranging from very unacceptable (-2) to very acceptable (2), to find the mean acceptability for each use of generative AI.

The two most significant findings from Figure 22 come from how acceptable students feel generating essays and reports is, and how acceptable generating answers for assignments is. Students whose schools had rules surrounding generative AI essentially felt neutral on whether it is acceptable to use generative AI for generating answers for assignments, whereas students in schools without rules regarding generative AI use felt that it was much more acceptable to use generative AI in this way. For generating essays and reports, students at schools with rules around generative AI felt that this was less acceptable, whereas students at schools without rules around generative AI felt this was much more acceptable.

## Average Ratings of Acceptable AI Uses by School Policy

N=168

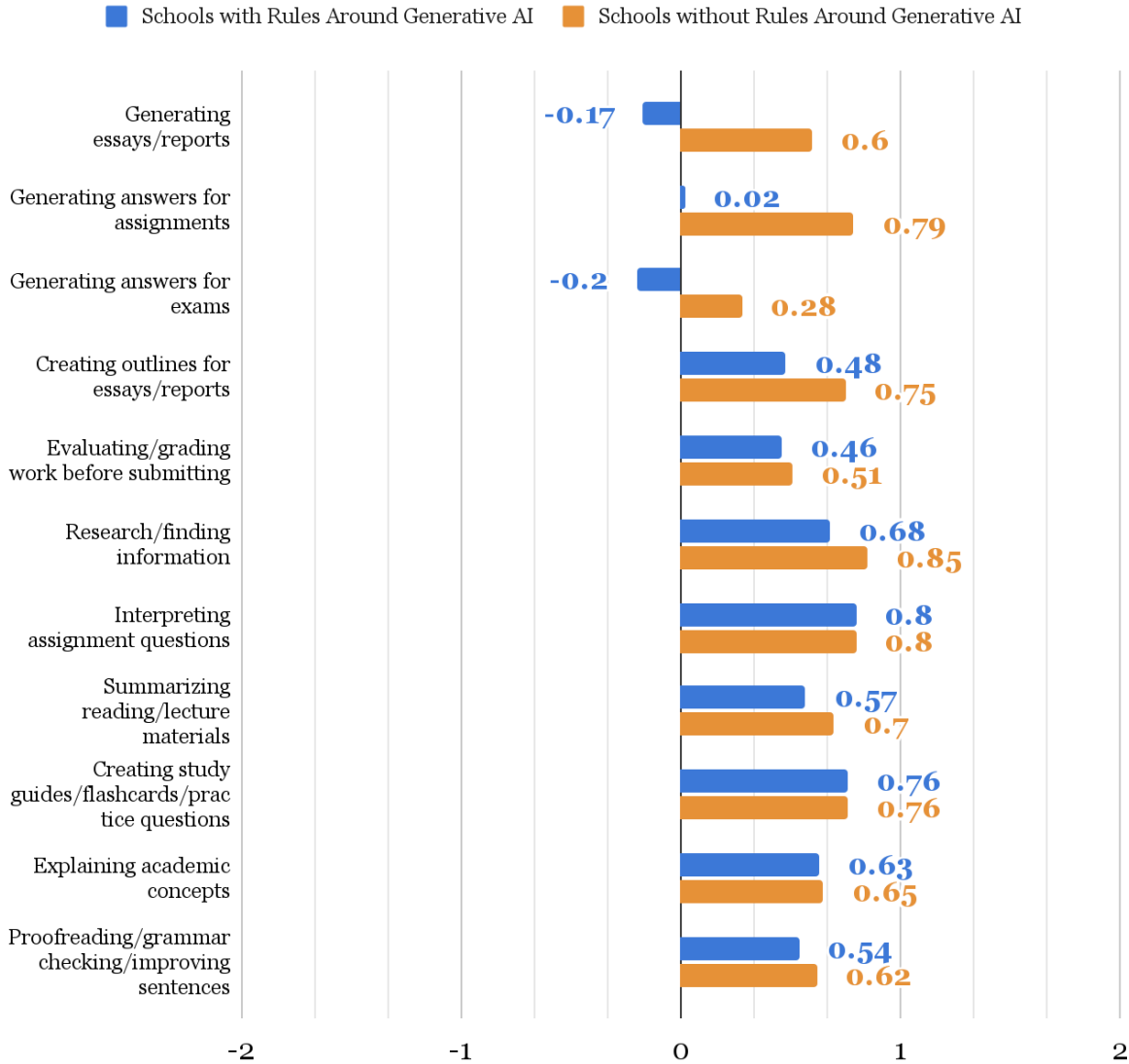


Figure 22: How acceptable do students feel certain uses of Generative AI are if their schools have rules surrounding Generative AI

To further analyze the influence of school policy, we examined students' self-evaluations of how generative AI use impacted their school-related skills, grouping responses by whether their schools had established rules or regulations on generative AI use. This is shown in Figure 23. On average, students in schools with generative AI policies perceived a more negative impact

on their skills compared to students in rules without such policies. Additionally, we analyzed the effect of school policy on students' confidence in the accuracy of generative AI responses. Students in schools without regulations tended to express more confidence in the accuracy of generative AI, whereas students with rules were generally more skeptical and reported lower confidence in its responses. School policies may encourage students to be more critical of generative AI responses and recognize their potential limitations, therefore leading them to report a more negative impact on their skills and lower confidence in generated outputs.

## Average Impact of AI on Students by School AI Policy

N=168

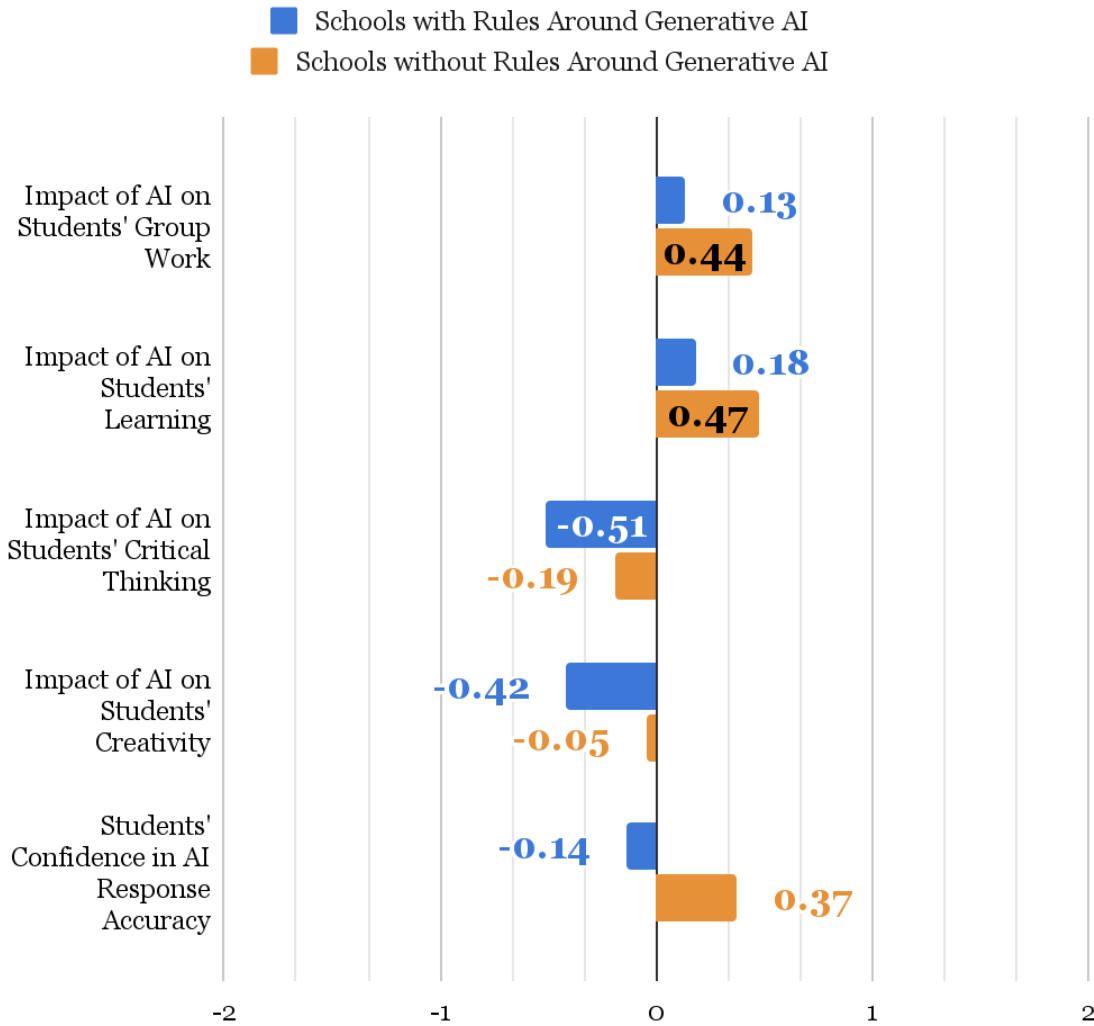


Figure 23: How students feel Generative AI impacts them by if their school has rules surrounding Generative AI

Across both Figure 22 and Figure 23, there is a clear trend: students from schools without generative AI policies view its uses as more acceptable, whereas students at schools with rules reported a more negative impact from generative AI use. These results are significant because they display how having rules in place outlining what isn't acceptable can make an impact on how students view the use of generative AI in their schoolwork. It exemplifies a need for there to

be regulations and guidelines in place around generative AI, and shows that having guidelines for acceptable generative AI use can be successful and make an impact on students.

#### **4.1.9 Impact of Gender on Student Perspectives**

Another comparison we wanted to make from our survey findings was the impact of gender on student opinions. We had a total of 79 females and 81 males who completed our survey. Similarly to Figure 22, Figure 24 uses a scale, ranging from “Very Unacceptable” (-2) to “Very Acceptable” (2), to find the average acceptability for each use of generative AI, grouped by gender. For a majority of the given generative AI uses, there is no distinct difference between the average scores of the two groups. However, there is a notable difference between male and female responses for researching and finding information, where the average score from male students was 0.28 higher than the average score from female students.

## Average Ratings of Acceptable AI Uses by Gender

N=168

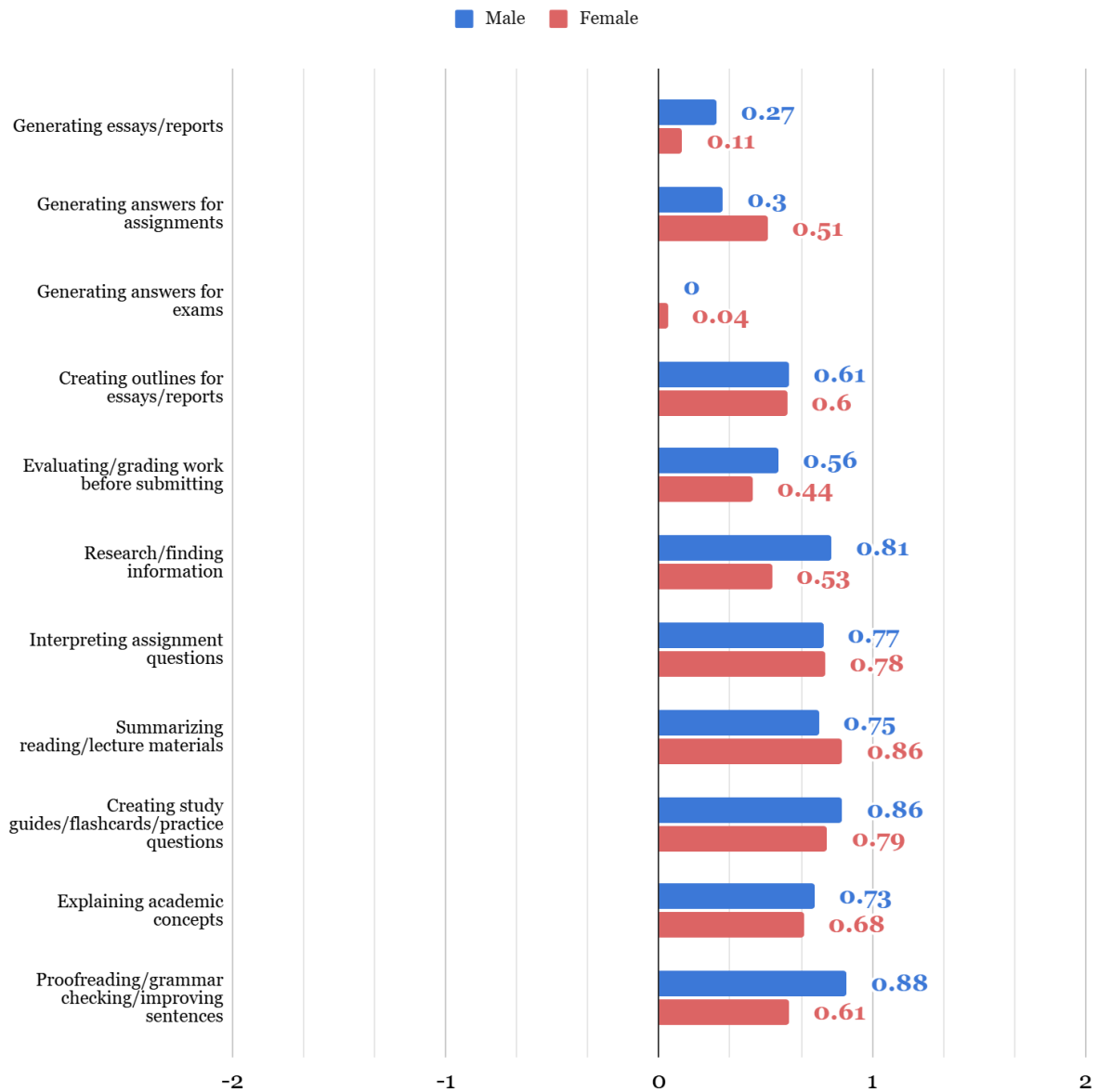


Figure 24: How acceptable do students feel certain uses of Generative AI are based on gender

Figure 25 shows the average rating of how students feel generative AI impacts them based on gender, and follows the same scale as Figure 23. Figure 25 is significant because it shows how males tend to feel that generative AI tools have a more positive impact on their academic skills than females. Another interesting finding was that, on average, females had a negative perspective towards the accuracy of generative AI responses, whereas males seemed to

be much more confident in these tools. Additionally, males generally reported that generative AI benefited their group work and learning more than females. Overall, this data suggests females tend to be more wary regarding the implementation and usage of generative AI tools.

### Average Ratings of AI's Impact on Student Skills by Gender

N=168

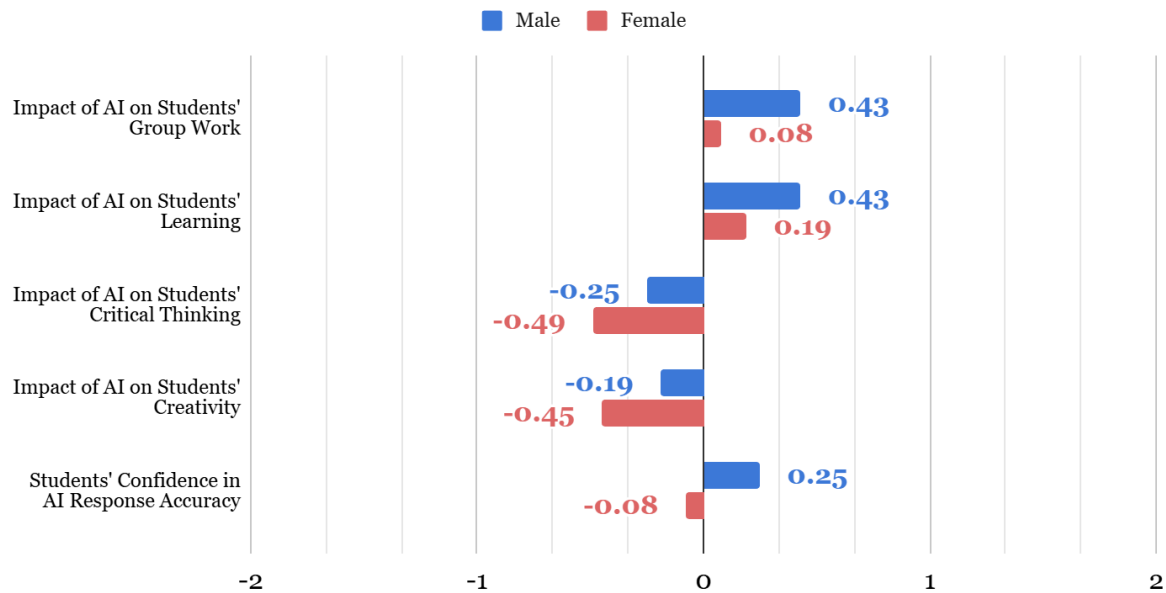


Figure 25: How students feel Generative AI impacts them based on gender

#### 4.1.10 Correlation Analysis of Survey Variables

To further explore relations between survey variables, we developed several correlation matrices for student responses. Variables Q1-Q11 correspond to survey questions that assess students' perspectives on acceptable uses of generative AI, with full questions marked in question 3 of 7.1 Appendix A: Generative AI Use in Nepali Education Student Survey. The variables *SchoolRule* and *TeacherRule* indicate whether students reported that their school or teacher, respectively, had regulations regarding generative AI use. The variable *Year* corresponds to the respondent's selected year of study. The categorical variables (*SchoolRule* and *TeacherRule*) were coded as Yes = 1 and No = 0, while the Likert-scale responses were coded from 1 ("Very Unacceptable") to 5 ("Very Acceptable"). The variable *UseFrequency* represents

students' reported frequency of using generative AI tools. Figure 26 and Figure 27 display heatmaps of these correlation matrices.

From Figure 26, several trends emerge. Notably, there was a moderate negative correlation between students reporting institution-wide generative AI regulations and their perspectives on the acceptability of using generative AI to generate answers to exams, reports, and assignments. Similarly, there was a weak negative correlation between students reporting teachers with generative AI rules and the acceptability of generative AI use for such academic tasks. These patterns suggest that students in schools with formal regulations typically view the use of generative AI for graded work as less acceptable. Additionally, there is a strong correlation ( $r = 0.79$ ) between students who reported school-level rules and teacher-level rules, which could suggest that schools with institution-wide regulations are more likely to have teachers who also impose rules on generative AI use. Finally, there was no significant correlation between years of study and opinions on acceptable generative AI use, suggesting that students' grade level does not make a profound impact on their opinions of generative AI use.

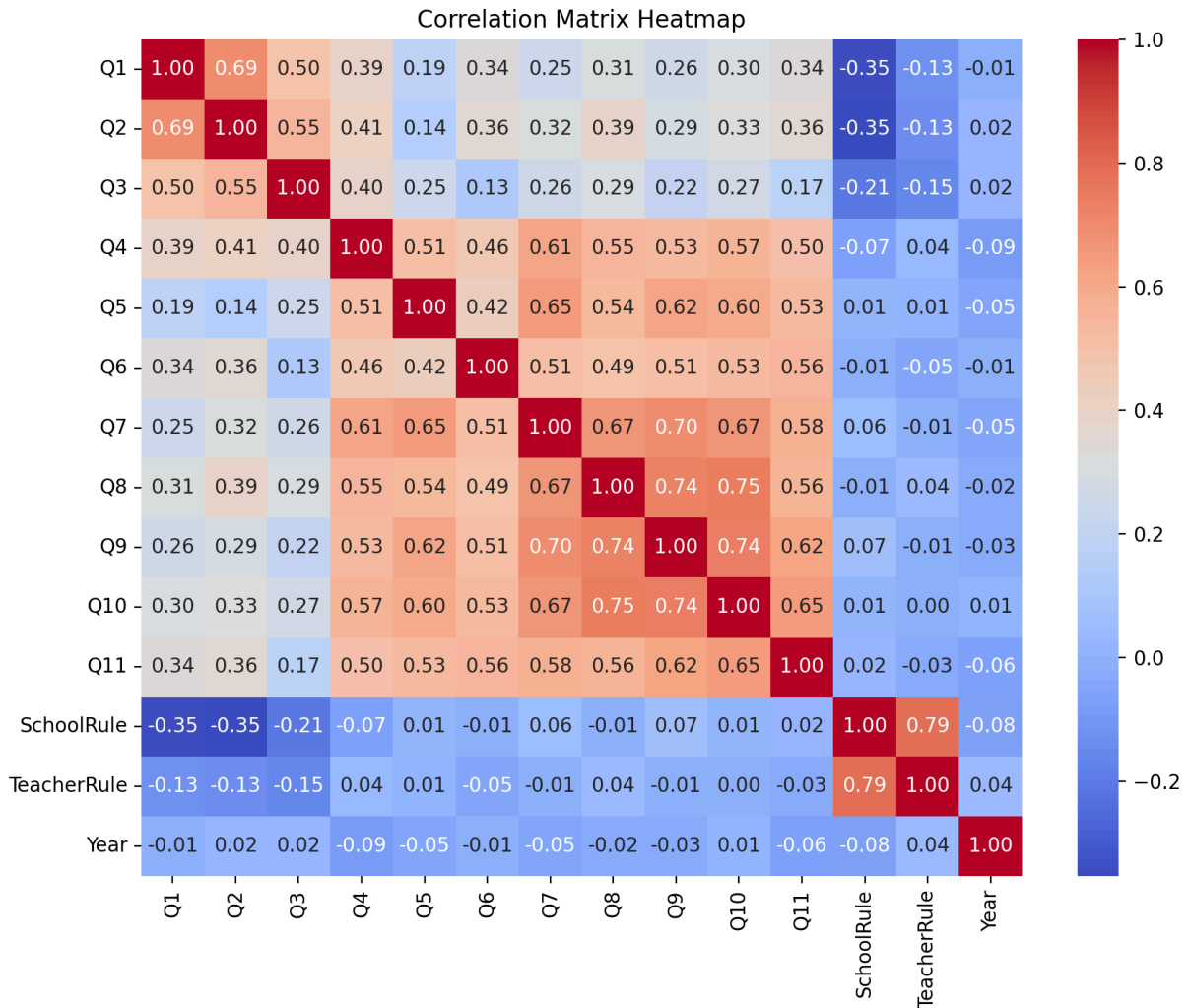


Figure 26: Correlation Matrix of AI Use Perceptions, school and teacher rules, and student year

Figure 27 examines the correlation between students’ self-evaluated impact of generative AI on their academic skills, their confidence in generated answers (*Reliability*), and their reported frequency of using such tools (*UseFrequency*). Regulations at both the institutional and classroom levels were slightly negatively correlated with perceived impact, suggesting that students may be more critical about the effect of generative AI on their skills when rules are present. Similarly, students in schools and classrooms with generative AI policies reported less confidence in the reliability of generative AI responses and typically used these tools less frequently. Overall, the findings from this correlation matrix suggest that formal rules around

generative AI usage may influence students' perception of generative AI's impact on academic skills, their confidence in generated responses, and their frequency of using generative AI.

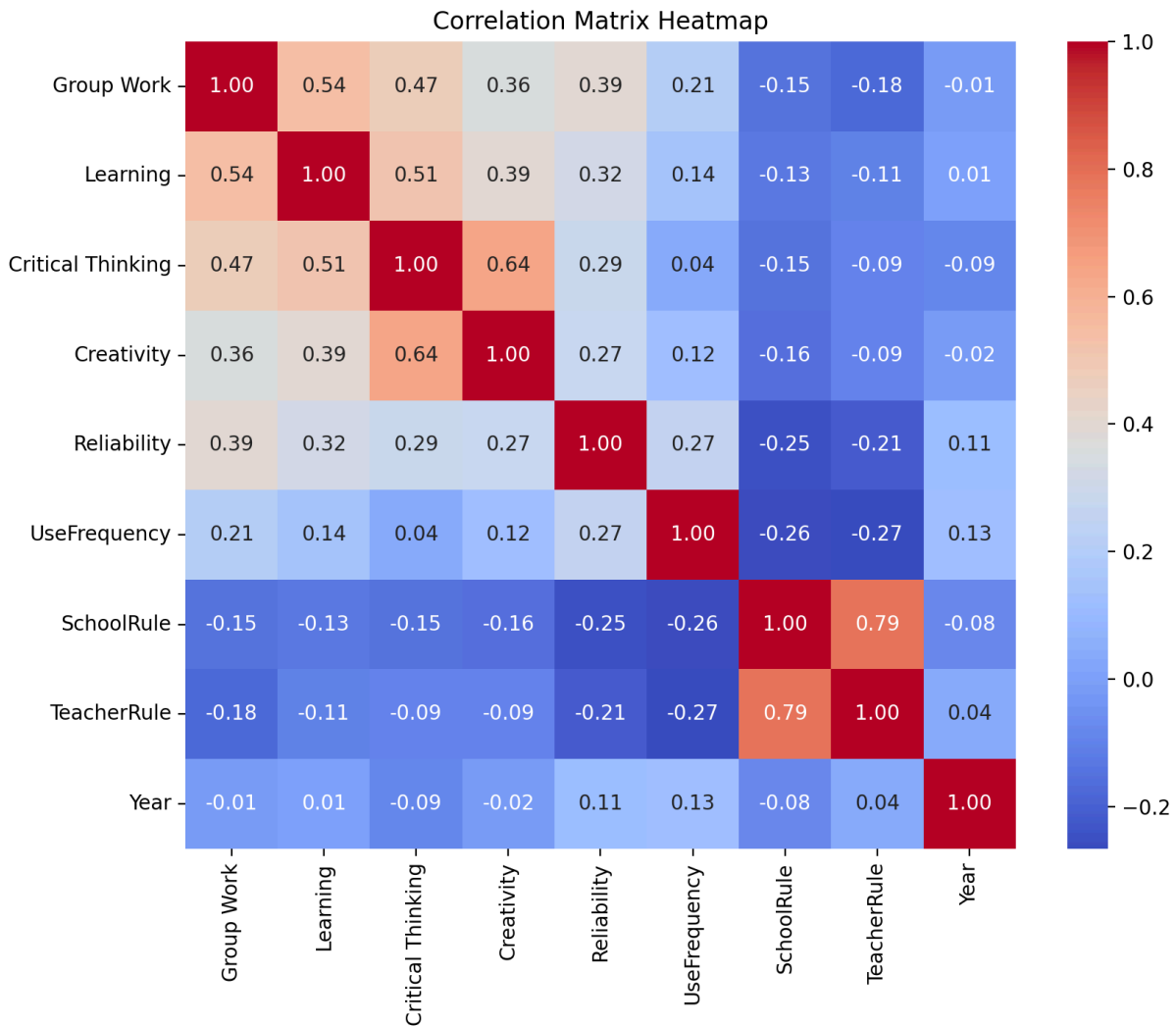


Figure 27: Correlation matrix of AI impact on academic skills, school and teacher rules, and school year

## 4.2 Educator Surveys

In addition to surveying students, we designed surveys that were distributed to educators in order to observe how their responses aligned with student responses, as well as gather their opinions on generative AI use in education. The educator surveys allowed us to see the correlation between what students personally say they use generative AI for and their opinions on the matter, and compare it to what educators have noticed in their classrooms.

Throughout our data collection, we collected a total of 20 educator surveys across multiple private institutions in the Kathmandu Valley. These schools included Thames College, King’s College, United Academy, United College, and The British School. However, due to the limited number of teacher responses, we cannot statistically say that these results are a fully accurate representation of all educators’ opinions.

### 4.2.1 Educator Demographics

We obtained survey responses from educators who teach at a wide variety of education levels, as shown in Figure 28. Most educators reported teaching more than one year level.

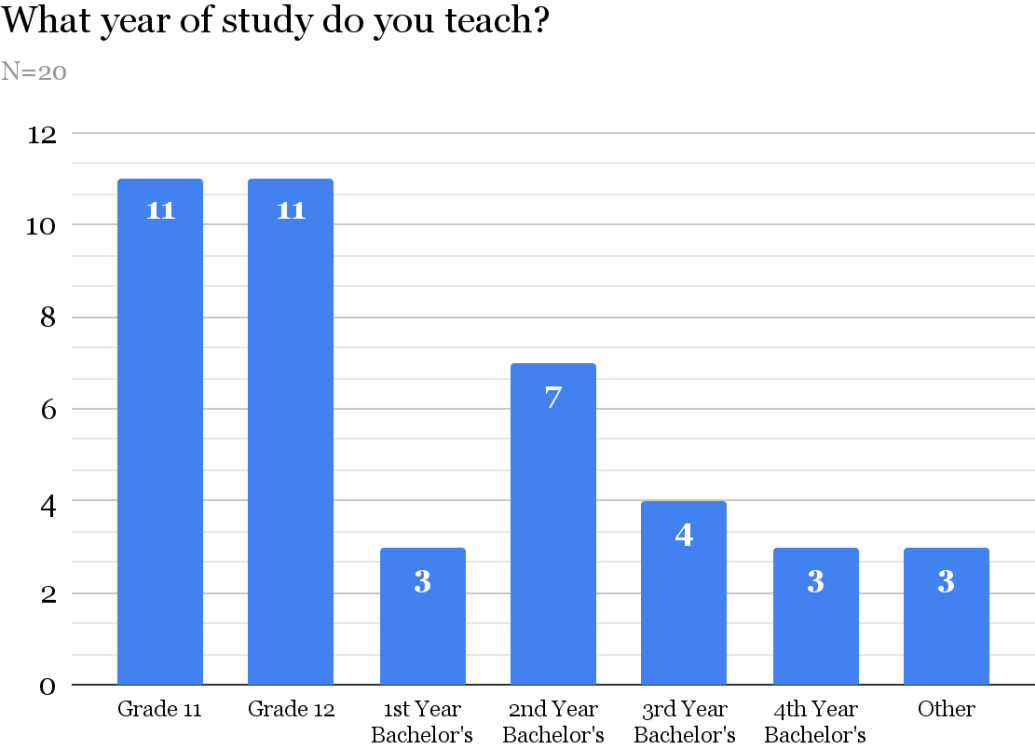
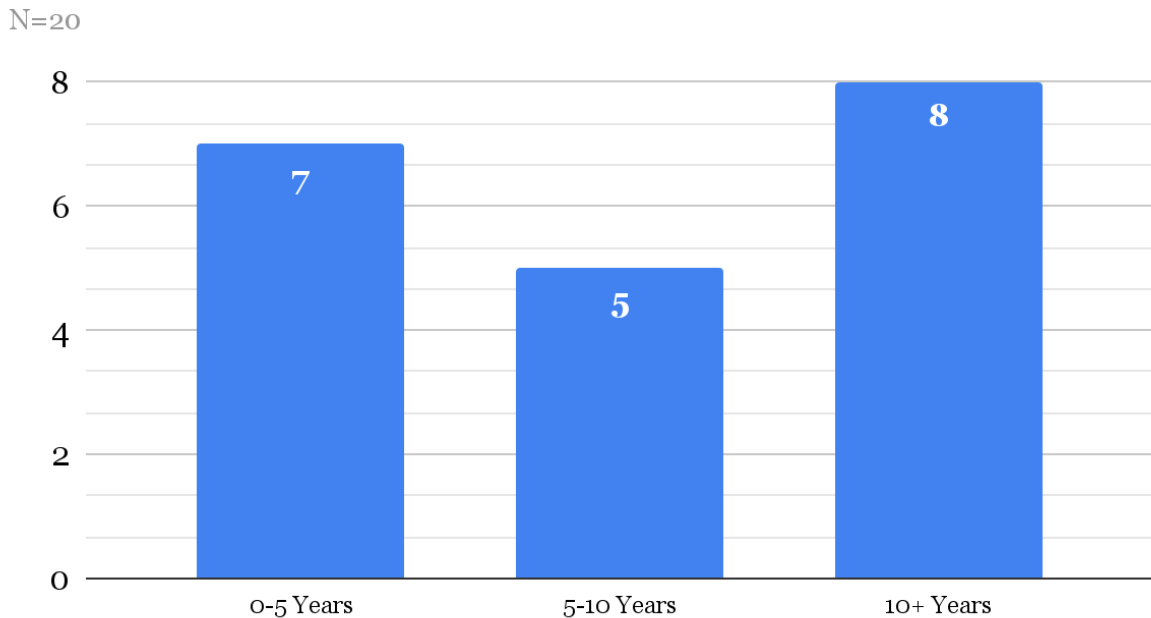


Figure 28: What year of study do teachers teach

Another aspect examined in the teacher surveys was teaching experience, which allowed us to explore potential correlations between teachers’ opinions and their length of teaching experience. Educators with over 10 years of teaching experience have seen the early adoption of generative AI into education, whereas newer teachers came into the field with generative AI

already in use. Figure 29 displays that 7 teachers reported having taught for zero to five years, 5 teachers have taught for five to ten years, and 8 teachers reported having taught for over ten years.

## How many years have you taught?



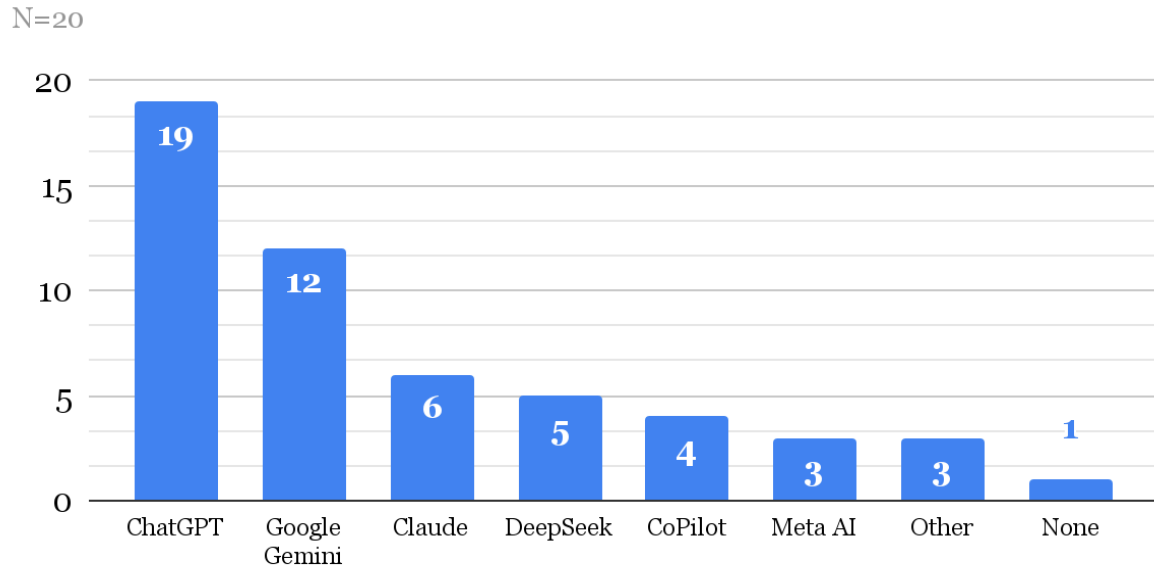
*Figure 29: How many years have teachers been teaching for*

Taken together, these demographics help us to see what kinds of experience these teachers have and what age of students they are working with. Additionally, this highlights the similarities between the teacher and student-reported data by displaying how teachers and students from the same year are reporting generative AI usage.

### **4.2.2 Educator Perspectives on Generative AI Use**

Similar to students' responses regarding which generative AI tools they use (Figure 3), teachers reported ChatGPT as being the most commonly used generative AI tool by students. As shown in Figure 30, 19 out of the 20 teachers surveyed reported observing students using ChatGPT. In addition to ChatGPT, Google Gemini was also frequently reported as a generative AI tool used by students.

## What Generative AI tools have you seen being used by students?



*Figure 30: What Generative AI tools have educators seen being used*

We also gathered information on how teachers have seen students utilizing generative AI for schoolwork. Figure 31 shows that the most commonly observed ways teachers notice students using generative AI are researching or finding information, generating answers for assignments, summarizing lecture materials, and generating essays and reports. Notably, only one teacher reports not having seen any students use generative AI tools. The least reported use of generative AI from students, as reported by teachers, is students evaluating and grading their own work before submitting. Once again, these survey results from teachers closely align with those reported by students in Figure 4.

# How have you seen or noticed students using Generative AI for schoolwork?

N=20

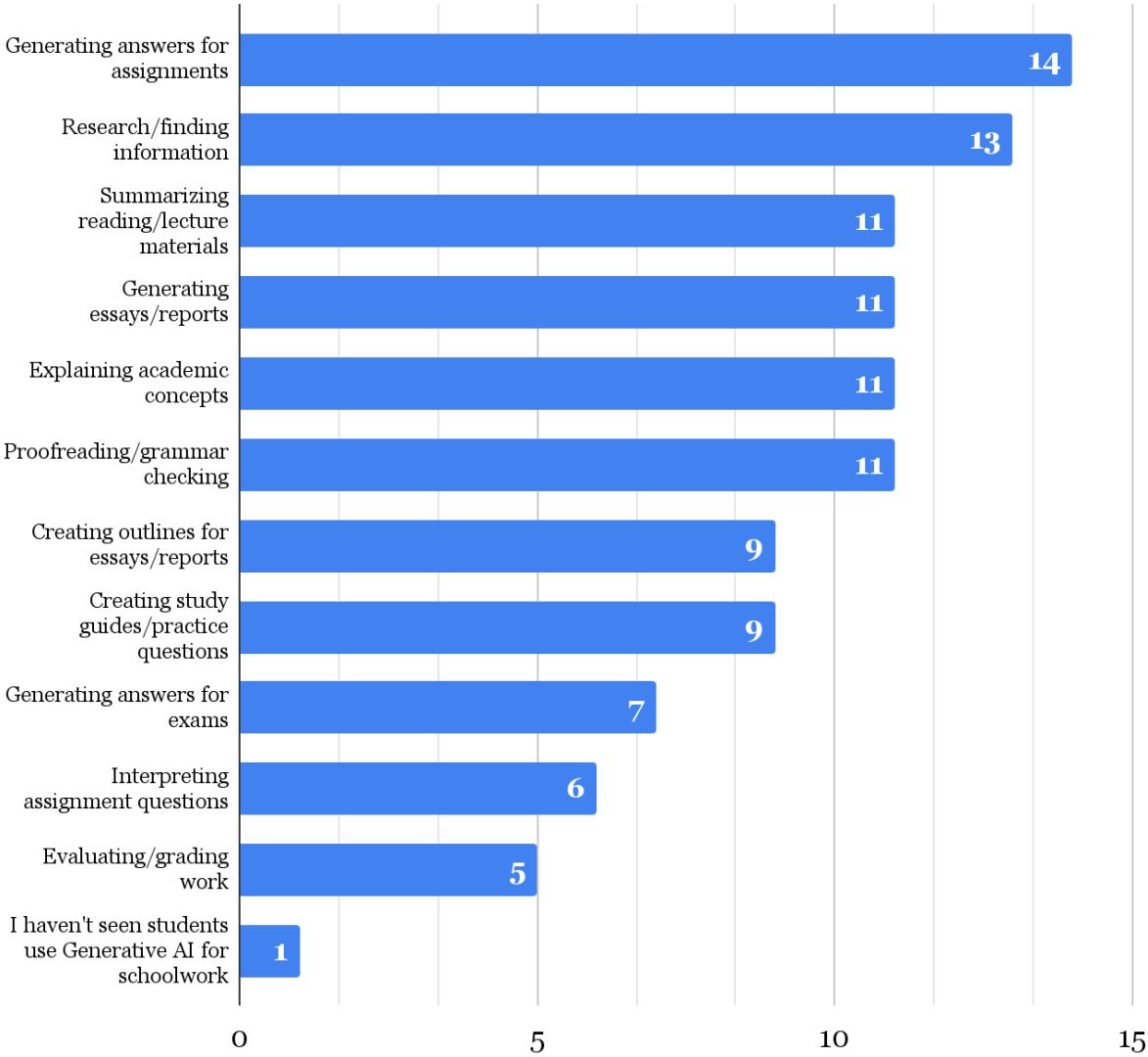


Figure 31: What have educators seen Generative AI being used for

As previously shown in both Figure 30 and Figure 31, the opinions teachers share on how students are using generative AI align closely with how students report themselves to be using generative AI.

### **4.2.3 Educator Perceptions On Generative AI Use in Schoolwork**

Similar to our student survey, teachers were asked to rate the acceptability of different uses of generative AI for schoolwork to understand what teachers considered appropriate use. For each academic-related use, teacher respondents selected an option on a Likert scale, ranging from “Very Unacceptable” (-2) to “Very Acceptable” (2). Figure 32 shows the average rating from teachers for each of these generative AI uses. Educators strongly favored the use of generative AI for students to create study guides and practice questions, as well as to explain academic concepts. Educators in our interviews also mentioned high support for students using generative AI tools for these uses. However, teachers were noticeably more critical of generative AI use in generating answers for academic work. This difference may be explained by concerns related to academic integrity and the possibility that generative AI could negatively impact the critical thinking skills of students, feelings that were echoed in our other survey questions, as well as interviews with educators.

## Average Ratings of AI Acceptability - Teachers

N = 20

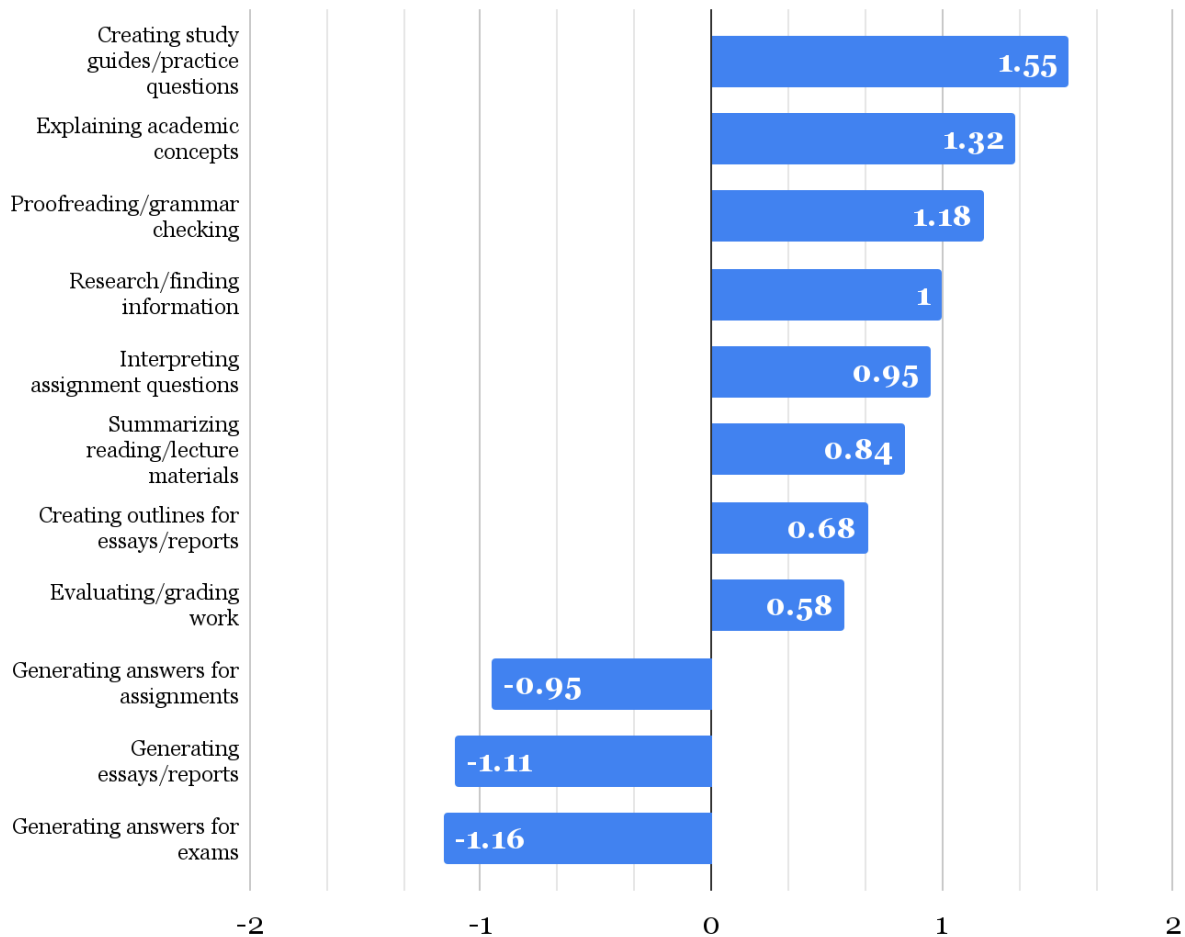


Figure 32: How acceptable educators feel certain uses of Generative AI are

### 4.2.4 Educator Views on the Academic Impact of Generative AI

In addition to examining acceptable uses of generative AI in education, we asked teachers to evaluate how generative AI impacts students' skills in group work, learning, critical thinking, and creativity. Teachers responded using the same Likert scale ranging from "Very Unacceptable" (-2) to "Very Acceptable" (2). Figure 33 depicts the average teacher responses. Generally, teachers responded neutrally regarding generative AI's impact on students' group work and learning, but were noticeably more negative about its effect on critical thinking and

creativity. These findings were further reinforced by the educators we interviewed, who acknowledged both the potential benefits and drawbacks of generative AI use for group work and learning, but expressed strong concerns about its impact on students' critical thinking and creativity.

## Average Teacher Ratings of Generative AI Impact

N = 20

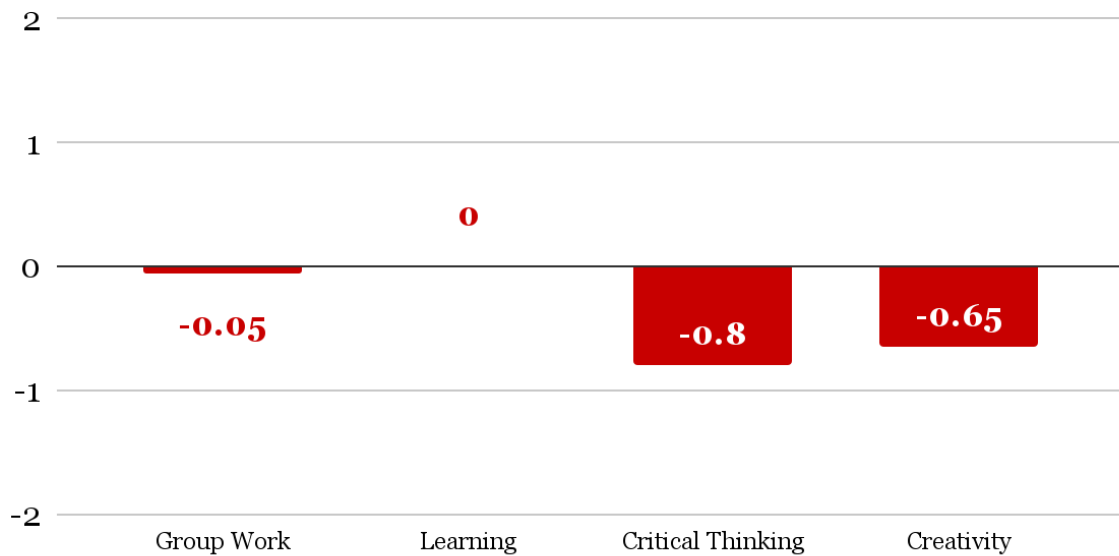


Figure 33: Educators' average ratings of Generative AI impact on students

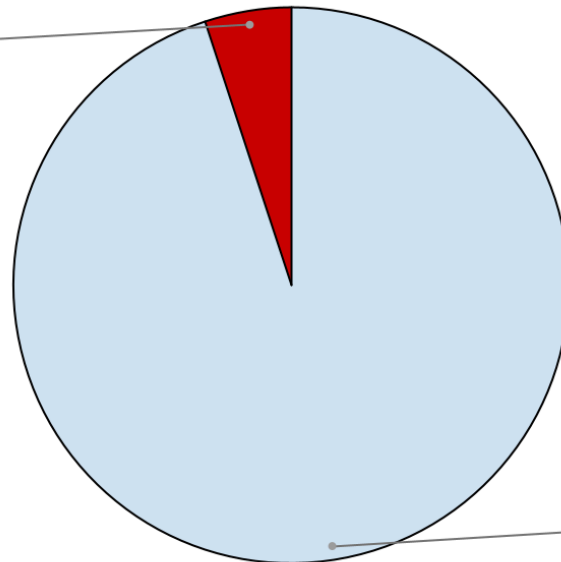
### 4.2.5 Generative AI Use Regulation

We also aimed to further understand how schools are discussing generative AI use and whether teachers are implementing guidelines or rules for generative AI use within their courses. In our survey, educators were asked if they had discussed generative AI use in their classrooms with students. Figure 34 shows that 95% of teachers claim to discuss generative AI use in their classrooms with students, and only one teacher reported not having discussed the usage of these tools.

## Have you discussed Generative AI use in your classrooms?

N=20

No  
5.0%



Yes  
95.0%

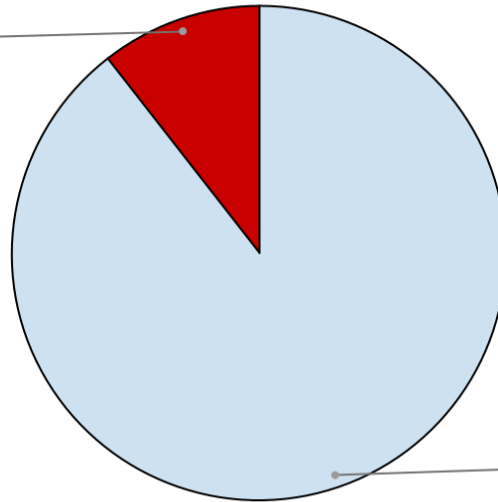
*Figure 34: Have educators discussed Generative AI usage in their classrooms*

Figure 35 shows that 89.5% of educators have discussed concerns around generative AI with other educators, showing that students' generative AI use is a topic of concern among teacher communities. Only 10.5% of educators report not having discussed concerns with other educators.

## Have you discussed Generative AI concerns with other educators?

N=20

No  
10.5%



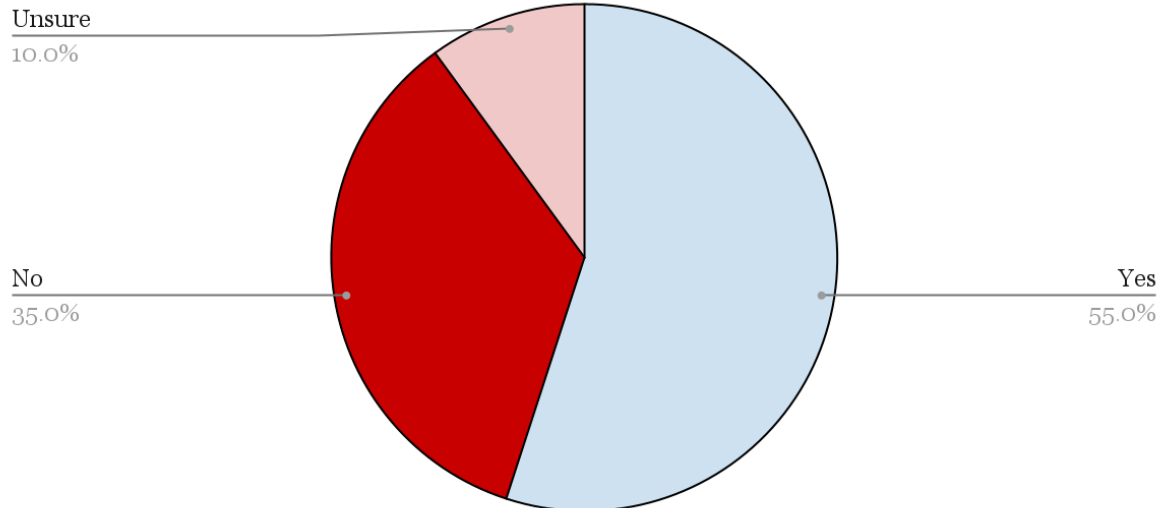
Yes  
89.5%

*Figure 35: Have educators discussed concerns about Generative AI with other educators*

Next, Figure 36 inquires if teachers have any rules set in their classrooms that restrict students' usage of generative AI. Over half (55%) of teachers reported that they have rules in their classrooms, 35% of teachers said they did not have any rules implemented, and 10% of teachers claimed they are unsure if they have any restrictions around generative AI in their courses. Interestingly, although nearly all teachers had discussed generative AI usage in their classrooms (Figure 34) and expressed concerns about generative AI (Figure 35), only around half the teachers surveyed had regulations implemented within their classrooms.

## Do you have any rules or restrictions around Generative AI use in your classrooms?

N=20

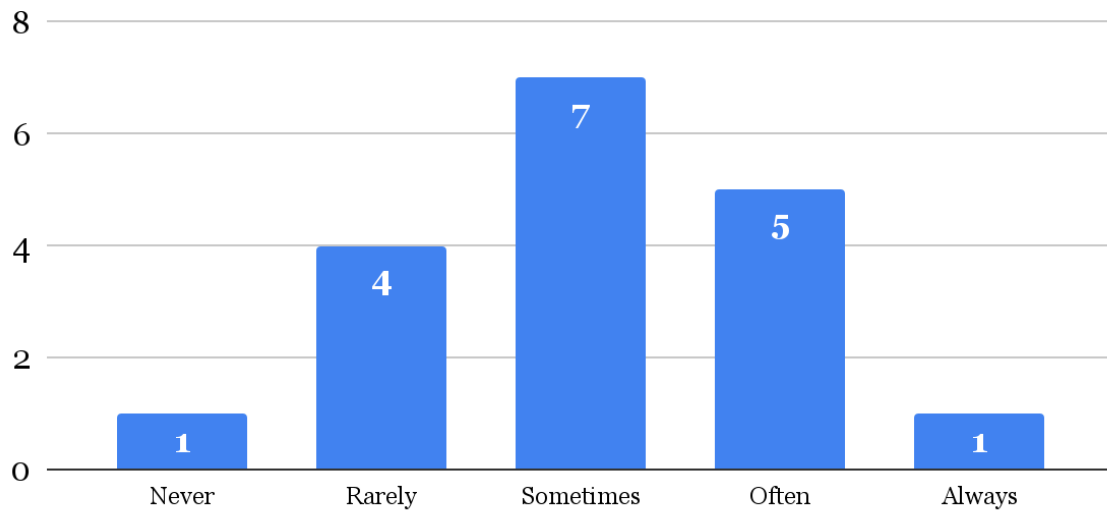


*Figure 36: Do educators have restrictions on using Generative AI*

Figure 37 displays how frequently teachers report checking students' work for the use of generative AI. Most teachers indicated that they check students' work either sometimes (7 out of 20 teachers) or often (5 out of 20 teachers) for generative AI usage. Only one teacher reported never checking students' work, and one teacher reported always checking for generative AI use.

## How often do you check student's work for the use of Generative AI?

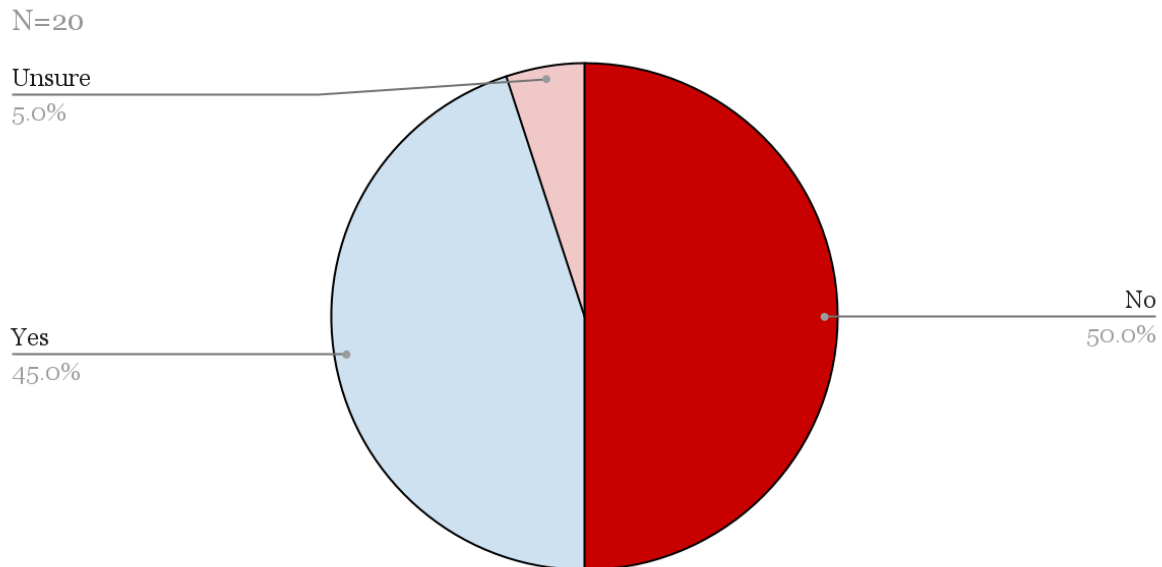
N=20



*Figure 37: Do educators check students' work for the use of Generative AI*

We also examined whether teachers had received any education or resources regarding generative AI, given the increasing use of these tools. Figure 38 shows that exactly half of the teachers surveyed (50%) reported not receiving any workshops or training on the use of generative AI.

## Have you received any training or workshops surrounding the use of Generative AI?



*Figure 38: Have educators received any training or workshops on the use of Generative AI*

Overall, most teachers are discussing the use of generative AI with their students, as shown in Figure 34, but fewer teachers actually have rules in place about the use of generative AI. There is also a disparity on whether teachers receive training on these tools, as shown in Figure 38, which could also explain the discrepancy between discussing generative AI tools in their classrooms and having rules implemented.

### **4.3 Student-Teacher Survey Comparisons and Conclusions**

To better understand the differences in perspectives for using generative AI in classrooms, we compared responses from teachers and students to survey questions that addressed similar topics. By examining the differences in opinions between the two groups, we were able to identify areas of disparity in how each group perceives the acceptability and impact of generative AI in education.

Figure 39 depicts the average acceptability ratings reported by both students and teachers for various uses of generative AI in educational settings. Both groups generally viewed

generative AI use as acceptable when used to support learning and comprehension of material, assist with research, and provide writing support. However, a clear contrast emerged in the perspectives on using generative AI for generating answers to assignments, essays/reports, and exams. While students generally rated these uses as slightly acceptable, educators viewed them as strongly unacceptable. This difference may be explained by varying levels of concerns related to academic integrity and the importance of graded work, factors that also showed variance during our interviews with students and teachers. This difference highlights a potential gap in academic expectations between teachers and students.

## Average Ratings of Generative AI Acceptability

N = 168 Students, 20 Teachers

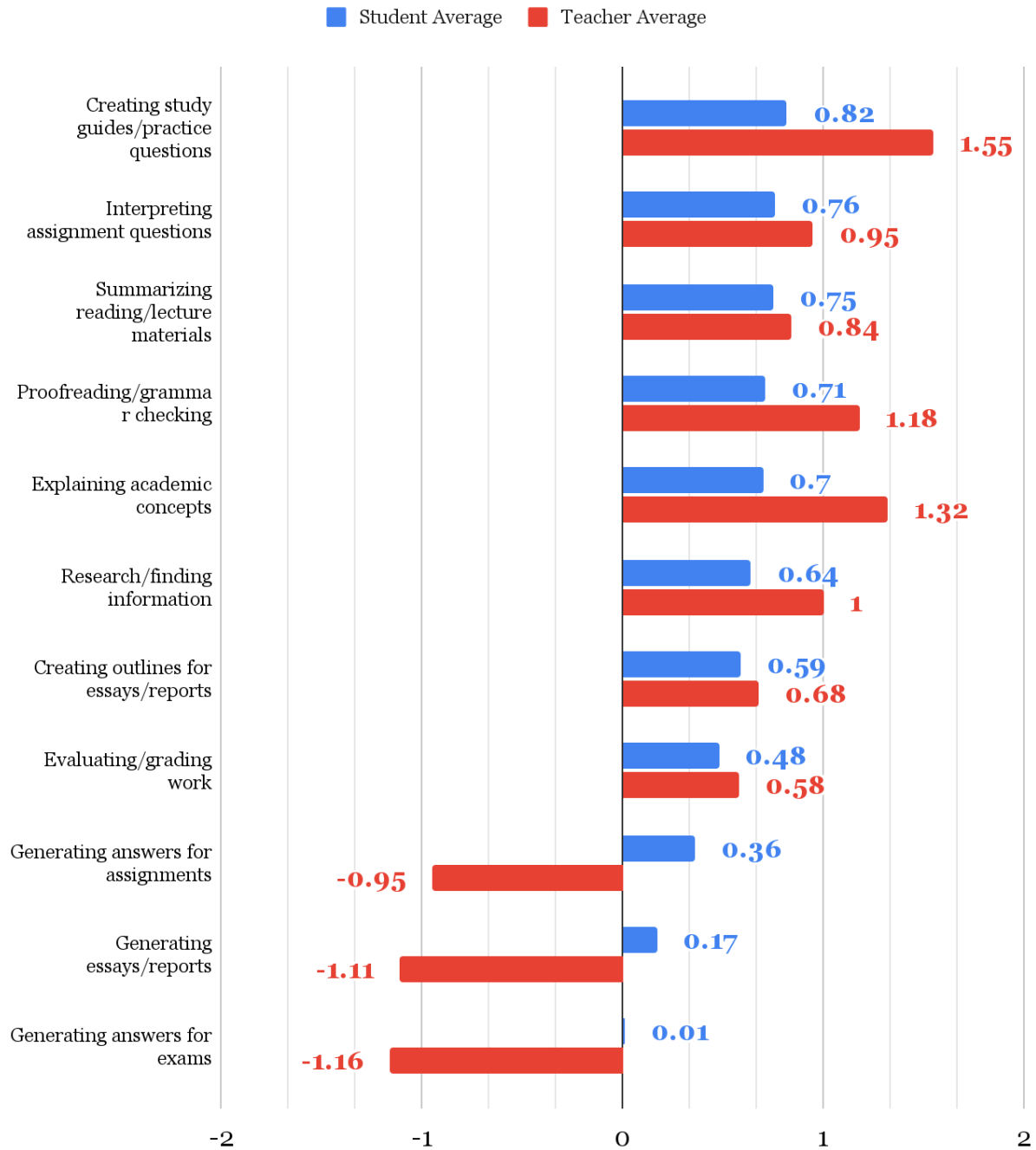


Figure 39: Average ratings of Generative AI acceptability of students and teachers

Additionally, both students and teachers were surveyed on their opinions regarding how generative AI use impacts students' skills in group work, learning, critical thinking, and creativity. Figure 40 shows the average responses for both groups. Across all questions, teachers were more critical than students about generative AI use and its impact on students' academic skills. Notably, both students and teachers expressed concerns about the impact of generative AI use on students' critical thinking and creativity skills, leaning negatively for both measures.

## Average Ratings of Generative AI Impact

N = 166 Students, 20 Teachers

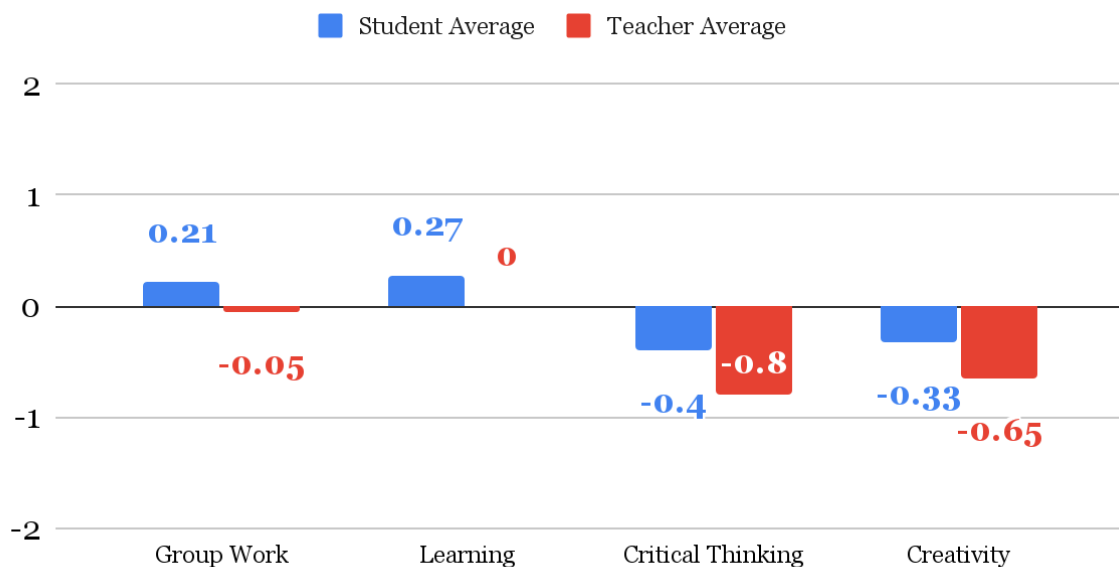


Figure 40: Average rating of Generative AI impact of students and teachers

By looking at Figure 39 and Figure 40, we can conclude that overall, teachers feel more negatively than students towards the integration of generative AI in schoolwork and feel more strongly about how it will negatively impact students' skills.

### 4.4 Survey Conclusions

Overall, the findings from our student survey indicate that generative AI use has become normalized and routine for most students in Nepali secondary schools and universities. Students commonly use tools such as ChatGPT, Google Gemini, and Deepseek as part of their daily

academics. Students are primarily using these generative AI tools for research, generating answers for assignments, summarizing lecture materials, and explaining academic concepts. For many students, generative AI tools have become an equally common source for educational assistance as their teachers. Supportive uses of generative AI, such as creating study guides and practice questions, interpreting assignment questions, and summarizing lecture material, are typically viewed as the most acceptable. In contrast, students are neutral about the acceptability of using generative AI to generate answers for graded schoolwork. This neutrality may be the result of unclear guidance from schools and teachers surrounding appropriate use, which is further supported by the uncertainty students reported regarding the existence of generative AI use policies.

Students expressed generally neutral confidence in the accuracy of generative AI responses, but a majority of students fact-check the information they receive on a regular basis. Students also recognize that while generative AI can positively support their group work and learning, it can also negatively impact their critical thinking skills and creativity. Students are also acknowledging the use of generative AI tools among their peers, and a majority of students have expressed concern about generative AI use with their friends and peers.

A pattern that appeared repeatedly throughout the student survey is the influence of school oversight on generative AI use, particularly the presence of rules and regulations at the institutional and classroom levels. Students who reported having rules about generative AI use in their schools tend to use generative AI tools less frequently, believe that generative AI had a more negative impact on their academic skills, and convey lower acceptance for generative AI use on graded assignments. Correlation analyses also displayed this pattern, highlighting that school and teacher policies can strongly influence students' opinions and behaviors surrounding generative AI use. Overall, these findings from student surveys show the importance of clearly communicated guidelines to promote the responsible and ethical use of generative AI in education.

For the educator survey, most educators reported that students are using generative AI tools for their schoolwork, particularly tools such as ChatGPT and Google Gemini, which coincides with the findings from the student survey. Teachers also noted that they have noticed

students using generative AI tools for research, generating answers for assignments, and summarizing lecture materials, which also matches what students reported. Teachers view acceptable uses of generative AI as those that support academic tasks, particularly creating study guides and explaining academic concepts. However, teachers demonstrated strong feelings of unacceptability towards students using generative AI tools to generate answers for graded work. Additionally, most teachers expressed concerns about potential harm to students' academic skills from using generative AI. Despite this, only about half of these teachers have concrete rules in their classrooms regarding the usage of generative AI. While a majority of surveyed teachers have discussed concerns about generative AI use with other educators, only 41% of respondents reported having training or workshops surrounding generative AI use in education.

Comparing student and teacher surveys highlights a difference in the perspectives of the two groups when it comes to the acceptability of using generative AI to generate answers for exams, assignments, and reports. Teachers strongly viewed this use as unacceptable, while students were more accepting. Teachers were also more concerned about the negative impact generative AI tools can have on students' academic skills. Together, these suggest a potential gap in academic expectations and varying concerns regarding the impact of generative AI usage on students.

## **4.5 Interviews**

We conducted interviews to elicit more in-depth responses and opinions from students and teachers that could not be provided by surveys alone. We conducted interviews with a total of 16 students and 9 teachers at King's College, Thames College, United College, and United Academy. The students interviewed included students in grade twelve and undergraduates. Both students and teachers were read a consent statement before conducting the interview, as seen in 7.3 Appendix C: Student Interview Guide and 7.4 Appendix D: Educator Interview Guide.

### **4.5.1 Student Interviews**

Student interviewees were first asked about their usage of generative AI, including how they use generative AI tools, frequency of generative AI usage, and whether using generative AI tools provided them with an advantage over their peers. A majority of students reported using

generative AI tools on a regular basis, and for a variety of uses. Common usages of generative AI identified in the interviews were research, generating assignment answers, and as a replacement for search engines. Many students claimed that using generative AI provided them with an advantage, as they were able to complete tasks much more quickly than peers who didn't use any tools.

Next, students were asked about how confident they felt in the accuracy and reliability of generative AI tools, and what they did to fact-check generated information, if at all. Students were split about the accuracy of these tools, with some students expressing the need to double-check the information provided, while other students believed that generative AI tools were correct a majority of the time. One student claimed that generative AI tools were "95 to 100 percent accurate," and another said that generative AI was correct "nine out of ten times." In contrast, some students reported that they check the legitimacy of generative AI responses by reviewing the original source, if provided. Other students said that they would do further investigation into a topic, including searching for reinforcing sources online, if they were uncertain of generative AI responses.

Students were then asked about the positive and negative effects of using generative AI for school work. On the positive side, students said it was extremely useful at speeding up long tasks, explaining concepts not clearly understood, and researching. One student explained, "We rely on [generative AI] completely for our homeworks, we just type the question and whatever is the answer it gives, we just write that," displaying how students are allured to the convenience and time-saving potential of generative AI tools.

However, even though generative AI tools were reported to help students be more time efficient, many students are still wary of becoming dependent on these generative AI tools. The same student added, "There are so many books out there, but then we feel lazy to look through books, and so just instantly, in a short period of time, we can just take the information from generative AI." Another student noted, "I want to do my work myself, but I tend to use generative AI anyhow, but it's kind of an advantage because I save time. I do feel bad because I want to use my own brain, I just can't." To echo this, the most recurring negative was the damage to the student's creativity and authenticity. A different student claimed that "humans

might stop thinking if they use too much generative AI, even now in our classes, when there is a case study, people start using ChatGPT, but that's so simple we can use our brain, but instead we are using generative AI tools to solve that basic question.” This further emphasizes students' concerns about the negative impact generative AI tools could have on their creativity and critical thinking, and their concern over becoming overly dependent on these tools.

To understand how generative AI influenced collaboration, we asked students about its effect on group projects. Eight students said they were concerned that generative AI was making students more independent and less likely to work in a group. Four students said they had no concern or that generative AI did not affect their group work, and the other four students said that generative AI made group projects and collaboration faster, easier, and better.

In conducting these interviews, out of the 16 students interviewed, we found that most of the responses included concerns about the data students shared with generative AI, where that information was going, and who could access it. Out of the 16 students, 87% said they do not trust generative AI overall. One student was concerned that generative AI was “building profiles on each user.” Another student stated, “The first and foremost concern [of generative AI] would be our data being out everywhere, because even if we share a few things, there is a whole list of things we have searched for, so that might get in the wrong hands in the future.” Even with these concerns, 37% of students claim to have shared personal information with generative AI, such as names and personal photographs. When asked to explain further, some students said they would ask generative AI about astrology, and give both their own and their friends' birthdays to generative AI. Some students expressed contradictory feelings about trust in generative AI tools, with one student stating, “I don't trust [generative AI], but I share my data, so I have to trust [generative AI].” Some students reported that they or their friends would use generative AI as a tool to discuss personal relationships, resulting in students sharing additional personal information with these platforms. These interviews showed that while many students attempt to be conscious about the information they give to generative AI tools, some students still provide sensitive data to these tools.

#### 4.5.2 Teacher Interviews

These interviews started by asking teachers how familiar they were with generative AI tools. Of the nine teachers we interviewed, five said they were familiar with generative AI tools. Teachers were also asked if they partook in the usage of generative AI and, if so, how. Four of the interviewed teachers said that they incorporated generative AI into building their lesson plans, grading assignments, and helping explain material more effectively. One teacher had spoken about a situation where they modified lesson plans for a student who had fallen behind and needed additional assistance to catch up.

We also asked teachers whether they had seen students using generative AI in the classroom, and if so, how students were using these tools. Most teachers' responses reinforced the answers from the surveys, saying that students' use of generative AI was widespread within education, and many students use generative AI tools to conduct research, generate answers for assignments, and summarize information.

We also asked teachers how generative AI has changed their teaching styles and strategies based on the increased use of generative AI. We found that 2 of the interviewed teachers had changed their assignments to integrate more complexity and nuance, forcing students to incorporate critical thinking skills. They explained that these changes would require the answers to be beyond generative AI's abilities, making it useless for these assignments. One teacher said they included more in-person discussion assignments rather than written ones to force the students to explain their thinking without the possibility of generative AI usage. One teacher expressed their attempt to combat generative AI usage and stated, "I would like [students] to think for themselves, so I make [assignments] in a way that they aren't able to use [generative AI] as much, as much as I can, but then a lot of times it's not possible because you can't escape generative AI at all." Some teachers also had the idea to make the students handwrite their assignments, which added an extra step for students wanting to use generative AI tools, because students were then unable to copy and paste generative AI generated responses. Some teachers took a different approach and tried to build a better understanding of how each of their students thinks, writes, and talks to try to diagnose the usage of generative AI in their work. However, a majority of teachers admitted to not checking students' work for generative AI upon

submission, due to unreliable tools for identifying generative AI use in assignments. Multiple teachers had tried resources like Turnitin, but had stopped due to false positives of generative AI use.

Many teachers saw generative AI as a negative tool for students to use. The majority of teachers stated that the usage of generative AI would dampen their students' creativity. In addition, they claimed students were becoming too reliant on it and would have trouble thinking for themselves. “[Generative AI] has made [students] more oriented towards just getting [their work] done than focusing on actual learning,” one teacher stated. Among teachers, generative AI was thought to be significantly diminishing students' work ethic and problem-solving abilities.

A handful of teachers mentioned some benefits of generative AI. One teacher was advocating that students with newly gained free time would spend it exploring personal creative passions. A different teacher stated, “I definitely think [generative AI] makes my class more inclusive, because a lot of students can't read a lot of articles in a condensed period of time, so ChatGPT does help with that.” Ultimately, the main positive echoed by most of the teachers interviewed was the ease of access of generative AI tools for students; however, many felt students need to learn how to use generative AI as a supportive tool in order for it to help rather than harm. One teacher claimed, “[students] have to learn how to use [generative AI] first and then use it rather than just jump in because it makes their life easier by jumping on it.” This displays teachers' openness to students using generative AI, as long as they're using it as an assistive tool, rather than something to replace their critical thinking and creativity. Another teacher emphasized this claim by stating, “I think [generative AI] is very similar to social media; there are great uses of social media, but people are also using it to feed their mind rubbish; there is a group of people who are using it for good, but there are a lot of people who are stuck in that cycle.”

One takeaway we had from our series of teacher interviews was further insight into the Nepali education system and what grading splits commonly look like in courses. One teacher underscored the differentiation that many Nepali schools have compared to educational institutions elsewhere. “In Nepal, generally, the evaluation scheme is completely different from other institutions in other countries, 75 percent of their grade is categorized in their

examinations, and the remaining 25 percent of their grade is based on other types of performance; that means their assignments, and their project activities.” This grading scale provides insight as to why students use and feel it is acceptable to use generative AI on tasks such as generating answers for assignments, possibly because of the lack of weight these assignments have on students’ grades.

### **4.5.3 Interview Conclusions**

Overall, conducting these interviews allowed students and teachers to give in-depth answers on their opinions surrounding generative AI, and provided us with a better understanding of how generative AI is impacting students. The largest concern raised by both students and teachers was an increase in the misuse of generative AI and the negative impacts this could present to students’ critical thinking and creativity. Both groups agreed that the reliance on generative AI to complete assignments was damaging overall creativity and the ability for students to think for themselves. Many of the responses from interviewees echoed the survey findings; however, there were several new points that were raised by participants. Students explained how generative AI made them work more independently during collaborative assignments and expressed concerns about the security of their personal data. The teacher interviews revealed that Nepali teachers are changing their teaching style and course assignments to combat the misuse of generative AI tools. They also highlighted that students felt comfortable generating answers with generative AI for assignments, since they carry limited weight in their overall grade. These in-depth answers gave further insight into how Nepali students use generative AI tools and allowed us to better design our own set of guidelines for the usage of generative AI in education.

### **4.6 Workshop**

Our workshop was held on December 5, 2025, in the conference hall of the Apex Business Hotel. The details of the workshop were organized and coordinated by team members at Body & Data, and our project team handled the content presented. We hosted a total of 29 students coming from universities including Thames College, Kings College, United Academy, United College, and a few additional schools.

We began the workshop by walking through each of our survey and interview findings through a series of figures and graphs, while providing commentary on our interpretations of the data. Throughout this presentation of the information, we promoted discussion between the students on their opinions of our findings and whether they felt student survey responses were accurate. Following this, we transitioned into a presentation on generative AI.



*Figure 41: Our group disseminating findings during our workshop*

#### **4.6.1 Generative AI Presentation**

Our presentation on generative AI was designed with the intent of giving students background information on generative AI to help deepen students' understanding of these tools. This presentation started with an introduction to popular generative AI implementations, with a background on how these tools and large language models (LLMs) work, and some common misconceptions and errors that afflict these models. The next section focused on key aspects of how humans learn, with a specific insistence on productive struggle, the idea that effort drives our understanding, as well as metacognition, the role self-reflection and active learning play in our educational growth. Following these brief overviews of generative AI and learning, we discussed the impacts of generative AI on learning, with equal attention to both the potential

benefits and risks that can come with generative AI use on schoolwork. This section also spoke on the issues of over-reliance that are often hard to avoid when utilizing these tools. There was then an outline on some of the data risks, biases, inaccuracies, and environmental impacts of generative AI, touching on the substantial energy and water consumption of generative AI data centers. Additionally, we shared information on WPI's academic integrity policy and Nepal's national AI policy with students to see if it was comparable with the rules and statements their individual schools had.



*Figure 42: Our group presenting on generative AI tools during our workshop*

#### **4.6.2 Focus Groups**

Following these presentations, we moved into focus groups, which allowed for further discussion between students. Each focus group consisted of 7-8 students, as well as a member of our team to help facilitate and steer the conversation. Before the focus groups started, we obtained verbal consent to audio-record the conversations from each of the participants after reading the focus group consent statement, which can be found in 7.5 Appendix E: Focus Group Guide, Section A. The total duration of the focus group discussions was approximately 30 minutes, with 10 minutes dedicated to three separate scenarios or topics, but slight deviation was encouraged to allow students to dive deeper into subjects they felt passionate about.



*Figure 43: Focus group discussions with attending students*

The first talking point, found in 7.5 Appendix E: Focus Group Guide, Section B, was a scenario depicting a student who utilized generative AI to assist in the writing of an essay, and was later punished for this usage. We also offered talking points surrounding the ethics of how the student used these tools, whether it was the right approach, and if the consequences were justified. Each focus group had different approaches to analyzing and commenting on the situation, but many of the participants pointed out that there was a need for more context to make an accurate assessment of the situation. They expressed that the rules the teacher has for generative AI use, assignment details, and the difference between the submitted content before and after putting it into generative AI are essential to determining if the student deserved the punishment. This underscores the importance of context in the evaluation of responsible and ethical generative AI usage. Furthermore, one group expressed that the way in which the student used the tools is the most relevant aspect, emphasizing the need for fact-checking and proofreading generated responses, utilizing multiple tools rather than only one generative AI model, and active engagement with generative AI tools rather than simply copying and pasting results into their own work. Some participants were divided on the use of generative AI to aid in the writing process, while some believed that any use of generative AI impeded creativity and

learning, and others believed that these tools could either support or hinder a student's writing or academic development.



*Figure 44: Focus group discussions with attending students*

The second topic of the focus group discussions was focused on bias in generative AI. It consisted of two questions, found in 7.5 Appendix E: Focus Group Guide Section C, the first asking if participants had noticed or believed that these tools were biased, and how it might have impacted their education, with some examples of how this bias could present itself. A majority of participants expressed that they did notice many biases in the generative AI tools surrounding marginalized groups and cultures, specifically when discussing Nepali current events and ethnicities. Notably, most students echoed sentiments that they experienced adverse results when attempting to communicate with generative AI in Nepali rather than English. One group highlighted an issue that the biases of developers of these technologies sometimes integrate their own biases into the generative AI models they develop. Overall, most students found that these biases could impact their research when certain opinions are disproportionately represented compared to conflicting beliefs.

The second question we asked the focus groups surrounding bias in generative AI was if participants believed that generative AI tools would become less biased as they develop. All the

groups expressed the overarching belief that generative AI would become more biased as it develops. Most referencing the idea that existing inequalities will grow because minority groups won't be contributing proportionally to the data that these generative AI models will be trained on. A common belief among most groups was that this growing inequality in representation would result in a reinforcement of stereotypes and popular beliefs rather than a more rounded perspective. A small subsection of participants thought that developments in the model's ability to balance perspectives could combat this discrepancy in training data, while most expressed that they still had doubts surrounding this possibility.



*Figure 45: Focus group discussions with attending students*

The final theme of the focus group discussions focused on privacy and data sharing with generative AI. It consisted of four questions, found in 7.5 Appendix E: Focus Group Guide Section D, starting with questioning participants on what data they thought generative AI tools may gather from users. Most participants expressed an uncertain sentiment, saying they had never really thought about how the data they shared with these tools had been collected. One group displayed more concerns about their data being collected, explicitly expressing concerns over images being shared with these generative AI tools due to uncertainty about what these tools could do with their pictures. Regarding what kind of data was being gathered, most said they thought these generative AI models were collecting all data pertaining to their demographics, chat details, and anything else that could be used in training. Some participants felt that generative AI tools began to communicate with them differently the more they used

them, and a smaller subset believed this was because the tools were building a profile on them based on their inputs.

The next couple of questions asked participants how comfortable they were with generative AI models collecting this data, as well as what information they would never share with generative AI tools. Almost every participant shared concern regarding how generative AI tools were using the data they stored from users, with a small minority believing there weren't any risks associated with this data sharing and storage. Many of the focus groups expressed that they avoided sharing any data that could be considered personal or private, with one group highlighting the tradeoff between sharing details with generative AI tools and the quality of the responses they would receive. Despite this general hesitancy among our focus groups towards sharing data with generative AI tools, many participants believed that the “average user” does engage in sharing sensitive data with generative AI tools. One participant provided an explanation for this oversight: trends in social media leading to people becoming more open to sharing their personal lives online. Additionally, a few participants mentioned that popular social media platforms have started implementing generative AI tools, such as Snapchat AI, and claimed that these tools could lead users to inadvertently share personal information and photos of themselves.

The final question of the focus group discussions surrounded possible issues of generative AI data leaks. This proves to be an increasingly relevant subject when debating risks associated with using generative AI tools, as OpenAI, the company that developed ChatGPT, had notified users of a data breach about a week before this workshop took place. According to OpenAI, an unknown attacker gained unauthorized access to part of their systems and exported datasets containing customer-identifiable information, including usernames, email addresses, and browser data (Nelson, 2025). Although this data leak did not contain user prompts, API keys, or payment information, the incident raises concerns about the vulnerability of these generative AI platforms and the data they are storing. Among most of the focus groups, this event was a large talking point and served as a strong reference for distress under the topic of data privacy between users and generative AI tools. Despite some participants expressing disregard for generative AI

tools collecting their data earlier in the focus groups, every participant of every group displayed anxiety when faced with the possibility of data leaks containing their information.

These focus group discussions served as an outlet for participants of the workshop to engage more deeply with the concepts in our presentations. Across groups, we observed frequent references to the survey and interview results, with some participants supplementing their perspectives with mentions of the topics covered in our generative AI presentation. In particular, the explanation of how generative AI tools process inputs and create outputs seemed to drive participants to question the accuracy of generative AI responses. Notably, however, none of the focus group participants mentioned any environmental concerns around generative AI, despite this topic being addressed in the workshop. This absence could potentially reflect the lack of publicly shared information about the environmental impacts of generative AI, which can leave people unaware of the ecological consequences of these technologies. Overall, many of the discussions were closely aligned with the themes identified in our surveys and interviews, providing additional support for our earlier findings.

#### **4.6.3 Student-Created Guidelines**

The final portion of our workshop was concentrated on the creation of guidelines for responsible generative AI use in an educational context. To support this process, we provided participants with a guideline template that included sections for a title, purpose, dos, don'ts, risks and considerations, examples of acceptable use, and examples of misuse. We chose this structure to allow students to formulate their thoughts in a comprehensive, understandable way, within the time restraints of our workshop. We then used the University of Oxford's AI use policies as a model, adapting them into the template to demonstrate how the framework could be effectively applied and articulated. Following this example, participants were split into five groups to develop their own guidelines for ethical usage of generative AI in education within this structure. We provided about 40 minutes for each group to draft these guidelines and then dedicated the final 20 minutes of the workshop to allow each group to present their guidelines. In this report, we refer to these groups as Group A through Group E.



Figure 46: Students presenting their created guidelines

Group A focused its guidelines on clarifying effective and honest use of generative AI in academic settings without weakening critical thinking. Their guideline poster, titled *Recommendations for Effective AI Use*, can be found in 7.6 Appendix F: Student-Created Workshop Guidelines Section A. They defined honest use as accurately reporting where, when, and how extensively generative AI was used. Effective use consisted of cross-referencing information and sources generated by generative AI tools. Some examples of acceptable use that Group A provided included using generative AI for translation and grammar support, or to help understand academic concepts. They described misuse as completely relying on generative AI tools, such as copying and pasting responses without critical engagement. Group A also highlighted how using generative AI on schoolwork can hinder creativity and critical thinking, as well as the risks of sharing sensitive information with these generative AI platforms.

In contrast, Group B's guidelines were more resistant to integrating generative AI tools into educational contexts, framing their position around preserving fairness and maintaining equitable competition within the university. Their guideline poster, titled *Guidelines for Use of AI*, can be found in 7.6 Appendix F: Student-Created Workshop Guidelines Section B. One of their criteria for acceptable use was utilizing generative AI as a last option, while some acceptable use-cases were grammar assistance, personal evaluation, research, and brainstorming. Group B's guidelines warned of the dependency that can manifest if utilizing generative AI tools

frequently, as well as accuracy issues and potential data leaks. They asserted that sharing personal details and generating images should be avoided, as well as any work that consists of creative and logical engagement.

Group C decided to narrow the scope of their guidelines around the use of generative AI tools in research, specifically concerning current events and news. Their guideline poster, titled *Policies Related to the Use of AI Tools in Research Related to Current Affairs and News*, can be found in 7.6 Appendix F: Student-Created Workshop Guidelines Section C. They described the purpose of their guidelines as helping users avoid the spread of misinformation and access balanced perspectives by employing generative AI as a supplementary tool for reasoning and research, rather than relying solely on raw prompt outputs. Group C outlined acceptable use of generative AI tools in research under the following criteria: verifying the validity of cited sources, using the tools to mediate or summarize obtained information, and employing generative AI to enhance understanding of the reasoning and technical aspects of the incidents. They defined misuse as over-reliance on generative AI tools when conducting independent research and as relying on only one generative AI tool due to the bias or inaccuracies present in generative AI models. Group C’s guidelines further stressed that users bear full responsibility for evaluating the information generated by these tools, including any embedded biases, misinformation, or hallucinations.



Figure 47: Students presenting their created guidelines

In a similar manner to Group C, Group D centered its guidelines on a specific application of generative AI—responsible use within information technology (IT) project work. Their guideline poster, titled *Responsible Use of AI in Building Final Year IT Projects*, can be found in 7.6 Appendix F: Student-Created Workshop Guidelines Section D. A substantial portion of their guidelines addressed responsible use of generative AI tools in programming, stating that it was acceptable to generate redundant code, skeletons, and documentation, as well as using these tools for debugging and syntax validation. Additionally, Group D considered it appropriate to utilize generative AI tools for research purposes, brainstorming, proofreading and grammar checking, and for creating diagrams or flow charts. They described misuse as copying and pasting code from generative AI tools without critical evaluation, relying heavily on generative AI for constructing logic, and producing complete documentation proposals without human involvement. Group D’s guidelines further emphasized the need to secure legal permission before using copyrighted content and noted that code created by generative AI is frequently error-prone, difficult to scale, and insufficiently optimized for production-level environments.

The final group, Group E, focused its guidelines on generative AI use in journalism, with a specific attention to promoting authenticity, inclusivity, and integrity in published media. Their guideline poster, titled *Use and Misuse of AI in News Portal and Social Website/Media*, can be found in 7.6 Appendix F: Student-Created Workshop Guidelines Section E. Similar to other groups’ guidelines, they outlined proper usage of generative AI tools, such as grammar-checking, proofreading, and research, if sources and information obtained are cross-referenced and fact-checked. Group E also emphasized the importance of following the generative AI policies set by the state, the organization, and the platforms where the media is being published. Their guidelines highlighted certain risks of using generative AI tools in media, including the potential to undermine human creativity, introduce misinformation, and reflect the biases embedded within these generative AI platforms. Another portion of Group E’s guidelines touched on the creation of AI-generated images. They stated images unrelated to real people or events are appropriate uses for generative AI; however, producing images that portray real individuals or real-world scenarios, such as deepfakes, constitutes misuse.

While each group's set of guidelines shared several common themes, each adopted a unique approach to defining responsible generative AI usage. Two groups specifically addressed generative AI in relation to current affairs and news, with one focusing on research processes and the other discussing the publication and dissemination of this content. Group C centered its guidelines on the use of generative AI tools in programming work, while the two remaining groups developed broader, more general guidelines. Taken together, these varied approaches illustrate how students interpret responsible generative AI use across different contexts while still applying key concepts discussed earlier in the workshop. Many of the final guidelines echoed concerns raised in the focus groups, including misinformation, bias, transparency, and data privacy. Similarly, several topics introduced in the presentation and reflected in our survey and interview results—such as over-reliance on generative AI, inaccuracies in generated content, and the need for active engagement with these tools—also emerged in the groups' final products. As a whole, the guidelines highlight the importance of incorporating student perspectives when shaping future educational policies on generative AI and the need for ongoing discussions as these technologies continue to be more integrated into educational environments.

# Chapter 5: Conclusions and Recommendations

## 5.1 Conclusions

Our project sought to understand how Nepali youth are engaging with generative AI, what resources and support they rely on, and the extent of their awareness regarding the cognitive impacts and ethical issues associated with generative AI use. This involved examining how Nepali students were using generative AI tools in their schoolwork, analyzing the data we collected, and ultimately providing recommendations for guidelines on responsible and ethical generative AI use in Nepali schools. The first method we employed was a set of surveys, administered to both students and educators, designed to gather quantitative data on Nepali students' use of generative AI and their feelings surrounding its role in academic contexts. To complement the surveys, we conducted semi-structured interviews to obtain more nuanced insights into the attitudes and experiences of students and teachers regarding generative AI. The culmination of our research was a collaborative workshop, in which Nepali students offered their perspectives on our findings. This consisted of attendees participating in focus groups that encouraged discussions around key themes concerning generative AI use in schoolwork, as well as a collaborative activity in which participants developed guidelines for responsible generative AI use.

Our surveys showed that generative AI use is widespread among Nepali students for academic support, while teachers are typically more cautious about its use. School policies on generative AI use noticeably reduce students' usage of generative AI tools and foster more critical thinking about such tools. Overall, generative AI use is normalized among students, but there is a clear difference between student and teacher perspectives on what is considered acceptable and responsible use.

The interviews allowed for more depth than the surveys, showing most of the students had concerns with where their personal information was going, and were taking measures to not share data with generative AI tools. On the contrary, there were some students who not only didn't have concerns, but gave their personal data to generative AI freely. Additionally, the interviews brought out many educators' opinions not expressed in the surveys, such as the

change of teaching strategies to adapt to generative AI usage. Throughout the interviews, the most common opinion between students and teachers was their concerns around generative AI's impact on students' creativity and critical thinking.

The focus groups reinforced many of the concerns identified in our surveys and interviews, such as the risk of over-reliance on generative AI tools and the ambiguity surrounding what constitutes appropriate use and misuse in educational settings. Many participants expressed worry about generative AI inaccuracies, the potential for embedded biases in these generative AI models, and how such issues could shape their understanding of academic content or lead to misinformed perspectives. Data privacy emerged as another widespread concern, with questions surrounding how generative AI platforms collect, store, and use inputted information, as well as the reliability of these systems in protecting their data.

Directly following the focus group discussions, students created guidelines that defined appropriate generative AI use through clear reporting of usage, verifying the accuracy of responses, and active, critical engagement with these tools. These guidelines emphasized the importance of awareness of the biases, unreliability, and data risks associated with utilizing generative AI. The overarching purpose, across all the guidelines, was to leverage these technologies to assist in students' education without compromising the critical thinking, creativity, and problem-solving skills that are integral to the process of learning.

### **5.1.1 Future Research and Limitations**

A continuation of our research would entail expanding the scope of our data collection, as well as testing our proposed guidelines, found in Chapter 5.2. One limitation we felt our project had was the inability to collect data from students in public schools, as well as expand our sampling outside of the Kathmandu Valley. A large reason why this was unattainable during our project span was due to a language barrier. While a majority of the students in private institutions can speak English sufficiently, in governmental and rural schools, there are many students who are unable to communicate in English. In order to properly survey and interview these schools, we would need to implement Nepali language skills or adequate translation tools. Additionally, hosting a workshop or focus groups, including teachers and administrators, would allow for further elaboration on educator viewpoints to supplement our findings from prior research.

The completion of our research was situated around our workshop, which heavily supplemented the development of our proposed guidelines; however, future steps for this project could include methods to verify the strength of these recommendations within academic settings. This could involve having Nepali students implement these guidelines in classroom scenarios and contributing feedback on aspects that were helpful and parts that could be removed. Moreover, students could attempt to utilize these guidelines in their studies to further supplement the validity of our recommendations.

## 5.2 Our Proposed Guidelines

After conducting research on generative AI usage in Nepali education, we have compiled the following guidelines for its responsible and ethical use. We chose to organize the guidelines in this structure for ease of use, readability, and to highlight key themes. The purpose is to provide a resource that supports students and teachers in understanding, determining, and assessing appropriate generative AI use in academic settings.

### 5.2.1 Generative AI Guidelines and Policy

- **Make Generative AI Rules Clear:** Ensure that generative AI policies and rules are easy to understand and widely shared, both at the institutional and classroom levels.
- **Encourage Generative AI Discussion:** Discuss generative AI use with friends, peers, educators, and school communities. Stimulate conversations about concerns, strategies for responsible use, and ethical uses of generative AI in learning.

### 5.2.2 Academic Integrity

- **Follow Rules in Place:** Students should adhere to published academic integrity rules for appropriate generative AI use as set by the state, educational institution, course, or educator.
- **Cite Generative AI Usage:** Be transparent about AI usage in academic work. Properly indicate where AI generated content was used and the extent of generative AI assistance.
- **Avoid Plagiarism:** Do not submit AI-generated content as your own created work. Take caution to identify generative AI use if necessary.

### 5.2.3 Cognitive Impact

- **Engage Critically with Generative AI:** Be mindful of generated responses, and don't rely on them as a final answer. Question the factual integrity and potential biases in responses.
- **Use AI as a Supportive Learning Tool:** Generative AI should supplement your research and problem solving, not replace it. Maintain the skills integral to the learning process, such as creativity and critical thinking.
- **Avoid Reliance on Generative AI Tools:** Use generative AI as a supplementary tool and not as a replacement for thinking, writing, research, or problem-solving. Avoid depending on generative AI for all academic tasks.

### 5.2.4 Privacy and Data Protection

- **Protect Sensitive Information:** Avoid sharing personal, sensitive, or confidential information with generative AI tools. Keep both your and others' private information secure.

### 5.2.5 Bias and Discrimination

- **Recognize Generative AI Bias:** While using generative AI tools, take into account the possibility for these systems to reflect biases in their training data, which can lead to unequal or incomplete representation of some topics.
- **Acknowledge Generative AI Limitations:** Be aware that AI tools can generate fabricated, inaccurate, or misleading information. Understand that not everything AI tools generate is accurate, and apply a critical approach to AI outputs.
- **Verify AI Generated Content:** Fact-check the information generated by AI with reliable and reputable sources. Do not rely solely on generative AI for obtaining information.

## Chapter 6: Annotated Bibliography

Batra, D. S., & Verma, D. S. (2023). To Study the Impact of ChatGPT Tool on Academic Learning: Perspective of Students and Teachers in Higher Education. *Journal of Informatics Education and Research*, 3(2). <https://doi.org/10.52783/jier.v3i2.340>

This study observes how Nepali students perceive AI, specifically ChatGPT. The main argument they make is how ChatGPT can be used as a beneficial tool, but it's important to integrate it ethically. For the actual research of the study, schools were specifically selected based on "their advanced technological infrastructure," meaning schools that had easier access to resources like ChatGPT. Additionally, they had only surveyed students who had frequent use of AI resources, and all the students they had surveyed were from the same area. To get their data, they interviewed students. Their findings were that most students felt that AI was a useful tool and acknowledged AI's lack of information and inaccuracy from time to time. However, some students also mentioned how it inhibited creativity and witnessed students using AI to think for them.

For our project, we can take away some of the things they did to collect their data, such as getting informed consent from anyone we talk to. Furthermore, while they had a heavy focus on one specific kind of student for their interviews, we can use this as a suggestion of what not to do to gain better information on Nepal as a whole. Another thing we can take away from this study is how the researchers utilized what the respondents said to consider ethical AI usage, and by doing this, we can improve our research by limiting our own biases about what ethical usage is.

Berg, B. L., & Lune, H. (2017). *Qualitative Research Methods for the Social Sciences* (Ninth). Pearson.

This book is a general guide to performing qualitative research, and covers topics about how to conduct research such as interviews, focus groups, data analysis, etc. The book also covers why these methods are important in research and how they capture data differently from quantitative data like surveys, observations, and numeric data. It gives advice on how to properly perform qualitative research and general guidelines, as well as sampling techniques.

This book will be very beneficial for our project. Since we plan to conduct both interviews and focus groups with Nepali students and educators, this book will serve as a toolkit for best practices on how to structure this research and how to analyze the results. While it is not specifically related to AI, it provides valuable information on qualitative research, which will appear numerous times across our project.

*Body & Data | Creating a free, open and just Internet for women and queer people online!* (2025, September 8). <https://bodyanddata.org/>

This source is our sponsor, Body & Data's webpage. It includes information on what they do, their mission, blog posts, and access to their published works. Body & Data's primary mission is to create an "accessible, safe, and just digital space for all". Their prime focus is on women, queer people, and other marginalized groups.

This webpage is a beneficial resource for us because it contains a majority of the information we need about our sponsor and makes it easy for us to access and refer to. By being able to reference Body & Data's mission, we can do our best to ensure our project aligns with their ideals.

Bohara, D. K., & Rana, K. (2024). Unmasking teachers' proficiency in harnessing Artificial Intelligence (AI) for transformative education. *SN Social Sciences*, 4(11), 203.

<https://doi.org/10.1007/s43545-024-01003-7>

The main point of this article is to discover how knowledgeable teachers are about Artificial Intelligence and its applications in an educational environment. Data for this research were gathered by inviting a total of 20 teachers from ten schools in Nepal to participate in a semi-structured interview. The interviews with the teachers lasted roughly 30 minutes on average. The interviews showed that Nepali teachers are aware of the growing impact of AI in education, and that it brings both advantages and disadvantages to the classroom. Overall, the educators believe that AI can be a benefit to classes if used properly, and future steps could include teaching the Nepali educators on essential knowledge of AI in a teaching and learning environment, as well as creating guidelines for AI in education. The article acknowledges that it is limited by the scope of the interviews (only Nepali educators) and believes that expanding to other countries could improve the response quality.

This paper is useful for our project. The article explains interviewing techniques that helped to gather quality responses, such as conducting interviews in natural settings, a diversity of participants selected, and using a semi-structured interview style to adapt questions based on the responses of participants. Since this data was gathered in Nepal, it also provides a good understanding of the current viewpoints towards AI in that country. This research utilized a semi-structured interview style, which allowed participants to provide more free-form and higher quality answers.

*CAN Federation recommends changes to National AI Policy.* (2025, February 19).

<https://kathmandupost.com/science-technology/2025/02/19/can-federation-recommends-changes-to-national-ai-policy>

This short article lists our recommendations created by the Computer Association of Nepal (CAN) regarding Nepal's first AI policy. It makes the point that Nepal has released its first draft for a national AI Policy, but there are gaps in coverage surrounding data privacy, ethical risks, and clear definitions of AI. CAN provides suggestions to promote stronger safeguards and increased support for AI innovation. The experts

emphasize the importance of protocols surrounding data privacy, confidentiality, integrity, and security. The experts also suggest investing in AI literacy and resources for AI education in schools.

This article provides valuable information for our research. The article provides information about what experts are saying in response to the recently released AI policies published by the Nepali government. Much of our research is concerned with data privacy, responsible use, and bias of generative AI tools and their impact on students. This article provides support for these concerns. It also helps to show that our project aligns with some of the priorities of the Nepali government.

Centre for Education and Human Resource Development. (2025). *Flash I Report 2081* (p. 83) [Annual/Flash Report]. Government of Nepal, Ministry of Education, Science and Technology, Centre for Education and Human Resource Development.

[https://giwmscdnone.gov.np/media/pdf\\_upload/Flash%20I%20Report%202081%20Final\\_rn76ynj.pdf](https://giwmscdnone.gov.np/media/pdf_upload/Flash%20I%20Report%202081%20Final_rn76ynj.pdf)

This report is a collection of the 2024/25 year information regarding Nepali schools, enrollments, and efficiency. It covers statistics surrounding students' promotion, repetition, dropout, and survival rates at all levels of the Nepali school system. It also provides aggregated data by gender, districts, and grade levels. Overall, it is a flash report containing various statistics about the recent state of education in Nepal.

This article contains incredibly useful information for our research. While not directly focused on AI usage, this article is still valuable for our research as it provides context about student enrollment and performance in recent years. It can also help to identify areas of disparity across the Nepali education system.

Chedraoui, K. (2025, December 4). Snapchat's New AI Features Are a Major Throwback. CNET.

<https://www.cnet.com/tech/services-and-software/snapchats-new-ai-video-filters-add-foxes-and-f lowers/>

This article shares details about popular social media app Snapchat's new generative AI tools. These features include a variety of AI filters, which add a variety of animals to personal images, and a chatbot that is powered by ChatGPT.

This article was to help us further understand one student's point of view on social media, beginning to use generative AI tools, and the growth of AI-altered images. This article helped to show us how exactly generative AI is being integrated into social media and becoming even more widespread. While social media does not directly relate to schoolwork, many students use social media in their day-to-day life, so discussing additional concerns over this isn't surprising.

Chen, K., Tallant, A. C., & Selig, I. (2024). Exploring generative AI literacy in higher education: Student adoption, interaction, evaluation and ethical perceptions. *Information and Learning Sciences*, 126(1–2), 132–148. <https://doi.org/10.1108/ILS-10-2023-0160>

This article explores how some university students are using generative AI tools like ChatGPT and focuses on how students use AI, interact with it, judge its outputs, and view its ethical implications. This study was conducted at a public university in the U.S. and found that students frequently use AI to brainstorm ideas or edit/proofread written work. It also found that students recognize the need to evaluate the accuracy of generative AI tools and be aware of potential bias or misuse. Many students expressed the need for clear guidance from their institutions on how to use these AI tools ethically. One limitation of the study is that it only focuses on a single institution from the United States, so the findings may not fully reflect the perspectives of Nepali students. It also relies solely on survey data and does not have insights from qualitative methods, which may limit the findings.

This article will be important for our research. It provides a baseline for how students are viewing generative AI use, even if it is not Nepali specific. It could also be useful to compare differences between U.S. and Nepali students' viewpoints on various topics surrounding generative AI usage. The article also emphasizes the importance of being critical about the outputs of AI tools and understanding ethical boundaries, which aligns with our goal of promoting responsible and ethical AI use.

Dahal, P., Atkinson, E., & Khan, I. (2025, September 10). *Why GenZ has taken over the streets in Nepal*. <https://www.bbc.com/news/articles/crkj0lzl3ro>

This article covers information from the protests initiated by Nepali youth on September 9th, which were coined the “GenZ Protests.” The article covers the main reasons why the protest started, and the problems that the Nepali youth face. It also explains the aftermath of the protests and changes to the Nepali government.

This article will be useful for our research. It provides important information about the dynamic between the Nepali government and youth, and covers important recent events. The recent disruptions may also influence how students view their opportunities in the education system, resulting in them responding differently in reflection to their recent experiences.

Devkota, M. (2025). Unveiling Nepali Students' Lived Experiences of ChatGPT in Secondary School Education: Opportunities and Challenges. *Madhyabindu Journal*, 10(1), 110–127. <https://doi.org/10.3126/madhyabindu.v10i1.75619>

This article looks at the perceptions of generative AI tools, specifically ChatGPT, among students in Nepal. The study included 15 secondary school students from ages 15 to 18, who used ChatGPT on a frequent basis. The study utilized a mixed-methods

approach, included surveys conducted via Google Forms, and semi-structured interviews. The findings from the study showed that ChatGPT assisted students in their time efficiency, learning, vocabulary, and explaining complex topics. However, the study participants also addressed the potential of over-reliance on these tools that could lead to a loss in critical thinking and creativity.

This article will be useful for our research. It provides some insight into how Nepali students currently view generative AI tools. It also uses similar methods that we intend to use, showing that these methods will be reasonable to execute. A limitation of this study is the small scope of the participants. The study focuses solely on ChatGPT, and not generative AI overall. It also only focuses on students in secondary schools and has a small sample size of 15 students. It provides a good baseline to build off of.

Fan, Y., Tang, L., Le, H., Shen, K., Tan, S., Zhao, Y., Shen, Y., Li, X., & Gašević, D. (2024). Beware of metacognitive laziness: Effects of generative artificial intelligence on learning motivation, processes, and performance. *British Journal of Educational Technology*, 56(2), 489–530.

This article looks at the impact that generative AI has on students' learning motivation and performance. The authors claim that while AI tools make schoolwork easier, overreliance on these tools can lead to “metacognitive laziness,” where students put in reduced effort and avoid critical thinking. Results from conducted experiments and surveys found that students who were relying too much on AI showed lower motivation and weaker learning. The study highlights the link between motivation, effort, and performance.

This article is useful for our project. It highlights the importance of teaching students to reflect on how they use generative AI tools. It shows the risks of overreliance, which connects directly to our goal of building ethical awareness, responsible use, and critical thinking among Nepali students. We can use their idea of “metacognitive laziness” to spark discussions about healthy vs. unhealthy use of AI tools.

Gerlich, M. (2025). AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking. *Societies*, 15(1), NA(NA)-NA(NA). <https://doi.org/10.3390/soc15010006>

The point of this article is to discuss the results of a survey conducted on the relationship between the use of AI tools and critical thinking skills. The survey used 669 participants ranging from 17 to over 46 years old, and contained questions about AI usage, cognitive offloading, and the Halpern Critical Thinking Assessment. Additionally, semi-structured interviews were conducted using 50 of the original participants, which went more in-depth. The survey found that younger participants utilized AI tools more but displayed lower critical thinking skills compared to the older participants, who generally used AI tools less. There was a strongly negative correlation between AI use and critical thinking skills, as well as a strong negative correlation between AI use and

cognitive unloading, which suggests that AI use leads to a decrease in critical thinking and a decrease in memorization and problem solving. Overall, the study confirmed the following proposed hypotheses: “Higher AI tool usage is associated with reduced critical thinking skills,” and “Cognitive offloading mediates the relationship between AI tool usage and critical thinking skills.”

This article will be incredibly useful for developing our project. It focuses on the cognitive impact of AI tool usage, which ties in with the concerns that we have for students who utilize these AI tools. It explains that using AI tools for cognitive offloading leads to a decrease in critical thinking skills, so it will be helpful for us to focus on teaching students to be mindful of this cognitive offloading when using AI tools. The data was collected from a mix of both surveys and interviews, which may be something we want to consider for our project.

Ghimire, S. N., Bhattarai, U., & Baral, R. K. (2024). Implications of ChatGPT for higher education institutions: Exploring Nepali university students’ perspectives. *Higher Education Research & Development*, 43(8), 1769–1783. <https://doi.org/10.1080/07294360.2024.2366323>

The main point of this article is to discuss the findings of an interview conducted to gather perceptions about ChatGPT from higher education students in Nepal. This interview used a semi-structured design to discuss the perspective and experience of using ChatGPT academically for higher education students ranging from undergraduates to doctoral students. The 30–60-minute interview consisted of 20 students who were asked open-ended questions like “How have you utilized ChatGPT in learning and writing activities?” and follow-up questions regarding potential opportunities and risks of ChatGPT in HEIs.” (Ghimire et al., 2024, Instruments and procedure). The interview results found that ChatGPT was highly favored and popular in higher education student bodies. Many students mention that ChatGPT allows them to gain information easily compared to search engines, other students, or instructors. The interviewees also emphasized that ChatGPT streamlined the process of gathering data and greatly cut down on the time spent gathering data. However, the students also discussed the drawbacks of utilizing ChatGPT, namely a reduction in their creativity, and negative impacts on their writing skills. Students also acknowledged that ChatGPT leads to an increase in academic misconduct and cheating, but students’ answers to what was considered cheating varied.

This article is very useful for our project. Primarily, it focuses on the current viewpoints of Nepali students with experience using ChatGPT, which ties in very well with the project we are working on. This article is very useful for assessing the current background of generative AI use in higher education and provides information to build off of. The downside of this research is that it doesn’t examine the perspective of ChatGPT use in high school students, which is a demographic that we intend to speak with during our project. Another limitation of this paper is that it only analyzes the perceptions of ChatGPT, which is only one Generative AI tool. This research utilized a semi-structured interview style, which allowed participants to provide more free-form and higher quality answers.

Goal 4 | Department of Economic and Social Affairs. (2025, October 4).

<https://sdgs.un.org/goals/goal4>

This is our project's United Nations Sustainable Development Goal. This goal is centered around the idea of inclusive and quality education for everyone. This is helpful for our project because it gives us a better idea of how our project has the ability to impact the community of Nepal. Our project is focused on how students are using generative AI tools in their education, and our project can help give guidance on how students can better utilize these tools in the future.

Haroud, S., & Saqri, N. (2025). Generative AI in Higher Education: Teachers' and Students' Perspectives on Support, Replacement, and Digital Literacy. *Education Sciences*, 15(4), 396. <https://doi.org/10.3390/educsci15040396>

This study looks at both Moroccan students and teachers perceptions of generative AI use in higher education. The study utilized a mixed methods approach and surveyed 130 teachers and 156 students to collect quantitative data. To gather qualitative data, the questionnaire included an optional comment section under each question, allowing participants to elaborate on their responses and capture deeper perceptions. The results showed a difference in perceptions between students and teachers regarding how AI usage impacts learning. Students showed positive opinions of adopting generative AI tools, while teachers were concerned about the potential impact on the development of critical thinking skills.

This study will be very beneficial for our project. It covers a very similar topic to the one that we are exploring. It also uses a mixed-methods approach to gathering both qualitative and quantitative data, and uses a survey to collect data from students and educators, similarly to how we plan to conduct our research. While the study happens in Morocco and therefore is not reflective of Nepali perspectives, it gives insights into perspectives of generative AI usage in a different country.

Heidelberg. (2022). Education for AI, not AI for Education: The Role of Education and Ethics in National AI Policy Strategies. *International Journal of Artificial Intelligence in Education*, 32(3). <https://doi.org/10.1007/s40593-021-00270-2>

This article analyzes 24 national AI policy strategies to explore how education and ethics are discussed in these policies. The findings from this article show that most countries are prioritizing educating workers to support AI development, but lack attention to how AI can be used within education itself. The article also pointed out that ethical concerns around generative AI are rarely discussed. The authors highlight this gap and provide five AI ethics principles that could make policymaking more balanced, and also provide recommendations on how researchers can engage in shaping ethical AI education policies.

This article will be useful for our background research, as it highlights a global lack of focus on teaching students how to use AI responsibly, which reinforces the importance of our project. A limitation of this article is that it does not take perspectives from Nepali teachers, students, or experts into consideration, which could limit the practical application in Nepali contexts.

Karahan Adalı, G., & Bilgili, A. (2025). Generative AI in Higher Education: Students' Perspectives on Adoption, Ethical Concerns, and Academic Impact. *Acta Infologica*, 9(1), 147–166. <https://doi.org/10.26650/acin.1670197>

This study looked at how students in Turkish higher education viewed the adoption, ethical concerns, and academic impact of generative AI in education. The study included 226 students from various departments and used a survey to collect quantitative data on various attitudes towards generative AI. The study found that there is a strong positive correlation between age and AI tool preferences, and also found that female students had stronger ethical concerns about these tools.

This study is beneficial for our research as it provides students' perspectives on generative AI use in education. The topics on responsible and ethical usage of these tools align with the same data we plan to research among Nepali students. While the data is based on Turkish students, it provides a baseline on how higher education students are viewing these tools.

Karran, A. J., Charland, P., Trempe-Martineau, J., Arana, A. O. de G. L. de, Lesage, A.-M., Sénécal, S., & Léger, P.-M. (2025). Multi-stakeholder perspective on responsible artificial intelligence and acceptability in education. *Npj Science of Learning*, 10(1), 1–12. <https://doi.org/10.1038/s41539-025-00333-2>

This study investigates the perspectives of responsible AI usage in education across a wide variety of groups, including students, teachers, parents, and school directors. The survey included several small focus groups, which were structured around potential uses of AI in education. A survey was also conducted to explore perspectives further. The findings from the study highlighted differences in perspectives across the different groups regarding AI usage.

This study will be useful for our research. It provides context about how various groups perceive the usage of generative AI in schoolwork. It also places importance on the viewpoints of both parents and school directors, groups that are often overlooked in similar studies. It highlights key areas of ethical AI usage that are of concern to each of these groups, providing us with potential areas of conversation within our own research.

*Key Nepali Stakeholders Provide Recommendations and Directions for Integrating AI in Education in Nepal.* (2025, September 30).

<https://www.unesco.org/en/articles/key-nepali-stakeholders-provide-recommendations-and-directions-integrating-ai-education-nepal>

This article covers a meeting held by UNESCO to discuss recommendations for how the Nepali government can begin to implement generative AI in its education system. It gave participants opportunities to discuss what things are the most important when considering how to implement generative AI technology and tools. We used this article to better see what steps the Nepal government was and is taking on the implementation and integration of technology into their education system, and what kind of guidelines they are working to put in place to help students and teachers navigate these tools.

*King's College Nepal*. (2025, November 25). <https://kingscollege.edu.np/>

King's College Nepal is one of the main universities we worked with to survey and interview students. Its website contains information about student life, programs offered by the university, and additional general information about King's College. Since this was another one of the main universities we had worked with, their website was an additional resource we could use to find general information about the university.

Klimova, B., & Pikhart, M. (2025). Exploring the effects of artificial intelligence on student and academic well-being in higher education: A mini-review. *Frontiers in Psychology*, 16. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11830699/>

The main idea of this article is that AI doesn't just change how students and teachers get their work done; it also impacts how they *feel* while doing it. The authors put together a review of different studies, so it's not new data, but more of a summary of what we know so far. They talk about positives like saving time and making things easier, but also point out the stress that comes from depending on AI or worrying about whether it's being used fairly.

For our project, this is useful because it highlights the "human side" of AI in education, which isn't always discussed. A lot of articles focus on whether students learn better with AI, but this one reminds me that stress and burnout matter too. I don't think it will give me numbers to use, but it helps me remember that technology isn't neutral—it changes the emotional part of education as much as the academic side.

Langheinrich, M. (2001). Privacy by Design—Principles of Privacy-Aware Ubiquitous Systems. In G. D. Abowd, B. Brumitt, & S. Shafer (Eds.), *Ubicomp 2001: Ubiquitous Computing* (Vol. 2201, pp. 273–291). Springer Berlin Heidelberg.  
[https://doi.org/10.1007/3-540-45427-6\\_23](https://doi.org/10.1007/3-540-45427-6_23)

This article discusses data privacy and how, as technology is beginning to be implemented in society, there are more concerns over this issue. It shares the need for attention to this issue and notes the importance of security. The paper establishes key principles for data privacy, which include openness and transparency, individual participation, collection limitation, data quality, use limitation, reasonable security, and accountability. This article shares how an effective privacy system ensures a user's security, anonymity, access, and transparency.

We are able to use this paper in our project by looking at how people viewed privacy regulations while technology was starting to grow, and comparing it to privacy concerns as generative AI continues to grow. Additionally, we can use it as a reference for what aspects are important when considering data privacy as it relates to people using generative AI tools.

Lee, H.-P., Sarkar, A., Tankelevitch, L., Drosos, I., Rintel, S., Banks, R., & Wilson, N. (2025). The impact of generative AI on critical thinking: Self-reported reductions in cognitive effort and confidence effects from a survey of knowledge workers. *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems (CHI '25)*. Association for Computing Machinery. <https://doi.org/10.1145/3706598.3713778>

This paper is about the impact generative AI tools have on critical thinking. To collect data, surveys were given to knowledge workers about how generative AI impacts their thinking and cognition. Through these surveys, it was determined that while people feel generative AI does help with efficiency, people also feel it causes them to put less effort into things and decreases their confidence in their critical thinking abilities.

This source is useful to us because it utilizes a similar data collection method to the one we are using on a relevant topic. Additionally, we can take away that if professionals feel overall less confident while using generative AI tools, students in Nepal may feel similarly.

Malik, A., Khan, M. L., Hussain, K., Qadir, J., & Tarhini, A. (2025). AI in higher education: Unveiling academicians' perspectives on teaching, research, and ethics in the age of ChatGPT. *Interactive Learning Environments*, 33(3), 2390–2406. <https://doi.org/10.1080/10494820.2024.2409407>

The main point of this article is to examine the benefits and drawbacks of implementing conversational AI, specifically ChatGPT, into education. The article looks at the perspective of researchers and educators in higher education. The data for this research were collected by interviewing 12 faculty members (with doctorate degrees and over 3 years of experience in academia) from 5 different countries, who all had experience with ChatGPT. The interviewees were asked questions from the following five themes: teaching, learning, assessment, research, and ethics. Overall, the interview

participants thought that ChatGPT would be beneficial in creating lectures and course material, but believed that instructors should also be taught how to appropriately use these resources to teach effectively. However, the educators were more mixed when it came to students using AI to learn course material. While participants mentioned that conversational AI could help students be more productive, support current knowledge, and provide individualized assistance, they are also wary of the risk of a decline in critical thinking. The interview also brought up topics like restructuring course curriculums, using AI for assisting in research, and an increased risk of plagiarism.

This article ties in well with our project. The article does a good job of explaining the interview techniques utilized, and the discussions with the participants are thorough. The article is also useful as it separates the discussions into five main themes, which give a good overview of conversational AI use in academia and higher education. However, this article does not contain any quantitative measures and is focused solely on the subjective opinions of the participants, a limitation that is noted in the article. This research utilized a semi-structured interview style, which allowed participants to provide more free-form answers.

Manure, A., Bengani, S., & S, S. (2023). *Introduction to Responsible AI - Implement Ethical AI Using Python*. Apress, an imprint of Springer Nature.

<https://link.springer.com/book/10.1007/978-1-4842-9982-1>

This source provides an overview of responsible AI usage and outlines key ethical principles, including transparency, fairness, accountability, and privacy. The source emphasized the importance of building ethical awareness surrounding the AI development process and uses examples and technical explanations to spark discussion. The authors explain how this ethical awareness can be implemented using Python.

This source will be beneficial for our research. While the text is meant for a more advanced audience that assumes knowledge of programming, particularly Python, we can still adapt the core ideas that focus on fairness and accountability. The article mentions that students and educators should be taught the importance of fairness, privacy, and accountability when using AI tools.

Miao, F., & Holmes, W. (2023). *Guidance for generative AI in education and research*. UNESCO. <https://doi.org/10.54675/EWZM9535>

UNESCO stands for the United Nations Educational, Scientific, and Cultural Organization, which is where this article is from. This article shows how generative AI should be used in schools and for research. The guide emphasizes transparency and fairness when people use generative AI tools, and notes the importance of not letting generative AI tools become superior to human judgment. The overarching idea of this source is the need to be cautious when using generative AI tools, and it's important to be truthful about how it's being used.

This is relevant to our project because it shows how guidance on how to responsibly use these generative AI tools is a global consideration. This source is an early framework for how students can use generative AI tools, and we can use it to help build our own generative AI guidelines off of.

Nelson, D. / J. (2025, November 28). OpenAI Confirms Data Breach—Here's Who Is Impacted. Decrypt. <https://decrypt.co/350376/openai-confirms-data-breach-heres-whos-impacted>

This article talks about a recent data breach from OpenAI, the company developing ChatGPT. During this data breach, an unknown attacker gained access to datasets containing private customer information, which included email addresses and browser data. This article raises concerns about the reliability of generative AI companies with private or confidential data.

This article is important to our research, as it relates to data privacy within generative AI tools. Conversations surrounding this recent data breach were commonly referenced during our focus group discussions.

*Nepalese Curriculum: Strengths, Weaknesses and What Needs to Change? – EduNepal.* (2025, October 30).

<https://edunepal.com/nepalese-curriculum-strengths-weaknesses-and-what-needs-to-change/>

This article gives a brief of what the Nepal education curriculum currently looks like. It is broken up into three levels: primary, secondary, and higher education. It notes some of the weaknesses of the current curriculum for students. These weaknesses include learning outdated content and a lack of practical skills, such as critical thinking and problem solving. Another big flaw in the Nepal education system that was mentioned is the unequal access people have to resources. The article states that some of the key changes that need to be made to the Nepal education curriculum include integrating technology and modernizing the curriculum to make everything more up to date.

This article was useful for us because it helps us to better understand what the Nepal education system looks like and some of its strengths and weaknesses. It is also beneficial because it notes how the overall curriculum of Nepal's education is behind when it comes to technology. This is important because it shows how not all students may have access to or completely understand how to use generative AI tools.

Otermans, P. C. J., Baines, S., Livingstone, C., Pereira, M., & Aditya, D. (2024). Chatting with the Future: A Comprehensive Exploration of Parents' Perspectives on Conversational AI Implementation in Children's Education. *International Journal of Technology in Education*, 7(3), 573–586. <https://doi.org/10.46328/ijte.812>

This article is primarily focused on how parents view generative AI tools and how they will impact their children's education. Most parents involved in this study were

reported to have a relatively positive outlook on the impact generative AI tools would have on their kids' education. This article also points out how many parents are not aware of all the capabilities of generative AI, and notes that educating parents on these tools could be additionally helpful and beneficial. This paper further noted parents seeing generative AI tools as a "futuristic tool," which could further benefit their children. It additionally notes the importance parents feel that while generative AI could be a great tool, it cannot replace human interaction, and teacher-student interaction is still a key part of a child's education.

This article is beneficial to us because it shows how open parents are to generative AI tools and gives a perspective into what people feel are the advantages and disadvantages of implementing generative AI tools. One big takeaway is that it is important to continue to educate people on generative AI's abilities, and what it can do to make it feel like less of a futuristic tool and more of a resource. It is important for people to also be educated on potential downfalls and harms of generative AI, in order to help people form an informed and unbiased opinion on how they feel generative AI can be implemented.

Pal, K. B., Basnet, B. B., Pant, R. R., Bishwakarma, K., Kafle, K., Dhimi, N., Sharma, M. L., Thapa, L. B., Bhattarai, B., & Bhatta, Y. R. (2021). Education system of Nepal: Impacts and future perspectives of COVID-19 pandemic. *Heliyon*, 7(9).

<https://doi.org/10.1016/j.heliyon.2021.e08014>

This article looks at the impacts of the COVID-19 pandemic on Nepali education. It explains how Nepal's education was severely impacted by the pandemic, with almost all academic activities, including examinations, being put on hold. It finds that Nepali academia is hindered by a lack of internet facilities in remote areas of Nepal and other complications caused by poor infrastructure.

This study article may be useful to our research. It highlights problematic aspects of Nepali infrastructure and how it can negatively impact learning. It also includes useful information about the structure of Nepali academia and the division of grade levels into academic levels.

Pandey, A. (2020, October 22). *Nepal's weak data protection laws put citizens at risk*.

Cesif. <https://cesifnepal.org/210825-nepals-weak-data-protection-laws-put-citizens-at-risk>

This article discusses Nepal's low international ranking for global cybersecurity in 2020. It shares concerns for the lack of protection and shares other countries' regulations for protecting citizens' digital privacy. Additionally, it points out the differences between data privacy and data security. The article points out how data privacy regulates how data can be used and controlled, but it is not possible without data security.

This article was a good reference for us during our research, as it helped us to better understand what data protection looks like in Nepal. Additionally, during our

surveys and focus groups, where we ask students if they share their data with generative AI tools, it can give further insight into their answers and potential distrust of giving personal information to online tools due to the number of issues Nepal has had with this and their lack of concrete regulations around it.

Parajuli, D. (2025). National AI Policy 2025: Promise, pitfalls and the path ahead. *The Annapurna Express*. <https://theannapurnaexpress.com/story/52293/>

This article looks at Nepal's National AI Policy and basically asks, "Is this really going to work?" The author points out that while there's excitement about AI's potential, Nepal doesn't yet have all the tools, infrastructure, or trained professionals to make the policy succeed the way it's imagined. It reads more like a commentary piece than a research article, but it's easy to follow.

For our project, I think this is a good example of how national policy connects back to education and everyday life. Even though it's not directly about schools, it shows that bigger issues like infrastructure and expertise will influence how AI actually gets used. What stood out to me was the sense of hope mixed with realism—it's a reminder that policies look great on paper, but the real-world side is a lot messier.

Ray, A. (2025, January 5). *Experts warn of growing AI risks for 'Generation Beta.'* The Kathmandu Post. <https://kathmandupost.com/science-technology/2025/01/05/experts-warn-of-growing-ai-risks-for-generation-beta>

This is a news article that calls attention to the risks of using generative AI tools. The article displays concerns for the upcoming generations, specifically Generation Beta, who will grow up with generative AI. It proposes concerns for creativity, cybercrimes, and high reliance on generative AI tools. Something that stood out in this news article was the fact that there was a point where Nepal was ranked second globally for Google searches of ChatGPT in 2023, which shows the impact these tools are having on the country. It also acknowledges the fine line between having to adapt to using generative AI tools, but being cautious of the negative impacts and long-term effects it can have on human skills.

This news article is beneficial to us because it highlights some of the main concerns of generative AI tools that are specifically in Nepal. It displays the need for there to be certain regulations on the use of generative AI, and the concern for the upcoming generation, especially if there aren't any regulations on how to use generative AI tools being implemented. We can use this article to highlight the concerns of Nepali people about these generative AI tools.

Temitayo, S., MartinFred, MaRuizhe, E, G., MahipalVaishali, Sunday, O., SuhonenJarkko, & TukiainenMarkku. (2024). AI MyData: Fostering Middle School Students'

Engagement with Machine Learning through an Ethics-Infused AI Curriculum. *ACM Transactions on Computing Education*. <https://doi.org/10.1145/3702242>

This study created a course to educate students on how to use AI. The course developed gave participants a variety of challenges and prompts for things they had to do using AI. This study found that teaching students how to use AI created an increase in interest in AI and its abilities. To collect data, researchers administered written assessments and conducted interviews with participants to see if they were learning and maintaining information taught in the course. Additionally, they observed how student work had progressed and continued to develop throughout the course. This study included a section in their workshop that taught students about the ethics around using AI, which we can refer to as inspiration for our project.

*Thames International College*. (2025). <https://thamescollege.edu.np/about-us>

Thames International College was one of the main schools we worked with during our data collection. Their webpage contains information about the school and about the students. This resource is useful because by referencing it, we can better see what the student body at Thames International College is like, which can help us to draw conclusions from our collected data.

*The British School Kathmandu*. (2025). <https://www.tbskathmandu.org/about-us/#schoolbg>

The British School Kathmandu is one school we worked with to survey teachers. Their website provides information about the history of the school and how it developed into what it is now. It includes the school's structure as well as its vision and mission. The British School has a British-style education and includes students ranging from ages 3 to 18.

*United Academy*. (2025, November 25). <https://academy.united.edu.np/>

United Academy was the main upper secondary school we had worked with to collect data for our project. Their webpage includes information on the school, such as the programs offered and what they specialize in. The webpage additionally shares information about student life and admissions. This webpage was useful to refer to when analyzing data, because it further gave background on the school and what the students attending the school were typically interested in.

*United College*. (2025, November 25). <https://college.united.edu.np/>

United College was one of the main universities we worked with in Nepal to collect our data. Their webpage includes information on the programs offered, and mentions how they are a branch of United Academy that is affiliated with Tribhuvan University. Since this was a school we collected data from, having their webpage was

helpful to refer to in order to better see what student life was like and what kinds of programs students are involved in to help us further get the bigger picture from our data.

University Grants Commission. (2024). *Annual Report FY 2080/81* (p. 73) [Annual Report]. Government of Nepal, Ministry of Social Development, Bagmati Province.

[https://giwmscdnone.gov.np/media/pages/files/Annual\\_report20802081\\_vswqpt.pdf](https://giwmscdnone.gov.np/media/pages/files/Annual_report20802081_vswqpt.pdf)

This report reviews the status of higher level institutions in Nepal for the 2023/24 year. It provides various data across a wide variety of categories of 24 universities and medical academies. This will be useful for our research as it will provide background information and statistics about the current state of higher education in Nepal.

Ward, K. (2020). *Researching the City* (Second edition). SAGE Publications.

This book helped us to develop our methodology and plan our data collection. We primarily used this source to plan for our focus groups. Through reading this book, we learned that the facilitator of a focus group should contribute about 10% of the conversation during a focus group. This is so they are able to keep the discussion flowing and on track, but aren't overly contributing and taking over the conversation. This helps to ensure participants feel comfortable talking during the discussion, and helps to make sure the facilitator does not share their own opinions or feelings towards the topic being discussed.

This resource played a role in the design of our focus groups and helped to ensure they were run in a way that we would be able to receive the best and most accurate opinion of student data.

Williams, R., Ali, S., Devasia, N., DiPaola, D., Hong, J., Kaputsos, S. P., Jordan, B., & Breazeal, C. (2023). AI + Ethics Curricula for Middle School Youth: Lessons Learned from Three Project-Based Curricula. *International Journal of Artificial Intelligence in Education*, 33(2), p.325-383.

This article discusses a workshop that was designed and implemented to teach middle school students how to use AI. The workshop was online and taught the use of creative AI. This study determined that utilizing active learning helped students to learn about appropriate AI use. This study collected data primarily from using surveys and workshops to see how much students had learned from using the workshop. One limitation of the data collected was that they had only tried to make the workshop an active learning model, meaning there is potentially another learning method that could be more effective for this workshop module.

This article is beneficial for us because it gives us inspiration for how we could potentially set up our workshop for our project. Additionally, we can further research into what kinds of workshops and formats work the best to educate students and what is the

most effective for students' actual schoolwork. Most importantly, we can take away the importance of acknowledging both the positives and negatives that come with using AI.

*World Bank Open Data*. (2023). World Bank Open Data. <https://data.worldbank.org>

This source is open access to global development data. It is a database for different types of data, including education, health, economics, sustainability, and more. We used this source to look at and pull quantitative data to include in our report. One statistic that stood out to us was that in Nepal, only 18% of students transition into tertiary or higher education as of 2023. We felt this was an important statistic to include because it shows what the Nepal education system looks like and the lack of schooling that kids in the country are receiving.

Yang, T., Cheon, J., Cho, M.-H., Huang, M., & Cusson, N. (2025). Undergraduate students' perspectives of generative AI ethics. *International Journal of Educational Technology in Higher Education*, 22(1), 35. <https://doi.org/10.1186/s41239-025-00533-1>

The main point of this article is to analyze the results of an interview conducted on undergraduate students to gauge their perspectives on the ethics of applying artificial intelligence in classrooms. The study looked at 110 undergraduate students who took a survey as part of a digital literacy course designed for non-STEM majors. The survey consisted of a demographics part and a part that asked participants to select how much they agreed with a statement from 1 (strongly disagree) to 5 (strongly agree), on topics of AI ethics. Participants were then asked to explain their reasoning with an open-ended response. The article then goes in depth about the statistics of what students selected during the survey, and their rationale. One large limitation of this study is that it sampled from non-STEM majors, and half of the students had not previously used ChatGPT.

This article has some useful information for our project. It provides insight into how current students view generative AI, specifically the ethical aspect. Much of the data is not directly applicable to our project, as it relates to the ethical impacts of AI in a social setting, and not specifically in education. However, there are points made about AI being a benefit or hindrance to a classroom setting that can be useful for our project. This project also utilized a different format of interviewing. Instead of a face-to-face interview, the data was gathered through a survey as part of a course curriculum.

# Chapter 7: Appendices

## 7.1 Appendix A: Generative AI Use in Nepali Education Student Survey

We are a team of undergraduate students from Worcester Polytechnic Institute (WPI) in the United States working with Body & Data. We are participating in a project to understand how Generative AI is used in Nepali education and provide students with guidelines for use.

This survey should take you approximately 5 minutes and will ask you for your opinions and experiences with AI use in Nepali education, and your participation in this research is voluntary. **All answers are anonymous and untraceable to individual respondents.** Any publication or presentation of the data will not be used to identify you.

If you have any questions or concerns about this survey, you can contact us at [gr-wisdom-k25@wpi.edu](mailto:gr-wisdom-k25@wpi.edu)

### A. Generative AI Definition

Generative Artificial Intelligence (Gen AI) refers to computer systems that can create text, images, or code based on a prompt. Examples include tools like **ChatGPT, Google Gemini, or CoPilot.**

### B. Survey Questions

1. What Generative AI tools do you typically use? Please select all that apply.

- ChatGPT
- Google Gemini
- CoPilot
- DeepSeek
- Claude

- Meta AI
- None
- Other: \_\_\_\_

2. How do you use Generative AI for schoolwork? Please select all that apply.

- Generating essays/reports
- Generating answers for assignments
- Generating answers for exams
- Creating outlines for essays/reports
- Evaluating/grading work before submitting
- Research/finding information
- Interpreting assignment questions
- Summarizing reading/lecture materials
- Creating study guides/flashcards/practice questions
- Explaining academic concepts
- Proofreading/grammar checking/improving sentences
- I don't use Generative AI for schoolwork
- Other: \_\_\_\_\_

3. How acceptable do you feel each of the following uses of Generative AI is for schoolwork?

- a. Generating essays/reports (Q1)
  - Very Unacceptable
  - Unacceptable

- Neutral
  - Acceptable
  - Very Acceptable
- b. Generating answers for assignments (Q2)
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- c. Generating answers for exams (Q3)
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- d. Creating outlines for essays/reports (Q4)
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- e. Evaluating/grading work before submitting (Q5)
- Very Unacceptable

- Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- f. Research/finding information (Q6)
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- g. Interpreting assignment questions (Q7)
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- h. Summarizing reading/lecture materials (Q8)
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- i. Creating study guides/flashcards/practice questions (Q9)

- Very Unacceptable
- Unacceptable
- Neutral
- Acceptable
- Very Acceptable

j. Explaining academic concepts (Q10)

- Very Unacceptable
- Unacceptable
- Neutral
- Acceptable
- Very Acceptable

k. Proofreading/grammar checking/improving sentences (Q11)

- Very Unacceptable
- Unacceptable
- Neutral
- Acceptable
- Very Acceptable

4. About how many times do you decide to use Generative AI tools (like ChatGPT or Gemini) for schoolwork during a typical school day?

- 0 Times
- 1-5 Times
- 6-10 Times

- 11-25 Times
- 25+ Times

5. Does your school have rules around using Generative AI?

- Yes
- No
- Unsure

6. Do any of your teachers have rules around using Generative AI?

- Yes
- No
- Unsure

7. Do your friends/peers know that you use Generative AI for schoolwork?

- Yes
- No
- Unsure
- I don't use Generative AI for schoolwork

8. Have you discussed concerns around using Generative AI with your friends/peers?

- Yes
- No
- Unsure

9. How often do you think your teachers check students' work for the use of Generative AI?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't use Generative AI

10. If you have a schoolwork related question, who would you prefer to ask?

- Teacher
- Peer (student)
- Generative AI tool
- Family/friend
- Teacher's Assistant (TA)
- Search Engine (Google, Bing, Yahoo!, etc.)
- Other: \_\_\_\_\_

11. How do you feel using Generative AI on schoolwork impacts your ability to work in a group?

- 1 (Very Negatively)
- 2
- 3
- 4
- 5 (Very Positively)

12. How do you feel using Generative AI on schoolwork impacts your learning?

- 1 (Very Negatively)
- 2
- 3
- 4
- 5 (Very Positively)

13. How do you feel using Generative AI on schoolwork impacts your creativity?

- 1 (Very Negatively)
- 2
- 3
- 4
- 5 (Very Positively)

14. How confident do you feel that the information Generative AI provides is accurate?

- 1 (Not confident at all)
- 2
- 3
- 4
- 5 (Very confident)

15. How often do you fact check/verify the information you receive from Generative AI?

- Always

- Often
- Sometimes
- Rarely
- Never
- I don't use Generative AI

16. What year of study are you currently in?

- Grade 11
- Grade 12
- 1<sup>st</sup> Year Bachelor's
- 2<sup>nd</sup> Year Bachelor's
- 3<sup>rd</sup> Year Bachelor's
- 4<sup>th</sup> Year Bachelor's
- Other: \_\_\_\_\_

17. How do you identify?

- Male
- Female
- Non-Binary
- Prefer not to say
- Other: \_\_\_\_\_

18. What language do you use when promoting Generative AI tools?

- Nepali

- English
- Other: \_\_\_\_\_

19. Do you have any additional questions, comments, or concerns that you would like to address?

## 7.2 Appendix B: Generative AI Use in Nepali Education Educator Survey

We are a team of undergraduate students from Worcester Polytechnic Institute (WPI) in the United States working with Body & Data. We are participating in a project to understand how Generative AI is used in Nepali education and provide students with guidelines for use.

This survey should take you less than 5 minutes and will ask you for your opinions and experiences with AI use in Nepali education, and your participation in this research is voluntary. **All answers are anonymous and untraceable to individual respondents.** Any publication or presentation of the data will not be used to identify you.

If you have any questions or concerns about this survey, you can contact us at [gr-wisdom-k25@wpi.edu](mailto:gr-wisdom-k25@wpi.edu)

### A. Generative AI Definition

Generative Artificial Intelligence (Gen AI) refers to computer systems that can create text, images, or code based on a prompt. Examples include tools like **ChatGPT, Google Gemini, or CoPilot.**

### B. Survey Questions

1. What Generative AI tools have you seen being used in your classrooms? Please select all that apply.

- ChatGPT
- Google Gemini
- CoPilot
- DeepSeek
- Claude

- Meta AI
- None
- Other: \_\_\_\_

2. Have you discussed Generative AI use in your classrooms?

- Yes
- No
- Unsure

3. Do you have any rules or restrictions around Generative AI use in your classrooms?

- Yes
- No
- Unsure

4. How have you seen or noticed students using Generative AI for schoolwork? Please select all that apply.

- Generating essays/reports
- Generating answers for assignments
- Generating answers for exams
- Creating outlines for essays/reports
- Evaluating/grading work before submitting
- Research/finding information
- Interpreting assignment questions
- Summarizing reading/lecture materials

- Creating study guides/flashcards/practice questions
- Explaining academic concepts
- Proofreading/grammar checking/improving sentences
- I don't use Generative AI for schoolwork
- Other: \_\_\_\_\_

5. How acceptable do you feel each of the following uses of Generative AI is for schoolwork?

a. Generating essays/reports

- Very Unacceptable
- Unacceptable
- Neutral
- Acceptable
- Very Acceptable

b. Generating answers for assignments

- Very Unacceptable
- Unacceptable
- Neutral
- Acceptable
- Very Acceptable

c. Generating answers for exams

- Very Unacceptable
- Unacceptable
- Neutral

- Acceptable
  - Very Acceptable
- d. Creating outlines for essays/reports
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- e. Evaluating/grading work before submitting
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- f. Research/finding information
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- g. Interpreting assignment questions
- Very Unacceptable
  - Unacceptable

- Neutral
  - Acceptable
  - Very Acceptable
- h. Summarizing reading/lecture materials
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- i. Creating study guides/flashcards/practice questions
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- j. Explaining academic concepts
- Very Unacceptable
  - Unacceptable
  - Neutral
  - Acceptable
  - Very Acceptable
- k. Proofreading/grammar checking/improving sentences
- Very Unacceptable

- Unacceptable
- Neutral
- Acceptable
- Very Acceptable

6. Do you check students' work for the use of Generative AI?

- Always
- Often
- Sometimes
- Rarely
- Never
- Other: \_\_\_\_\_

7. Have you discussed Generative AI concerns with other educators?

- Yes
- No
- Unsure

8. Have you received any training or workshops surrounding the use of Generative AI?

- Yes
- No
- Unsure

9. How do you feel students' use of Generative AI on schoolwork impacts their ability to work in a group?

- 1 (Very Negatively)
- 2
- 3
- 4
- 5 (Very Positively)

10. How do you feel students' use of Generative AI on schoolwork impacts their learning?

- 1 (Very Negatively)
- 2
- 3
- 4
- 5 (Very Positively)

11. How do you feel students' use of Generative AI on schoolwork impacts their critical thinking?

- 1 (Very Negatively)
- 2
- 3
- 4
- 5 (Very Positively)

12. How do you feel students' use of Generative AI on schoolwork impacts their creativity?

- 1 (Very Negatively)
- 2

- 3
- 4
- 5 (Very Positively)

13. How many years have you taught?

- 0-5 years
- 5-10 years
- 10+ years

14. What year of study do you currently teach? Please select all that apply.

- Grade 11
- Grade 12
- 1<sup>st</sup> Year Bachelor's
- 2<sup>nd</sup> Year Bachelor's
- 3<sup>rd</sup> Year Bachelor's
- 4<sup>th</sup> Year Bachelor's
- Other: \_\_\_\_\_

15. Do you have any additional questions, comments, or concerns that you would like to address?

## **7.3 Appendix C: Student Interview Guide**

### **A. Consent Statement**

Hello, we are a team of undergraduate students from Worcester Polytechnic Institute (WPI) in the United States working with Body & Data. We are participating in a project to understand how Generative AI is used in Nepali education and provide students with guidelines for use. We really appreciate you giving us your time for this interview.

We would like to request to audio record during this interview to save a transcript of this conversation. This is so we can analyze the interview and refer to it to more accurately summarize key findings from our research. We may quote you in our final report, if we wish to quote you, we will use a pseudonym and not your real name. Do we have permission to audio record?

This interview will ask you for your opinions and experience with AI use in Nepali education, and your participation in this research is completely voluntary. We will not publish any details about your identity. If you prefer not to answer any questions, feel free to pass. You may stop this interview at any point. If you have any additional questions or concerns after completing this interview, please contact us at [gr-wisdom-k25@wpi.edu](mailto:gr-wisdom-k25@wpi.edu), or our faculty advisors Brigitte and Herman Servatius at [bservat@wpi.edu](mailto:bservat@wpi.edu) and [hservat@wpi.edu](mailto:hservat@wpi.edu). Do you have any additional questions before we begin?

### **B. Background**

1. Can you tell me about your academic interests and the subjects you find most engaging?

### **C. Generative AI Use**

1. As technology becomes more integrated into learning, have you or your classmates started using AI tools in your studies?

If the interviewee responds with YES:

a. How often do you use AI tools for schoolwork in a normal school week?

b. What do you or your classmates typically use generative AI for?

c. Do you feel generative AI gives you an advantage or disadvantage compared to peers?

Why?

#### D. Generative AI Concerns

1. Have you discussed concerns around generative AI with your friends/peers?

2. How confident do you feel that generative AI gives accurate information?

3. When you use generative AI, do you fact check it, and if so, what do you do to fact check it?

#### E. Changes due to Generative AI

1. What are the positives you have found when using generative AI in schoolwork?

2. What are the negatives you have found when using generative AI in schoolwork?

3. Has using generative AI tools impacted the way you work in groups?

4. Do you feel that generative AI is biased? Are there any biases you have experienced when using generative AI tools?

#### F. Privacy and Data Protection

1. Do you share any sensitive personal data with generative AI tools?

2. Do you trust these generative AI platforms with your data?
3. Have you discussed privacy concerns or issues with generative AI with your friends?

### G. Conclusion

Is there anything else that we have not discussed that you would like to add?

Thank you again for your time!

## **7.4 Appendix D: Educator Interview Guide**

### **A. Consent Statement**

Hello, we are a team of undergraduate students from Worcester Polytechnic Institute (WPI) in the United States working with Body & Data. We are participating in a project to understand how Generative AI is used in Nepali education and provide students with guidelines for use. We really appreciate you giving us your time for this interview.

We would like to request to audio record during this interview to save a transcript of this conversation. This is so we can analyze the interview and refer to it to more accurately summarize key findings from our research. We may quote you in our final report, if we wish to quote you, we will use a pseudonym and not your real name. Do we have permission to audio record?

This interview will ask you for your opinions and experience with AI use in Nepali education, and your participation in this research is completely voluntary. We will not publish any details about your identity. If you prefer not to answer any questions, feel free to pass. You may stop this interview at any point. If you have any additional questions or concerns after completing this interview, please contact us at [gr-wisdom-k25@wpi.edu](mailto:gr-wisdom-k25@wpi.edu), or our faculty advisors Brigitte and Herman Servatius at [bservat@wpi.edu](mailto:bservat@wpi.edu) and [hservat@wpi.edu](mailto:hservat@wpi.edu). Do you have any additional questions before we begin?

### **B. Background**

1. What subjects and classes do you teach?

### **C. Generative AI Use**

1. How familiar are you with generative AI tools?
  - a. What tools have you used before?
2. Do you have any guidelines for generative AI use on schoolwork in your courses?

- a. If yes, what are they?
- 3. Have you noticed changes in how students do schoolwork since generative AI has become more common?
- 4. How do you think students use generative AI in schoolwork?
- 5. Do you believe students report their generative AI use accurately? Why or why not?

#### D. Generative AI Concerns

- 1. How do you feel about students using AI in schoolwork?
  - a. Do you see any benefits from students using AI in schoolwork?
  - b. Do you see any detriments from students using AI in schoolwork?
- 2. How, if at all, has generative AI changed your teaching styles, approach, or the kind of questions/assignments you ask students?
- 3. Do you use generative AI to support your own teaching?
- 4. Do you check if your students are using generative AI for their submitted work?
- 5. Do you think generative AI use in schoolwork should be monitored or managed by educators or administration? If so, how?

#### E. Conclusion

Is there anything else that we have not discussed that you would like to add?

Thank you again for your time!

## 7.5 Appendix E: Focus Group Guide

### A. Consent Statement

Hello, we are a team of undergraduate students from Worcester Polytechnic Institute (WPI) in the United States working with Body & Data. We are participating in a project to understand how Generative AI is used in Nepali education and provide students with guidelines for use.

We greatly appreciate you giving us your time for this focus group.

We would like to request to audio record during this interview to save a transcript of this conversation. This is so we can analyze the focus group and refer to it to more accurately summarize key findings from our research. We may quote you in our final report, if we wish to quote you, we will use a pseudonym and not your real name. Do we have permission to audio record?

This focus group will ask you for your opinions and experience with AI use in Nepali education, and your participation in this research is completely voluntary. We will not publish any details about your identity. To protect everyone's privacy, we request that all topics discussed in this focus group are kept confidential and are not discussed outside of the focus group. If you have any additional questions or concerns after completing this interview, please contact us at [gr-wisdom-k25@wpi.edu](mailto:gr-wisdom-k25@wpi.edu), or our faculty advisors Brigitte and Herman Servatius at [bservat@wpi.edu](mailto:bservat@wpi.edu) and [hservat@wpi.edu](mailto:hservat@wpi.edu). Does anyone have any additional questions before we begin?

### B. Reflective Generative AI Use Scenario

Charlie is a student who is writing a rough draft for an essay. Charlie creates the outline for the essay with his own ideas, including the main points, supporting evidence, and conclusion. However, Charlie is stuck when making his ideas flow together, and is struggling with sentence structure and clarity in his writing.

1. What should Charlie do next if he is struggling with clarity and flow?
2. Is it reasonable for Charlie to seek help on his writing?
3. Is struggling with sentence structure and clarity an important part of the writing process?

To overcome this problem, Charlie pastes his entire essay into a generative AI tool, prompting it to “improve the clarity and flow of his writing.” The generative AI tool then provides him with a well crafted essay, making it much more polished and professional. Charlie submits the essay created by the tool.

1. Did Charlie rely too heavily on Generative AI tools to overcome his issues with sentence structure and clarity?
2. Did using Generative AI tools impact Charlie’s learning?
3. Should Charlie have reported his use of Generative AI? If so, how specific should he be?

A week later, Charlie received a poor grade on his essay, and his teacher says that the low grade was due to suspected AI use in writing the essay. Charlie insists that the ideas for the essay are his own, and the AI tool only helped to “put the words together.”

1. Is the poor grade fair?
2. At what point using AI for writing cross the line into AI doing the work for you?
3. How can students determine what is considered acceptable?

### C. Bias in Generative AI

1. Have you found bias (race, gender, etc.) in generative AI tools? If so, how might that impact you in school? Examples of bias include:

- AI tools favoring certain cultures, languages, or perspectives
- Providing outdated or limited information about certain regions or cultures
- Responses that assume a gender or ethnicity by default

2. Do you think generative AI tools will become less biased as they develop?

#### D. Data Privacy in Generative AI

1. What type of information about you do you think generative AI tools may gather from users?

2. Are you comfortable with AI tools storing your past conversations?

3. What type of data would you never put into AI tools?

4. What are some issues that could occur if an AI system leaked user data?

## 7.6 Appendix F: Student-Created Workshop Guidelines

### A. Group A's Guidelines

# Recommendations for effective AI Use

**PURPOSE:** To clarify the use of AI effectively in Academics and to promote the use of AI honestly without weakening critical thinking

**DO's:**

- Cite what was generated clearly
- Honestly admit the usage of AI and upto what extent
- Always double check the resource
- Cross-question AI's responses

**DONT's:**

- Copy/paste directly from Generative AI tools
- Trust the sources that AI provides
- Give private/confidential information
- Consistently and constantly rely on AI

**Examples of Misuse**

- ↳ Completely relying on AI word to word
- ↳ Copy/pasting codes and answers
- ↳ Feeding sensitive books/resources to AI.

**Risks / Considerations:**

**Risks:**


- ↳ Of false positives detecting AI
- ↳ Minder creativity/critical thinking
- ↳ AI could be bugged, so risk of system/information being disrupted

**Considerations:**

- ↳ Considerations for intention if false positive is detected.

**Example of Acceptable use**

- ↳ If AI was used as an assistant and not to generate ideas completely
- ↳ If it was cited properly
- ↳ If it was used to understand or consult about a certain topic
- ↳ If it was used to assist in translation and grammar



## B. Group B's Guidelines

### GUIDELINES FOR USE OF A.I

#### Purpose:

This guideline ensures proper use of AI while maintaining fair competition within the university

#### Do's:

- Use AI as your last options.
- References can be used from AI.
- Grammatical errors/errors can be detected.

#### Don't

- 100% use of AI.
- Image shouldn't be AI generated.
- Personal details shouldn't be shared.
- Creative work, logical works can be AI.

#### Risk

- Biasness / Dependency
- Result might not match expectation
- Data leak
- Accuracy can't be defined

#### Acceptable Use

- Brain storming
- Research
- Reference
- Guidance / Personal Evaluation, Generating routines

## C. Group C's Guidelines

### Policies related to use of AI tools in Research related to current affairs and news:-

#### Purpose

- To avoid misinformative flow of informations and to make AI a prosthetic and extract neutral aspects of informations.
- To use AI for reasoning and to have an efficient mediator rather than heavily relying on raw results of prompts

#### Do's

- 1) The use of AI in research can be acceptable if;
- 2) The user knows the trusted websites for reference.
- 3) AI tools are used as mediator and summarizer.
- 3) For better enhancement of research about the reasons and technical aspects of the incidents

#### Don'ts

- Not to heavily rely on AI tools to have it's independent research and avoid guidance.
- No to rely on single AI tools on crucial topic like current affairs.

#### Risks / Considerations

- Users will be responsible for their research's misinformation and flaws as AI can hallucinate, show biasness and predict wrong contents
- AI tools and models (LLMs) can be biased to their founders and stakeholders too.
- AI always doesn't give the ethically, morally or factually correct response for every question.

#### Examples of Acceptable Use

- Brock uses AI tools and LLM's for research in current affairs and latest news by referencing trusted sources which he evaluated by his own effort. He also uses multiple AIs to review which information is more reliable.

#### Example of Misuse:-

- Roman uses a single AI tool for it's research in his current affairs. He doesn't cross check the facts and info given doesn't reference the trusted website and believes any third party mediating process and simply copies the result.

- Cognitive bias plays a major part in his thinking. It's easier for the brain to accept something as a fact at face value than ~~actually~~ actually putting effort to factcheck it.

## D. Group D's Guidelines

### Guideline Title:

Institute of Engineering - Responsible use of AI in building final year IT projects  
(IOE)

### Purpose:

- To leverage the use of AI tools in college IT projects

### Dos:

- Use AI for → documentation
  - research purpose
  - brainstorming ideas
  - proof reading, grammar check, syntax validation

### Don'ts:

- copy paste codes blindly
- rely heavily on AI (for logical building)
- write proposal reports

### Risks/Consideration:

- The AI generated codes might not be optimized, error prone, unscalable & not ready for production level. Make sure to give the correct citations, reference for the result given by LLM.

### Examples of Acceptable Use:

- To generate boiler-codes & redundant codes
- Debugging purposes
- To generate visual diagrams/ flowcharts

### Examples of Misuse:

- Using copyright contents without legal consent/ permission of owner.
- To create whole documentation, proposals without human intervention.

## E. Group E's Guidelines

### Risks/considerations

- i) Damage of reputation due to misinformation or fake reporting.
- ii) Harm of media ethics and laws.
- iii) Prosecution by the court or related legal bodies.
- iv) Affects mental health of consumer.
- v) May spread propaganda that may bring tension in a society or a country.
- vi) Loss of trust in the news consumers.
- vii) Loss of media ethics.

### Examples of acceptable use

- Only use AI to grammar check (proofread) if the editor is not available and the news has to be ~~delivered~~ deliver in emergency.
- we <sup>can</sup> use AI to generate images for fictions and stories that do not necessarily relate with real world or real-life.

### Examples of misuse:

- Selling fake human stories or news by to get reach or money.
- Deepfaking a renowned personality or celebrity for purpose of defaming them.
- Spreading propagandist content or videos/news.