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AI in the Classroom: The Impact of Artificial Intelligence on Higher Education in Pakistan

With applications ranging from computerized marking to virtual learning platforms, AI is not just a future prospect for Pakistani educational institutions; it is revolutionizing teaching and learning processes at present.

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Introduction

Go anywhere within the campuses of universities in Pakistan and the dialogue has evolved. Students are employing AI technology for their project work, programming help, and exam preparations. Teachers are exploring new territory in the form of grading software, customized feedback software, and AI monitoring dashboard. It is no longer about the place of artificial intelligence within education; rather, the question is whether the institutions of higher learning in Pakistan are prepared to utilize AI in an optimal way (Ahmed et al., 2024).

Unquestionably, it was the qualitative research conducted by Ahmed et al. (2024) that provided the most insightful data on the reality of AI use in educational settings within Pakistan. Using both narrative and phenomenological research designs, the authors have managed to gain insight into what AI use within educational settings looks like from a teacher and a student perspective. The results of their study based on 20 semi-structured interviews and analysis of 50 texts are quite revealing indeed..

“AI does not intend to replace the educators of Pakistan; rather, it provides them with instruments that make their job more accurate and humane.”

Technology Overview

In the first place, the study highlights the multi-dimensional influence of AI in shaping education in a variety of areas. Firstly, in the field of business, engineering and manufacturing, AI technologies help resolve difficult tasks that earlier required either costly experimental setups or personal tutoring. Students now have intelligent sources at hand that can adapt to their learning rate, pinpoint their weak spots and offer relevant materials — an aspect that would seem utterly unrealistic a decade ago for a regular classroom in a Pakistani university (Ahmed et al., 2024).

For the educators, the benefits are no less considerable. AI-assisted grading reduces the need for painstaking manual work, allowing them to spend their valuable time mentoring, nurturing analytical skills and delivering innovative lectures. AI instruments simplify the process of instructing students and make it possible to track students' performance and test comprehension, thereby detecting learning problems before they lead to academic failure. Virtual learning activities mean that geography and limited resource availability cease to be the adversaries of quality education in remote locations (Ahmed et al., 2024).



Figure 1: Students engaging with AI-powered learning platforms in a Pakistani higher education setting.

Key Findings & Impact

The results of Ahmed et al.'s (2024) study make it evident that AI is transforming Pakistani higher education by increasing its accessibility, efficiency, and accuracy. It becomes accessible as AI eliminates time and location constraints as well as the unequal availability of qualified instructors between different provinces of Pakistan. AI makes it efficient since automated grading, scheduling, and progress monitoring save a tremendous amount of time and require no human intervention. Moreover, AI helps ensure greater accuracy by using its diagnostic capabilities to detect students' weak spots and provide recommendations for improvement before it is too late to make a difference during one end-of-semester exam.

Most importantly, the study proves that AI does not replace teachers in Pakistan; instead, it empowers them. Educators who adopt AI technologies can be relieved of their administrative duties and devote more effort to mentoring, motivating, and fostering critical thinking skills among their students. On the other hand, students gain an opportunity to learn from an always-ready AI tutor that caters to their needs without any interruptions (Ahmed et al., 2024).

What's Next?



The journey forward demands thoughtful intervention. The Higher Education Commission (HEC) in Pakistan needs to create robust policies on how to incorporate AI in educational practices without hampering creativity and innovation. Teacher development programs require revision so that teachers not only use AI but have knowledge about the technology and know its advantages and disadvantages (Ahmed et al., 2024).

Pakistan has all the potential to become an outstanding country in terms of education – youth, talent, and technology. Artificial intelligence does not stand in the way of this goal; it is one of the most efficient means to achieve it. The education revolution is taking place in Pakistan, and there is no doubt that Pakistani organizations will either drive it or lag behind it.

About the Author

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