



Utilization of Artificial Intelligence Tools for Academic Learning: A Study among Students of Vikrama Simhapuri University

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ABSTRACT

This study examines the usage of Artificial Intelligence (AI) tools among students of Vikrama Simhapuri University and their role in enhancing academic learning. The research investigates students' awareness, frequency of AI tool usage, purposes of use, perceived benefits, challenges, and ethical concerns. Data were collected through a structured questionnaire administered to university students and analyzed using descriptive statistical methods. The findings indicate that most students regularly use AI tools for learning, assignments, language improvement, and information retrieval. While AI significantly supports personalized and efficient learning, concerns regarding accuracy, plagiarism, privacy, and overdependence remain. The study recommends promoting AI literacy, ethical guidelines, and institutional support to ensure the responsible and effective integration of AI in higher education.

Keywords: Artificial Intelligence, AI Tools, Higher Education, Academic Learning, University Students, Educational Technology, Digital Learning, AI Literacy.

INTRODUCTION

Artificial Intelligence (AI) has emerged as one of the most significant technological advancements of the twenty-first century, transforming various sectors, including education. AI-powered tools such as ChatGPT, Gemini, Perplexity AI, NotebookLM, and Microsoft Copilot have revolutionized academic learning by providing instant access to information, personalized learning experiences, content generation, language assistance, and research support. These tools enable students to complete assignments, prepare for examinations, summarize study materials, generate presentations, and solve complex problems more efficiently, thereby enhancing both the quality and accessibility of education.

The rapid adoption of AI in higher education has created new opportunities for innovative teaching and learning practices. Students increasingly rely on AI tools for academic activities because they offer quick responses, improve productivity, and support self-directed learning. However, the growing dependence on AI also raises concerns regarding academic integrity, plagiarism, misinformation, ethical use, data privacy, and the possible decline of critical thinking and creativity. Therefore, it is essential to promote the responsible and ethical use of AI in educational settings. Understanding students' awareness, usage patterns, preferred AI tools, perceived benefits, and challenges is crucial for developing effective educational policies and support systems. Studies on AI usage among university students provide valuable insights that help educators, librarians, and policymakers integrate AI technologies into higher education while ensuring that these tools complement, rather than replace, students' independent learning and intellectual development.

Background of The Study

Artificial Intelligence (AI) has become a transformative technology in higher education, reshaping the way students learn, access information, and complete academic tasks. AI-powered tools such as ChatGPT, Gemini, Perplexity AI, and NotebookLM provide instant information retrieval, personalized learning, content generation, language assistance, research support, and problem-solving capabilities. These technologies have made learning

more interactive, flexible, and efficient, encouraging self-directed and collaborative learning. However, the increasing use of AI also raises concerns regarding academic integrity, plagiarism, overdependence, misinformation, data privacy, and ethical issues. Balancing the benefits of AI with responsible usage has therefore become a significant challenge for educational institutions.

In India, the adoption of AI-based learning tools has increased rapidly due to improved internet connectivity, widespread smartphone usage, and easy access to free AI applications. At Vikrama Simhapuri University, Nellore, students from diverse academic disciplines are increasingly utilizing AI tools for learning, assignments, research, presentations, and examination preparation. Against this backdrop, the present study examines students' awareness, patterns of AI usage, preferred tools, perceived benefits, challenges, and suggestions for improving AI integration in higher education. The findings are expected to provide valuable insights for university administrators, faculty members, librarians, and policymakers to promote the effective, ethical, and responsible use of AI in academic learning.

Needs of The Study

The purpose of this study is to examine the usage of Artificial Intelligence (AI) tools among students of Vikrama Simhapuri University and to understand their role in supporting academic learning. The study seeks to assess students' awareness, frequency of use, preferred AI tools, and the purposes for which they use these technologies. It also aims to explore the perceived benefits, challenges, and ethical concerns associated with AI in higher education. The findings are expected to provide valuable insights for university administrators, faculty members, librarians, and policymakers to promote the effective, responsible, and ethical integration of AI into teaching, learning, and research.

REVIEW OF LITERATURE

Artificial Intelligence (AI) has emerged as a significant technological innovation that is transforming higher education by enhancing teaching, learning, research, and academic support services. Recent studies have explored students' awareness, adoption, benefits, challenges, and ethical concerns associated with AI-powered educational tools.

Zawacki-Richter, Olaf et al. (2019) conducted a systematic review of AI applications in higher education and found that AI has considerable potential to improve personalized learning, assessment, intelligent tutoring systems, and administrative support. However, the authors observed that empirical research focusing on students' experiences remains limited.

Kasneci, Enkelejda et al. (2023) examined the educational implications of generative AI, particularly ChatGPT, and reported that AI can significantly support learning, writing, and problem-solving. At the same time, they emphasized the need for ethical guidelines, digital literacy, and responsible AI use to address concerns related to misinformation, bias, and academic integrity.

Dwivedi, Yogesh K. et al. (2023) analyzed the opportunities and challenges of ChatGPT in education and highlighted its ability to improve student engagement, creativity, and productivity. The study also pointed out risks such as plagiarism, excessive dependence on AI, and reduced critical thinking skills, recommending balanced integration of AI into educational practices.

Cotton, Debby R. E. et al. (2023) discussed the impact of ChatGPT on assessment and academic integrity in higher education. Their study suggested that universities should redesign assessment methods, develop AI usage policies, and promote ethical awareness among students and faculty members.

UNESCO (2023) published guidance on the use of generative AI in education and research, emphasizing responsible, ethical, and human-centered AI adoption. The report recommended safeguarding data privacy, promoting transparency, and ensuring that AI complements rather than replaces human learning and critical thinking.

In the Indian context, studies indicate a rapid increase in AI adoption among university students due to greater internet accessibility, smartphone penetration, and the availability of AI tools such as ChatGPT, Gemini, and Perplexity AI. Students commonly use these applications for assignments, examination preparation, content generation, language improvement, coding, research, and presentation development. However, concerns regarding misinformation, overdependence, academic dishonesty, and insufficient AI literacy continue to persist.

Objectives of The Study

The study aims to examine the usage of Artificial Intelligence (AI) tools among students of Vikrama Simhapuri University and to understand their role in enhancing academic learning. The specific objectives are:

1. To examine the level of awareness, usage patterns, and frequency of Artificial Intelligence (AI) tools among students of Vikrama Simhapuri University for academic learning.
2. To identify the major AI tools used by students and assess their role in enhancing learning, research, assignments, examination preparation, and overall academic performance.
3. To analyze the challenges, limitations, ethical concerns, and risks associated with the use of AI tools in higher education, including issues of plagiarism, academic integrity, data privacy, and misinformation.
4. To examine students' perceptions and satisfaction regarding AI tools and to analyze variations in AI usage across demographic and academic characteristics such as gender, age, programme of study, and discipline.

RESEARCH METHODOLOGY

The present study adopted a descriptive survey research design to examine the utilization of Artificial Intelligence (AI) tools for academic learning among students of Vikrama Simhapuri University, Nellore, Andhra Pradesh. The study population comprised undergraduate and postgraduate students enrolled in various academic programmes at the university. A purposive sampling technique was employed to select respondents who were familiar with or had experience using AI tools for educational purposes. A total of 205 valid responses were collected and included in the analysis.

Data Analysis and Interpretation

Table-1. Aware of AI tools like Chat GPT, Gemini, Copilot, etc.

Response	Frequency	Percentage (%)
Yes	199	97.07
No	6	2.93
Total	205	100.00

The findings reveal that **199 out of 205 respondents (97.07%)** answered "Yes", while only **6 respondents (2.93%)** answered "No", indicating an exceptionally high level of awareness and usage of Artificial Intelligence (AI) tools among students of Vikrama Simhapuri University, Nellore. The overwhelming majority of respondents have adopted AI technologies, suggesting that these tools have become an essential part of their academic and personal activities. Students are increasingly using AI for learning, completing assignments, conducting research, information retrieval, content creation, language improvement, programming, and problem-solving.

The very small percentage of respondents who answered "No" suggests that only a limited number of students have not yet embraced AI tools, possibly due to lack of awareness, limited access, or personal preference. Overall, the findings demonstrate the growing importance of AI in higher education and students' readiness to integrate emerging technologies into their learning process. This high level of adoption provides a reliable basis for further examining patterns of AI usage, preferences, benefits, challenges, and ethical concerns among university students.

Table-2. Use of AI tools

Response	Frequency	Percentage (%)
Yes	198	95.50
No	01	0.50
Total	199	100.00

The findings indicate that **198 out of 199 respondents (99.50%)** answered "Yes", while only **1 respondent (0.50%)** answered "No", demonstrating an exceptionally high level of awareness and usage of Artificial Intelligence (AI) tools among students of Vikrama Simhapuri University, Nellore. The overwhelming majority of respondents have adopted AI technologies, indicating that these tools have become an integral part of their academic and personal lives. Students increasingly use AI for learning, completing assignments, conducting research, retrieving information, generating content, improving writing skills, programming, and solving academic problems.

Table-3. Frequency Use of AI tools

Frequency of Use	Frequency	Percentage (%)
Daily	116	58.59
Weekly	49	24.75
Rarely	28	14.14
Monthly	3	1.52
Other / Missing	2	1.00
Total	198	100.00

The frequency-wise distribution of AI tool usage among the **198 respondents** indicates that **daily use** is the most common pattern, with **116 respondents (58.59%)** reporting that they use AI tools every day. This demonstrates that AI has become an integral part of students' academic and learning activities. **Weekly use** was reported by **49 respondents (24.75%)**, indicating that nearly one-fourth of the respondents regularly rely on AI tools. **Rarely** using AI tools was reported by **28 respondents (14.14%)**, while only **3 respondents (1.52%)** indicated **monthly** use. Additionally, **2 respondents (1.01%)** were classified under **Other/Missing**, representing unclear or unspecified responses. Overall, the findings reveal that **83.34%** of the respondents use AI tools either daily or weekly, highlighting their widespread adoption among students.

Table-4. AI Tools Use for Academic Purpose

AI Tool	Frequency (n)	Percentage*
ChatGPT	188	97.4%
Gemini	113	58.5%
Meta AI	82	42.5%
Perplexity AI	59	30.6%
NotebookLM	37	19.2%
Copilot	17	8.8%
Grammarly	14	7.3%
Notion AI	7	3.6%
QuillBot	7	3.6%

Grok	4	2.1%
Google**	2	1.0%
Napkin	1	0.5%

The findings reveal that **ChatGPT** is the most widely used Artificial Intelligence (AI) tool among the respondents, with **188 students (97.4%)** reporting its use. This indicates that ChatGPT has become the preferred AI platform for academic learning, research, assignment preparation, content generation, and problem-solving. **Gemini** is the second most popular AI tool, used by **113 respondents (58.5%)**, followed by **Meta AI** with **82 respondents (42.5%)**. **Perplexity AI** is also used by a considerable proportion of students (**30.6%**), reflecting its growing role as an AI-powered research and information retrieval tool. Moderate usage was reported for **NotebookLM (19.2%)**, while **Copilot (8.8%)** and **Grammarly (7.3%)** showed comparatively lower adoption. Other tools, including **Notion AI, QuillBot, Grok, Google AI tools, and Napkin**, were used by only a small percentage of respondents. Overall, the findings indicate that students prefer versatile, general-purpose AI platforms, with ChatGPT clearly dominating AI usage for academic and personal learning activities.

Table-5. which academic purposes do you use AI tools

Academic Purpose	Frequency (n)	Percentage*
Exam Preparation	156	80.8%
Assignments	128	66.3%
Research	113	58.5%
Notes/Summaries	106	54.9%
Presentations	91	47.2%
Coding	35	18.1%
Competitive Exam Preparation**	1	0.5%
Meanings**	1	0.5%
General Knowledge**	1	0.5%

The findings indicate that **exam preparation** is the most common academic purpose for using Artificial Intelligence (AI) tools, reported by **156 respondents (80.8%)**. This shows that students rely on AI to revise concepts, clarify doubts, generate practice questions, and prepare effectively for examinations. **Assignment preparation** is the second most common purpose, with **128 respondents (66.3%)**, demonstrating that AI supports idea generation, content organization, and academic writing. A significant number of students also use AI for **research (113; 58.5%)** and **preparing notes and summaries (106; 54.9%)**, highlighting its role in information retrieval and simplifying study materials. Additionally, **91 respondents (47.2%)** use AI for creating presentations, while **35 respondents (18.1%)** utilize it for coding-related tasks. Only a few students reported specialized uses such as competitive examination preparation, vocabulary learning, and general knowledge.

Table-6. AI tools use for non-academic purposes

AI Tool	Frequency (n)	Percentage*
Google AI Studio	88	45.6%
Gemini (Nano Banana)	85	44.0%
Canva	81	42.0%
AI Chatbots for Patron Services	63	32.6%
OpenAI (DALL·E)	31	16.1%

Audiocraft by Meta	22	11.4%
Adobe Firefly	15	7.8%
No AI tools used	2	1.0%

The findings reveal that students use a wide range of Artificial Intelligence (AI) tools for non-academic purposes, with **Google AI Studio** being the most popular, used by **88 respondents (45.6%)**. This indicates that many students utilize AI for personal projects, experimentation, and content creation beyond their academic activities. **Gemini (Nano Banana)** was the second most frequently used tool (**85; 44.0%**), followed closely by **Canva (81; 42.0%)**, reflecting students' interest in AI-assisted graphic design, social media content, and multimedia creation. Additionally, **63 respondents (32.6%)** reported using AI chatbots for patron services and information support. Moderate usage was observed for **OpenAI (DALL·E) (16.1%)**, **Audiocraft by Meta (11.4%)**, and **Adobe Firefly (7.8%)**, indicating growing interest in AI-powered image and audio generation. Only **2 respondents (1.0%)** reported not using AI for non-academic purposes. Overall, the findings demonstrate that AI has become an integral part of students' everyday lives, supporting creativity, productivity, communication, and digital engagement beyond the classroom.

Table-7. which kind of purposes (other than academic purposes) do you use AI tools

Non-Academic Purpose	Frequency (n)	Percentage*
Image Generation	155	80.3%
Video Generation	90	46.6%
Audio Generation	53	27.5%
Learning Grammar**	1	0.5%
Study Purpose (PDF/PPT/Documents) **	1	0.5%
Only Study Purpose**	1	0.5%
Not Using AI for Non-Academic Purposes	3	1.6%

The findings indicate that **image generation** is the most common non-academic use of Artificial Intelligence (AI) tools, with **155 respondents (80.3%)** reporting that they use AI to create images. This highlights the growing popularity of AI-powered creative applications for graphic design, social media posts, personal projects, and entertainment. **Video generation** is the second most common purpose, reported by **90 respondents (46.6%)**, suggesting that many students use AI to create, edit, and enhance multimedia content.

Additionally, **53 respondents (27.5%)** use AI for **audio generation**, reflecting its increasing application in producing voiceovers, music, podcasts, and other audio content. Only a few respondents reported specialized uses such as grammar learning, document preparation, or study purposes, while **3 respondents (1.6%)** indicated that they do not use AI for non-academic activities. Overall, the findings demonstrate that AI has become an important tool for creativity and digital content creation, enabling students to enhance their personal productivity, artistic expression, and multimedia experiences beyond academic learning.

Table-8. AI helps understand difficult concepts better

Response	Frequency	Percentage
Agree	189	94.5%
Disagree	7	3.5%

No Idea	2	1.0%
Total	198	100.0%

The findings reveal that **189 out of 198 respondents (95.5%)** agreed with the statement, indicating an overwhelmingly positive perception and a strong level of consensus among the students. This high percentage suggests that the issue under investigation is widely accepted and reflects the common experiences and opinions of the respondents regarding the role of Artificial Intelligence (AI). Only **7 respondents (3.5%)** disagreed with the statement, showing that very few participants held a contrasting opinion. Additionally, **2 respondents (1.0%)** selected "**No Idea**," indicating minimal uncertainty or lack of awareness about the topic. Overall, the results demonstrate a high level of awareness and confidence among students in expressing their views on AI. The overwhelming agreement indicates that AI is perceived positively and is considered valuable in the context examined by the study. These findings provide reliable evidence for understanding students' perceptions of AI and support the conclusion that Artificial Intelligence has gained broad acceptance among students of Vikrama Simhapuri University, Nellore.

Table-9. AI improves my academic performance

Response	Frequency	Percentage
Agree	178	89.9%
Disagree	11	5.6%
No Idea	9	4.5%
Total	198	100.0%

The findings indicate that **178 out of 198 respondents (89.9%)** agreed with the statement, demonstrating a high level of acceptance and a positive perception among students regarding the aspect of Artificial Intelligence (AI) being examined. This overwhelming agreement suggests that most respondents recognize the value and significance of AI in the context addressed by the questionnaire. Only **11 respondents (5.6%)** disagreed with the statement, indicating that a small proportion of students held differing opinions. Additionally, **9 respondents (4.5%)** selected "**No Idea**," reflecting a limited level of uncertainty or lack of awareness. Overall, the results reveal that nearly nine out of ten students share a favorable opinion, highlighting strong consensus among the respondents. Although a small percentage expressed disagreement or uncertainty, the overall perception remains highly positive.

Table-10. AI encourages independent learning

Response	Frequency	Percentage
Agree	172	86.9%
Disagree	13	6.6%
No Idea	13	6.6%
Total	198	100.0%

The findings indicate that **172 out of 198 respondents (86.9%)** agreed with the statement, demonstrating a high level of acceptance and a generally positive perception of the aspect of Artificial Intelligence (AI) being examined. This suggests that most students recognize the value and relevance of AI in the context addressed by the questionnaire. **Thirteen respondents (6.6%)** disagreed with the statement, while an equal number (**13 respondents; 6.6%**) selected "**No Idea**," indicating that a small proportion of students either held opposing views or were uncertain about the issue. Overall, more than four-fifths of the respondents expressed agreement, reflecting a strong consensus despite slightly higher levels of disagreement and uncertainty compared to some other statements. These results suggest that AI is viewed favorably by the majority of students, although a minority may require greater awareness or experience to develop a clear opinion. The predominance of positive

responses provides reliable evidence that the statement is widely accepted among students of Vikrama Simhapuri University, Nellore, and supports the overall positive perception of AI in higher education.

Table-11. AI Reduces Human Errors

Response	Frequency	Percentage
Agree	132	66.7%
Disagree	34	17.2%
No Idea	32	16.2%
Total	198	100.0%

The data indicate that 132 respondents (66.7%) agreed with the statement, showing a majority positive response. However, the level of agreement is comparatively lower than in previous items, suggesting moderate acceptance among students. A significant proportion of respondents disagreed (34; 17.2%) or had no idea (32; 16.2%), indicating considerable variation in opinions. This reflects that students are not unanimous in their perception of the issue related to AI. The presence of nearly one-third neutral or negative responses suggests awareness gaps or differing experiences. Overall, the findings show moderate agreement with noticeable uncertainty and disagreement among respondents at the university.

Table-12. Availability of AI 24/7

Response	Frequency	Percentage
Agree	178	89.9%
Disagree	10	5.1%
No Idea	10	5.1%
Total	198	100.0%

The data indicate that a large majority of respondents, 178 (89.9%), agreed with the statement, showing strong positive perception among students. Only 10 respondents (5.1%) disagreed, while another 10 (5.1%) expressed no idea, indicating minimal uncertainty and opposition. Overall, the findings reflect a high level of consensus, suggesting that most students share similar views regarding the issue related to AI. However, the presence of a small proportion of disagreement and uncertainty indicates slight variation in perception. In general, the results demonstrate a predominantly favorable attitude among respondents, highlighting strong acceptance of the concept within the student population studied.

Table-13. AI helps Time Saving

Response	Frequency	Percentage
Agree	182	91.9%
Disagree	6	3.0%
No Idea	10	5.1%
Total	198	100.0%

The data indicate that a very high proportion of respondents, 182 (91.9%), agreed with the statement, showing a strong positive consensus among students. Only 6 respondents (3.0%) disagreed, while 10 respondents (5.1%) had no idea, indicating minimal opposition and moderate uncertainty. Overall, the findings suggest that most students share a similar perception regarding the issue related to AI. The dominance of agreement reflects a favorable attitude and strong acceptance of the concept under study. However, the small proportion of

disagreement and uncertainty indicates slight variation in responses, suggesting that a few students may still lack clarity or differing opinions.

Table-14. AI helps Cost Reduction

Response	Frequency	Percentage
Agree	149	75.3%
Disagree	20	10.1%
No Idea	29	14.6%
Total	198	100.0%

The data show that 149 respondents (75.3%) agreed with the statement, indicating a clear majority with a positive perception. However, the level of agreement is comparatively moderate when compared to earlier items, suggesting less strong consensus among students. A notable proportion of respondents disagreed (20; 10.1%) or had no idea (29; 14.6%), reflecting a considerable level of uncertainty and variation in opinions. This suggests that students are not fully unified in their views regarding the issue related to AI. Overall, the findings indicate moderate agreement with noticeable disagreement and uncertainty, highlighting diverse perceptions among respondents in the study.

Table-15. AI Displaces Jobs

Response	Frequency	Percentage
Agree	95	48.0%
No Idea	66	33.3%
Disagree	37	18.7%
Total	198	100.0%

The data show that 95 respondents (48.0%) agreed with the statement, indicating that less than half of the students expressed a positive opinion. A relatively high proportion of respondents, 66 (33.3%), had no idea, suggesting considerable uncertainty or lack of awareness regarding the issue. Additionally, 37 respondents (18.7%) disagreed, reflecting a notable level of opposition. Overall, the findings indicate that opinions are highly divided, with no strong consensus among respondents. The dominance of neutral responses further highlights ambiguity in understanding or experience related to the statement. Therefore, the results suggest mixed perceptions among students regarding the aspect of AI under study.

Table-16. AI Can Invade Privacy

Response	Frequency	Percentage
Agree	81	40.9%
No Idea	73	36.9%
Disagree	44	22.2%
Total	198	100.0%

The data show that 81 respondents (40.9%) agreed with the statement, indicating a relatively low level of positive response compared to earlier items. A large proportion of respondents, 73 (36.9%), reported “No Idea,” reflecting significant uncertainty or lack of awareness regarding the issue. Additionally, 44 respondents (22.2%) disagreed, which is comparatively higher than in most previous statements. Overall, the findings indicate weak consensus

among respondents, with opinions widely dispersed across agreement, disagreement, and uncertainty. The high percentage of neutral responses suggests limited clarity or understanding of the statement, highlighting diverse perceptions among students regarding the aspect of AI under study.

Table-17 AI Gives Biased Information

Response	Frequency	Percentage
Agree	134	67.7%
No Idea	36	18.2%
Disagree	28	14.1%
Total	198	100.0%

The data show that 134 respondents (67.7%) agreed with the statement, indicating a clear majority with a positive perception. However, the level of agreement is moderate compared to earlier items, suggesting that consensus is not very strong. A notable proportion of respondents, 36 (18.2%), had no idea, reflecting uncertainty or lack of awareness regarding the issue. Additionally, 28 respondents (14.1%) disagreed, showing a relatively higher level of opposition than in several previous statements. Overall, the findings indicate mixed perceptions among students, with moderate agreement and noticeable uncertainty and disagreement, highlighting varied understanding of the AI-related statement under study.

MAJOR FINDINGS

1. **High AI Awareness:** The study found that 97.07% of the respondents were aware of Artificial Intelligence tools, indicating widespread familiarity among students.
2. **Extensive AI Usage:** Nearly all respondents (99.5%) reported using AI tools for academic purposes, demonstrating their integration into higher education.
3. **Frequent Use of AI:** More than 83% of students used AI tools either daily or weekly, confirming that AI has become a regular part of academic learning.
4. **ChatGPT as the Leading AI Tool:** ChatGPT emerged as the most preferred AI application (97.4%), followed by Gemini and Meta AI for learning and research activities.
5. **Academic Support:** Students primarily used AI for examination preparation, assignments, research, note preparation, and presentation development, enhancing learning efficiency.
6. **Positive Learning Outcomes:** A large majority of respondents agreed that AI improves understanding of difficult concepts, enhances academic performance, saves time, and promotes independent learning.
7. **Creative Non-Academic Use:** Students extensively used AI for image, video, and audio generation, reflecting the growing adoption of AI for creativity and digital content creation.
8. **Challenges in AI Usage:** The major problems reported were dependence on internet connectivity, over-reliance on AI, inaccurate responses, lack of reliability, and ethical concerns.
9. **Ethical and Social Concerns:** Many students expressed concerns regarding plagiarism, misinformation, biased information, privacy risks, and the possible decline of critical thinking due to excessive AI use.
10. **Need for Institutional Support:** Students strongly recommended introducing AI education, training programmes, ethical guidelines, improved infrastructure, and university-supported AI platforms for responsible AI adoption.

Policy Measures

1. **Introduce AI Literacy Courses:** Universities should incorporate AI literacy and responsible AI use into undergraduate and postgraduate curricula.
2. **Develop Institutional AI Policies:** Higher education institutions should formulate comprehensive policies governing ethical AI use, plagiarism prevention, transparency, and academic integrity.
3. **Conduct Regular AI Training:** Organize workshops, faculty development programmes, and student orientation sessions on the effective and ethical use of AI tools.
4. **Strengthen Digital Infrastructure:** Improve campus internet connectivity, Wi-Fi facilities, and digital learning resources to ensure equitable AI access.
5. **Promote Responsible AI Usage:** Encourage students to use AI as a learning support tool rather than as a substitute for independent thinking and original work.
6. **Enhance Data Privacy and Cybersecurity:** Establish clear guidelines for protecting students' personal data and ensuring secure use of AI platforms.
7. **Integrate AI into Teaching and Research:** Encourage faculty members to adopt AI-assisted teaching, research, assessment, and academic support while maintaining academic standards.
8. **Strengthen Academic Integrity Systems:** Upgrade plagiarism detection mechanisms and develop AI-aware assessment methods that emphasize analytical and critical thinking.
9. **Develop University AI Platforms:** Universities should establish institution-specific AI assistants integrated with library resources, learning management systems, and academic databases.
10. **Promote Continuous Monitoring and Research:** Educational authorities should periodically evaluate the impact of AI on teaching and learning and revise policies to ensure responsible, inclusive, and sustainable AI adoption in higher education.

CONCLUSION

The study concludes that Artificial Intelligence has become an important component of academic learning among the students of Vikrama Simhapuri University. The findings reveal that a majority of students regularly use AI tools for academic activities such as information searching, content summarization, assignment preparation, language improvement, and concept clarification. Students generally perceive AI as a valuable learning assistant that enhances efficiency, accessibility, and personalized learning experiences. However, concerns regarding the accuracy of AI-generated information, ethical issues, plagiarism, privacy, and overdependence on AI were also identified. The study emphasizes the need for responsible and ethical use of AI through proper awareness, training, and institutional guidelines. Universities should integrate AI literacy into the curriculum, organize workshops, and encourage students to use AI as a supportive learning tool rather than a substitute for critical thinking and creativity. Overall, the effective and ethical adoption of AI can significantly improve the quality of higher education and prepare students for the rapidly evolving digital world.

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