

ORIGINAL ARTICLE

Awareness and Utilization of Artificial Intelligence Tools (ChatGPT) among Students: A Study of Chaudhary Charan Singh University, Meerut

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ABSTRACT

The present study is an effort to know the awareness and utilization of Artificial Intelligence tools among students of Chaudhary Charan Singh University, Meerut. To study the level of awareness about Artificial Intelligence tools among the students of Chaudhary Charan Singh University, Meerut. It aims to identify the extent of usage of ChatGPT and other AI tools by university students for academic purposes. It also deals with the purposes for which students use ChatGPT, such as assignments, project work, examination preparation, and information searching. The study identify the benefits and challenges faced by students while using AI tools.

KEYWORDS

• Awareness • Artificial Intelligence • ChatGPT • Usage • Benefits

INTRODUCTION

Artificial Intelligence (AI) is one of the most significant technological developments of the modern era. It has influenced different sectors such as education, healthcare, business,

banking, transportation, communication, and libraries. AI refers to the ability of machines or computer systems to perform tasks that usually require human intelligence. These tasks include learning, reasoning, decision-

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making, understanding language, problem-solving, and recognizing patterns. The concept of Artificial Intelligence developed with the advancement of computer science and information technology. The term "Artificial Intelligence" was first introduced by John McCarthy in 1956 at the Dartmouth Conference" (McCarthy, 1956). He explained AI as the science and engineering of making intelligent machines. Since then, AI has continued to develop rapidly and has become an important part of modern digital society.

1. Artificial Intelligence in Library and Information Science

Artificial Intelligence has introduced significant transformations in the field of Library and Information Science by improving the efficiency and effectiveness of information management practices. Contemporary libraries are increasingly adopting AI-based technologies to enhance information organization, retrieval, and dissemination processes. AI-driven applications such as automated cataloguing systems, intelligent indexing tools, and semantic search engines enable libraries to provide accurate and personalized information services to users (Cox, Pinfield, & Rutter, 2019).

2. Introduction to ChatGPT

ChatGPT is an advanced Artificial Intelligence chatbot developed by OpenAI. It is based on Generative Artificial Intelligence technology and is designed to understand and generate human-like text responses. ChatGPT interacts with users in a conversational style and provides information, explanations, suggestions, and academic support on various topics.

3. Awareness of AI Tools among Students

Awareness of Artificial Intelligence tools among students has increased rapidly in recent years. The growth of internet services, smartphones, online learning platforms, and digital technologies has made students more familiar with AI-based applications. AI tools are now widely used for communication, information searching, online learning, and academic support. Digital awareness refers to the knowledge and understanding of digital technologies and their applications. In the modern educational environment, digital awareness has become essential for

students because many academic activities are conducted through online platforms and digital systems. Students who possess awareness of AI technologies can use digital tools more effectively for learning and research purposes.

4. Review of Literature

Singh and Kaur (2024). Singh conducted a recent empirical study focusing on the awareness and utilization patterns of ChatGPT among university students in India. The findings revealed that a significant proportion of students use AI tools for academic writing, research assistance, and examination preparation. Researchers observed that students perceive ChatGPT as a time-saving and accessible learning support system. However, the study also highlighted concerns regarding overreliance, academic dishonesty, and lack of critical evaluation skills. The authors emphasized the necessity of developing institutional guidelines to regulate AI usage in academic contexts. Additionally, the study recommended integrating AI literacy programs into higher education curricula to promote responsible use. The findings indicated that the growing adoption of generative AI tools is reshaping students' learning behaviour and academic practices.

Lo, C.K. (2023). Lo examined the influence of ChatGPT on teaching methodologies and student learning outcomes. The study found that AI tools support academic activities such as summarization, translation, and drafting of scholarly content. Researchers noted that students perceive AI as a supportive learning companion rather than a replacement for traditional instruction. However, the study also raised concerns regarding plagiarism risks and the spread of inaccurate information. The author emphasized the importance of fostering digital responsibility among learners. Furthermore, the research highlighted the need for integrating AI awareness programs into academic curricula.

Rahman and Watanobe (2023). Rahman investigated AI-driven educational systems and their impact on student engagement and motivation. The study demonstrated that AI technologies facilitate interactive learning environments through adaptive content delivery. Researchers observed that students using AI tools exhibit higher levels of self-

directed learning behaviour. The study also highlighted the importance of personalized learning pathways supported by intelligent systems. However, concerns regarding accessibility and technological readiness were noted. The authors suggested that institutions should provide adequate digital infrastructure and training support.

Malik et al. (2021). Malik and colleagues explored students' perceptions and attitudes towards digital learning tools, including AI-supported educational systems. The study revealed that students generally perceive AI technologies as beneficial in enhancing learning flexibility, accessibility, and academic efficiency. Researchers observed that AI-driven platforms enable students to access learning resources beyond traditional classroom settings. The study also highlighted the positive impact of digital tools on collaborative learning and knowledge sharing. However, concerns regarding technological dependency and reduced face-to-face interaction were also identified. The authors emphasized the importance of balancing technological innovation with traditional pedagogical practices. Additionally, the study suggested that institutions should provide adequate technical support and training to maximize the benefits of AI tools. The findings indicated that students' acceptance of AI technologies is influenced by their prior digital experience and institutional environment.

5. Objectives of the Study:-

The present study entitled "*Awareness and Utilization of Artificial Intelligence Tools (ChatGPT) among Students: A Study of Chaudhary Charan Singh University, Meerut*" has been conducted with the following objectives:

- To study the level of awareness about Artificial Intelligence tools among the students of Chaudhary Charan Singh University, Meerut.
- To identify the extent of usage of ChatGPT and other AI tools by university students for academic purposes.
- To examine the purposes for which students use ChatGPT, such as assignments, project work, examination preparation, and information searching.
- To find out the frequency of use of Artificial Intelligence tools among students.

- To study the opinion and attitude of students towards the usefulness of ChatGPT in education and learning.
- To identify the benefits and challenges faced by students while using AI tools.
- To examine whether students possess adequate knowledge and skills for the effective use of ChatGPT and related AI applications.
- To suggest measures for improving awareness and proper utilization of Artificial Intelligence tools among university students.

6. Scope of the Study:

The scope of the present study is limited to the students of different departments of Chaudhary Charan Singh University. The study mainly focuses on the awareness and utilization of Artificial Intelligence tools, especially ChatGPT, among university students. It attempts to understand how students use AI tools in their academic activities, learning process, assignments, and information seeking. The study also examines students' opinions regarding the advantages and limitations of ChatGPT in education. The findings of the study may help teachers, researchers, and educational institutions in understanding the growing role of Artificial Intelligence in higher education and in organizing awareness programmes for students regarding the effective and ethical use of AI tools.

METHODOLOGY

Research methodology is an important part of any research work. It explains the methods and techniques used for collecting, organizing, and analyzing data related to the study. For the present research, the survey method was adopted to collect information from students regarding their awareness and utilization of Artificial Intelligence tools, especially ChatGPT.

8. Questionnaire Method:

The questionnaire method is one of the most important methods used in research studies for collecting primary data from respondents. In this method, a list of questions is prepared by the researcher and distributed among the selected respondents to obtain information related to the research problem. The

respondents answer the questions according to their knowledge, opinion, and experience. For the present study, the questionnaire method was considered suitable because it helped in collecting information from a large number of students within a limited period of time. The questionnaire method is simple, economical, and useful for collecting factual as well as opinion-based information. It also provides respondents enough time to think and answer the questions carefully. The collected data was organized and analyzed for the purpose of the study.

9. Data Analysis and Interpretation

Data analysis and interpretation form an important part of any research study. After the collection of data, the researcher has to organize, classify, analyze, and interpret the information in a meaningful manner so that valid conclusions can be drawn. The present chapter deals with the analysis and interpretation of data collected for the study entitled “*Awareness and Utilization of Artificial Intelligence Tools (ChatGPT) among Students: A Study of Chaudhary Charan Singh University, Meerut.*” For conducting the present research, the questionnaire method was used as the primary tool for data collection. A structured questionnaire was prepared carefully to gather relevant information from the students of Chaudhary Charan Singh University, Meerut. The questionnaire included questions related to the awareness of Artificial Intelligence tools, frequency of usage, academic purposes, benefits, limitations, and students’ perceptions regarding ChatGPT and similar AI applications. The questions were designed in simple and clear language so that respondents could answer them easily and accurately.

In order to collect sufficient and reliable data, a total of 180 questionnaires were distributed among the students of different departments of Chaudhary Charan Singh University, Meerut. The questionnaires were distributed personally. Students were requested to provide honest and genuine responses for the purpose of academic research. Proper care was taken to explain the objectives of the study to the respondents so that they could participate willingly and provide accurate information.

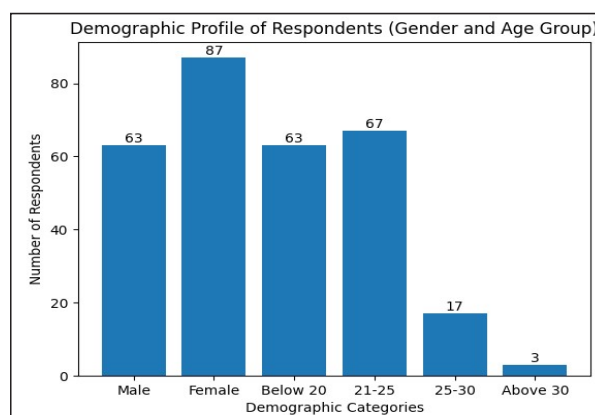
Out of the 180 questionnaires distributed, 150 completed questionnaires were received back from the respondents. Thus, the study is based on the analysis of 150 valid responses

collected from the students. The response rate was satisfactory and provided adequate data for meaningful analysis and interpretation. The returned questionnaires were carefully examined, edited, and arranged for tabulation. Incomplete or unclear responses, if any, were excluded from the final analysis to maintain accuracy and reliability in the study. The analysis of the collected data provides valuable insights into the awareness and utilization of ChatGPT among university students. It highlights how students are using AI tools for academic purposes such as assignments, project work, examination preparation, information searching, content generation, and improving understanding of subjects. The study also examines students’ opinions regarding the usefulness, reliability, and future impact of Artificial Intelligence tools in education and learning.

This chapter is therefore significant because it converts the raw data collected from respondents into meaningful information. Through systematic analysis and interpretation, the researcher attempts to understand the present status of awareness and use of AI tools among students of Chaudhary Charan Singh University, Meerut. The findings of this chapter will help in drawing conclusions and making suggestions in the subsequent chapters of the dissertation.

Table 1: Demographic Profile of Respondents

Particulars	Demographic Profile	Respondents	Percentage (%)
Gender	Male	63	42
	Female	87	58
	Total	150	100
Age Group	Below 20	63	42
	21-25	67	44.67
	25-30	17	11.33
	Above 30	3	2
	Total	150	100



Data shows that female respondents (58%) are higher in number than male respondents (42%), indicating greater participation of female students in the study. In terms of age distribution, the majority of respondents belong to the 21–25 age group (44.67%), followed closely by those below 20 years (42%), suggesting that most participants are young students. A smaller proportion falls in the 25–30 age group (11.33%), while very few respondents are above 30 years (2%). This clearly reflects that the sample is largely composed of traditional college-age students. Overall, the demographic profile highlights that the study mainly represents young learners, with a slightly higher representation of female participants.

Table 2: Distribution of Respondents Based on Course of Study and Faculty / Stream

Category	Respondents	Percentage (%)
<i>Course of Study</i>		
UG	91	60.67
PG	47	31.33
Ph.D	12	8
Total	150	100
<i>Faculty / Stream</i>		
Arts	72	48

Science	34	22.67
Commerce	11	7.33
Education	1	0.67
Law	22	14.67
Engineering / Technology	10	6.67
Total	150	100

The above table presents the distribution of respondents based on their course of study and faculty/stream. It is evident that a majority of respondents belong to the undergraduate (UG) level (60.67%), followed by postgraduate (PG) students (31.33%), while a smaller proportion represents Ph.D. scholars (8%). This indicates that the study is largely dominated by students at the graduation level. In terms of faculty/stream, most respondents are from the Arts stream (48%), followed by Science (22.67%) and Law (14.67%). A comparatively lower representation is observed from Commerce (7.33%) and Engineering/Technology (6.67%), while very few respondents belong to the Education stream (0.67%).

Overall, the data suggests that the sample is primarily composed of undergraduate students from Arts and Science backgrounds, which may influence the level of awareness and utilization of AI tools like ChatGPT in the study.

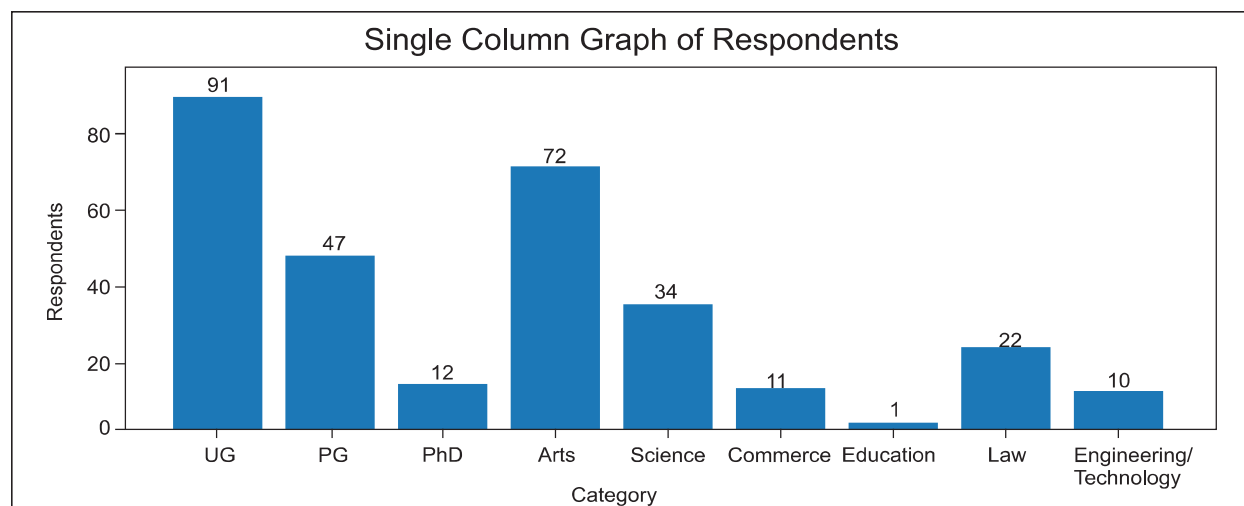


Table 3: Awareness of Artificial Intelligence (AI) Tools among Respondents

Particulars	Category	Respondents	Percentage (%)
Are you aware of Artificial Intelligence (AI) Tools?	Yes	150	100
	No	0	0
Total		150	100

The data clearly shows that all 150 respondents (100%) are aware of Artificial Intelligence (AI) tools. This indicates a very high level of awareness among the students regarding modern technologies. Not a single respondent reported a lack of awareness, which reflects the widespread reach and popularity of AI tools in today's academic environment.

It may also suggest that AI tools like ChatGPT and others are commonly discussed or used in educational settings. Overall, the findings highlight that AI awareness is universal among the selected group, leaving no gap in basic familiarity. This strong awareness can be a positive foundation for further study on the usage and impact of AI tools.

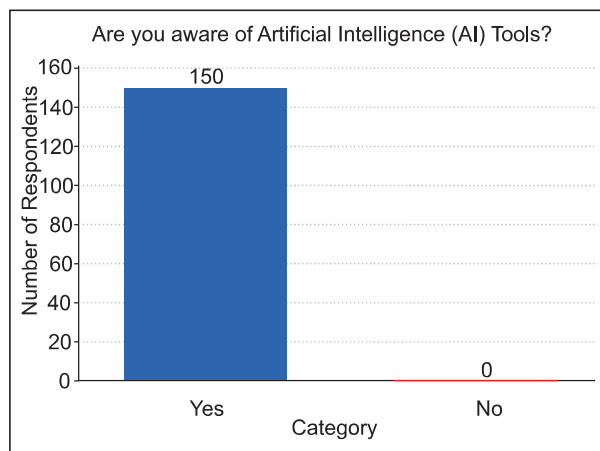


Table 4: Sources of Awareness of ChatGPT among Respondents

Particulars	Category	Respondents	Percentage (%)
How did you come to know about ChatGPT?	Friends / Classmates	42	28
	Teachers	5	3.33
	Social Media	75	50
	YouTube	13	8.67
	News Articles	11	7.33
	Others	4	2.67
	Total	150	100

The table shows the different sources through which respondents became aware of ChatGPT. It is evident that social media is the most significant source, with the highest number of respondents (75), indicating its strong influence in spreading information about new technologies. This is followed by friends and classmates (42), suggesting that peer communication also plays an important role. A moderate number of respondents came to know about ChatGPT through YouTube (13) and news articles (11). However, very few respondents reported teachers (5) and other sources (4) as their source of awareness. Overall, the data highlights that digital and informal channels are the primary means of awareness among students.

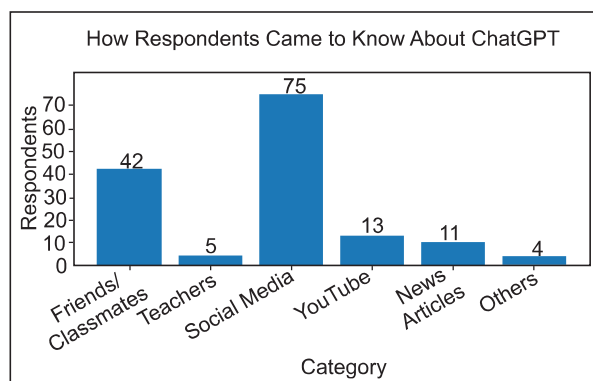


Table 5: Level of Awareness of ChatGPT among Respondents

Particulars	Category	Respondents	Percentage (%)
How would respondents rate their level of awareness about ChatGPT?	Very High	23	15.33
	High	43	28.67
	Moderate	80	53.33
	Low	4	2.67
	Very Low	0	0

The table presents the respondents' level of awareness about ChatGPT. It is evident that the majority of respondents fall under the **moderate level** (53.33%), indicating a basic but not in-depth understanding of the tool. This is followed by respondents with a **high level of awareness** (28.67%), showing that a considerable proportion of students are quite familiar with ChatGPT. A smaller group (15.33%) reported a **very high level of awareness**, reflecting strong knowledge among some users. Very few respondents fall under the **low awareness** category (2.67%), and none reported a very low level of awareness. Overall, the findings suggest that most students possess at least a moderate level of awareness regarding ChatGPT.

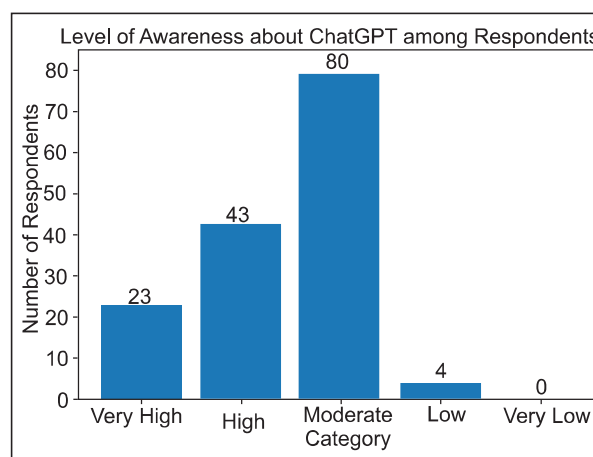


Table 6: Awareness of the Use of ChatGPT in Academic Writing and Research among Respondents

Particulars	Category	Respondents	Percentage (%)
Do respondents know that ChatGPT can assist in academic writing and research?	Yes	130	86.67
	No	8	5.33
	Not Sure	12	8
Total		150	100

The data reveals that a large majority of respondents, 130 out of 150 (86.67%), are aware that ChatGPT can assist in academic writing and research. This indicates a strong understanding of the practical applications of AI tools in education. However, 12 respondents (8%) are still unsure about its usefulness, suggesting some lack of clarity or experience. A small number, 8 respondents (5.33%), reported that they are not aware of this capability at all. Overall, the findings show a high level of awareness, but also highlight the need to further educate students about the academic benefits of such tools. This can help in maximizing their effective use in research and learning activities.

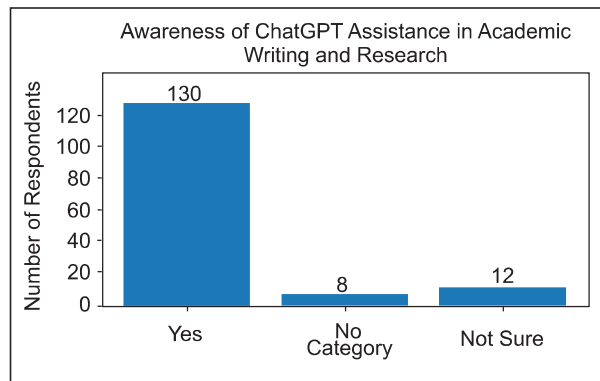


Table 7: Frequency of Usage of ChatGPT among Respondents

Particulars	Category	Respondents	Percentage (%)
How frequently do respondents use ChatGPT?	Daily	51	34
	Weekly	4	29.33
	Occasionally	38	25.33
	Rarely	17	11.33
	Total	150	100

The data shows that a significant portion of respondents use ChatGPT on a regular basis, with 34% using it daily. Additionally, 29.33% of respondents use it weekly, indicating consistent engagement with the tool. About 25.33% use ChatGPT occasionally, suggesting

moderate but not frequent usage. A smaller group, 11.33%, reported that they rarely use it. This overall pattern highlights that ChatGPT has become a commonly used tool among respondents, though the level of usage varies. It also suggests that while many have integrated it into their routine, some users are still exploring or using it less frequently.

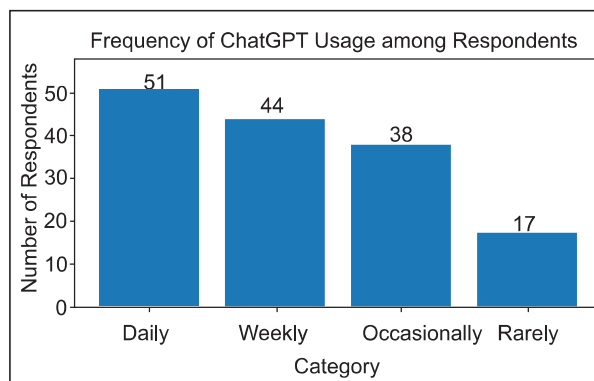


Table 8: Purpose of Using ChatGPT among Respondents

Particulars	Category	Respondents	Percentage (%)
For what purposes do respondents use ChatGPT? (Multiple responses allowed)	Completing assignments	98	65.33
	Preparing notes	90	60
	Understanding difficult topics	121	80.67
	Writing essays / articles	28	18.67
	Coding / programming help	18	12
	Preparing presentations	38	25.33
	Research work	40	26.67
	General Knowledge	104	69.33
	Others	20	13.33

The data shows that respondents use ChatGPT for a wide range of academic and learning purposes. The most common use is for **understanding difficult topics** (80.67%), indicating that students rely heavily on it for conceptual clarity. A large number also use it for **general knowledge** (69.33%) and **completing assignments** (65.33%), highlighting its role as a learning support tool. Additionally, 60% use it for **preparing notes**, showing its usefulness in organizing study material. Fewer respondents use it for **research work**, **presentations**, and **writing essays**, while **coding help** and other uses remain relatively limited. Overall, the

findings suggest that ChatGPT is mainly used as an educational aid to simplify learning and enhance academic performance.

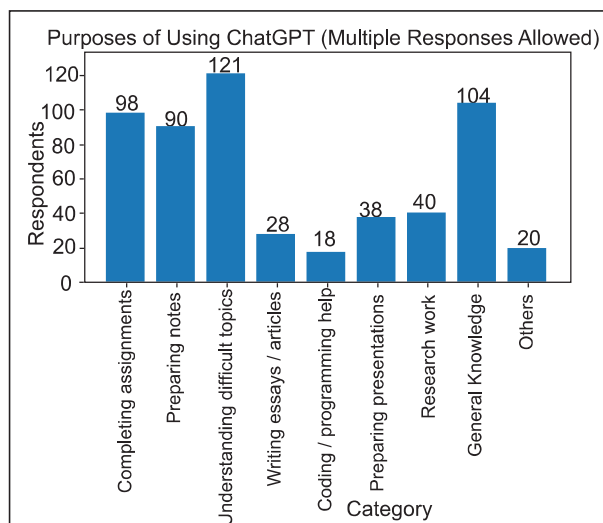


Table 9: Perception of Respondents on Time-Saving Benefits of ChatGPT in Academic Work

Particulars	Category	Respondents	Percentage (%)
Do respondents think that ChatGPT saves their time in academic work?	Yes	111	74
	No	39	26
	Total	150	100

The table clearly indicates that a large majority of respondents (74%) believe that ChatGPT helps in saving their time in academic work. This suggests that students find the tool efficient and useful for completing tasks more quickly. On the other hand, 26% of respondents do not share this view, which may indicate differences in usage patterns or trust in the tool. The high percentage of positive responses highlights the growing acceptance of ChatGPT as a time-saving academic aid. Overall, the findings suggest that ChatGPT plays a significant role in improving efficiency in students' academic activities.

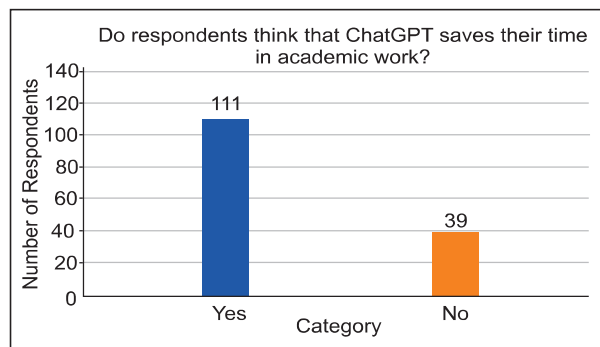


Table 10: Perception of Respondents on the Impact of Excessive Use of ChatGPT on Critical Thinking Ability

Particulars	Category	Respondents	Percentage (%)
Do respondents think that excessive use of ChatGPT may affect students' critical thinking ability?	Yes	104	69.33
	No	27	18
	Not Sure	19	12.67
	Total	150	100

The table reflects respondents' views on whether excessive use of ChatGPT may affect students' critical thinking ability. A majority of respondents (69.33%) believe that overuse of ChatGPT can negatively impact critical thinking, indicating a concern about dependency on AI tools. This suggests that while ChatGPT is useful, its excessive use may reduce independent thinking and analytical skills. On the other hand, 18% of respondents do not agree with this view, implying that they may see it as a supportive tool rather than a replacement for thinking. Additionally, 12.67% of respondents are not sure, showing some uncertainty regarding its long-term impact. Overall, the findings highlight a cautious attitude among students toward the excessive use of ChatGPT.

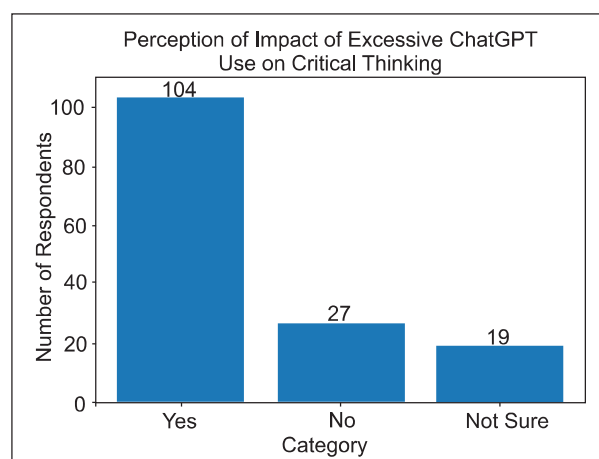


Table 11: Teachers' Encouragement for the Use of AI Tools like ChatGPT among Respondents

Particulars	Category	Respondents	Percentage (%)
Do respondents feel that their teachers encourage the use of AI tools like ChatGPT?	Yes	52	34.67
	No	98	65.33
	Total	150	100

The table presents respondents' views on whether their teachers encourage the use of AI tools like ChatGPT. It is observed that a majority of respondents (65.33%) reported that their teachers do not encourage the use of such tools. This indicates a relatively low level of institutional or faculty support for integrating AI in academic activities. On the other hand, 34.67% of respondents stated that their teachers do encourage the use of AI tools, showing that some educators are open to adopting new technologies. The difference between the two groups suggests a gap in acceptance among teachers. Overall, the findings highlight the need for greater awareness and training among educators regarding the use of AI tools in education.

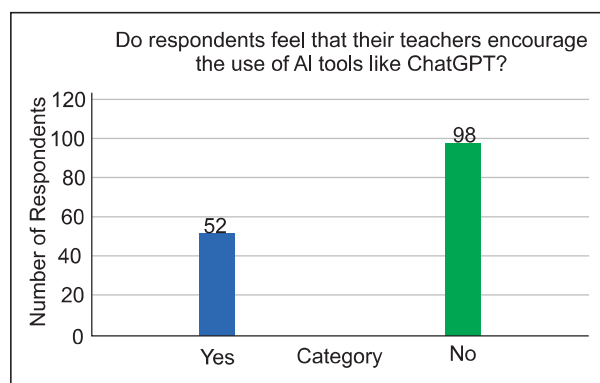
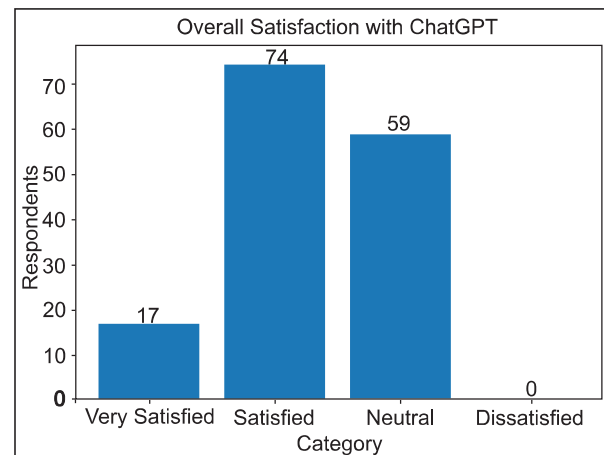


Table 12: Level of Satisfaction of Respondents with ChatGPT

Particulars	Category	Respondents	Percentage (%)
Overall, how satisfied are respondents with ChatGPT?	Very Satisfied	17	11.33
	Satisfied	74	49.33
	Neutral	59	39.33
	Dissatisfied	0	0
	Total	150	100

The table presents the overall level of satisfaction of respondents with ChatGPT. It is observed that nearly half of the respondents (49.33%) are satisfied with ChatGPT, indicating a generally positive attitude towards its use. Additionally, 11.33% of respondents are very satisfied, showing a strong level of approval among a smaller group of users. A considerable proportion (39.33%) remains neutral, which suggests that while they use the tool, they may not have a strong opinion about its effectiveness. Interestingly, none of the respondents reported dissatisfaction, reflecting that negative experiences with ChatGPT are minimal or absent. This overall

pattern highlights that ChatGPT is widely accepted among students as a useful academic tool. However, the presence of a large neutral group indicates scope for further improvement in user experience and effectiveness.



FINDINGS, CONCLUSIONS AND SUGGESTIONS

The major findings, conclusion and suggestions derived from the study entitled "Awareness and Utilization of Artificial Intelligence Tools (ChatGPT) among Students: A Study of Chaudhary Charan Singh University, Meerut." The findings are based on the analysis and interpretation of data collected from 150 respondents. The chapter summarizes the important outcomes of the study and provides practical suggestions for improving awareness and effective utilization of Artificial Intelligence tools among students.

Major Findings of the Study

The major findings obtained from the analysis of data are summarized as follows:

- The study found that female respondents constituted the majority with 58%, while male respondents accounted for 42%, indicating comparatively higher participation of female students.
- Regarding age distribution, the majority of respondents belonged to the 21-25 years age group (44.67%), followed by students below 20 years (42%). Only 2% respondents were above 30 years of age.
- Most respondents were undergraduate students (60.67%), followed by postgraduate students (31.33%) and research scholars (8%).

- Faculty-wise distribution revealed that students from the Arts stream represented the highest proportion (48%), followed by Science (22.67%) and Law (14.67%).
- Awareness regarding Artificial Intelligence tools was universal, as 100% respondents reported awareness of AI tools.
- Social media emerged as the major source of awareness regarding ChatGPT, reported by 50% respondents, followed by friends/classmates (28%). Teachers contributed only 3.33%, indicating limited academic exposure.
- A majority of respondents (81.33%) were aware that ChatGPT was developed by OpenAI, while 18.67% lacked this knowledge.
- Most respondents possessed a moderate level of awareness about ChatGPT (53.33%), whereas 28.67% had high awareness and 15.33% reported very high awareness.
- Awareness regarding the use of ChatGPT in academic writing and research was found among 86.67% respondents, reflecting strong recognition of its academic usefulness.
- Daily use of ChatGPT was reported by 34% respondents, while 29.33% used it weekly, indicating regular utilization patterns.
- The major purpose of using ChatGPT was understanding difficult topics (80.67%), followed by general knowledge (69.33%), completing assignments (65.33%) and preparing notes (60%).
- A majority (74%) believed that ChatGPT saves time in academic work.
- About 72.67% respondents agreed that ChatGPT improves understanding of subjects.
- Regarding replacement of traditional learning methods, 42.67% believed ChatGPT can replace traditional methods, while 35.33% disagreed and 22% supported replacement only to some extent.

* Satisfaction levels were generally positive, with 49.33% respondents satisfied, 11.33% very satisfied, and no respondent reporting dissatisfaction.

CONCLUSION

Artificial Intelligence has emerged as an important technological development influencing education, information access, and academic learning. The findings of the present study clearly indicate that university students are increasingly becoming aware of AI tools and integrating them into their academic activities. ChatGPT, in particular, has gained significant popularity among students due to its accessibility, ease of use, and ability to provide quick academic assistance.

The study concludes that students of Chaudhary Charan Singh University possess a satisfactory level of awareness regarding ChatGPT and other AI tools. Students are using ChatGPT mainly for understanding difficult concepts, preparing assignments, gaining general knowledge, and examination preparation. These findings suggest that AI tools are gradually becoming an important component of modern learning environments. At the same time, the study highlights certain concerns associated with the use of ChatGPT. Many students do not regularly verify the information generated by AI tools, which may affect the reliability and authenticity of academic work. Furthermore, respondents expressed concern that excessive dependence on AI tools could negatively influence critical thinking ability and independent learning skills. These findings indicate the need for balanced and responsible utilization of Artificial Intelligence in education.

The study also reveals that institutional and faculty support for AI integration is still limited. A majority of students reported that teachers do not actively encourage the use of AI tools in academic learning. Therefore, universities and educational institutions should take necessary initiatives to create awareness regarding the ethical, responsible, and effective use of Artificial Intelligence technologies. The overall findings of the study demonstrate that ChatGPT is viewed more as a supportive educational tool than as a replacement for traditional teaching and learning methods. AI technologies can enhance academic productivity and learning efficiency when used appropriately, but they cannot substitute human intelligence, creativity, and critical thinking.

3. Suggestions

Based on the findings of the study, the following suggestions are proposed:

1. Universities should organize regular awareness programmes and workshops on Artificial Intelligence tools for students.
2. Orientation programmes should be conducted to educate students regarding ethical and responsible use of AI tools.
3. Faculty members should be encouraged and trained to integrate AI tools appropriately into teaching-learning processes.
4. Students should be encouraged to verify AI-generated information through books, scholarly resources, and authentic websites.
5. Libraries should introduce AI literacy programmes to improve students' digital competencies and information evaluation skills.
6. Educational institutions should formulate guidelines regarding proper use of ChatGPT and similar tools in academic work.
7. Students should be motivated to use ChatGPT as a supplementary learning aid rather than depending completely upon it.
8. More awareness should be created regarding other AI tools besides ChatGPT to broaden technological exposure.
9. Institutions should encourage critical thinking activities so that students maintain analytical and problem-solving abilities while using AI tools.
10. University libraries should provide training sessions on information verification techniques and responsible use of AI-generated content in research and academic writing.

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