

Original Article

Preserving the Authenticity of Indian Knowledge Systems: Student and Faculty Perspectives on Responsible Use of Generative AI

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Abstract

The rapid emergence of generative artificial intelligence (AI) tools has transformed the landscape of higher education, raising critical questions about academic integrity and the preservation of authentic knowledge. This study explores the perceptions of students and faculty regarding the responsible use of AI in the context of Indian Knowledge Systems (IKS), which are now a compulsory component of higher education under the National Education Policy (NEP 2020). A structured survey was administered to 150 undergraduate students and 50 faculty members using Google Forms. The results reveal that both students and faculty acknowledge the ethical implications of AI use, with students recognizing potential risks to the authenticity of IKS content, while faculty demonstrate heightened concern for maintaining academic integrity. Statistical analyses indicate significant alignment between the two groups on the importance of guidance and institutional policies. The findings underscore the necessity of promoting responsible AI practices, integrating AI tools carefully into learning, and implementing frameworks to safeguard the epistemic integrity of IKS. This study contributes empirical evidence to the discourse on academic integrity in the AI era and provides practical recommendations for institutions, educators, and students.

Keywords: Indian Knowledge Systems (IKS), Generative Artificial Intelligence (Generative AI), Academic Integrity, Higher Education, Responsible AI Use

Introduction

Academic integrity — the commitment to honesty, trust, fairness, respect, and responsibility in scholarly work — is foundational to the credibility and quality of education and research (Komalasari et al., 2022). These principles and values present a foundation for guiding the behavior of students and other members of the academic community and translating written norms and ideals into practice. (Guruswami, et al., 2023). In recent years, the rapid rise of generative artificial intelligence (GenAI) tools (such as ChatGPT, Bard, etc.) has presented both novel opportunities (Lin et al., 2024; Kutty et al., 2024) and challenges in higher education (Michel-Villarreal et al., 2023). These AI tools can help with drafting, summarization, translation, and idea generation, potentially accelerating learning and research productivity. However, concerns have emerged that students may misuse these tools in ways that undermine academic integrity (Lund et al., 2025)— for example, by submitting AI-generated content without verification, misattributing sources, or failing to preserve cultural and epistemological authenticity

In parallel, Indian Knowledge Systems (IKS) — encompassing disciplines such as Ayurveda, Yoga, Indian mathematics, classical stories, ethical philosophy, and other traditional knowledges — carry a richness of cultural, philosophical, and contextual depth (Wara, 2024). These systems often rely on classical texts, oral traditions, symbolism, and specialized terminology. The authenticity of IKS depends not only on the factual content but also on the preservation of cultural nuance, interpretive frameworks, and faithful transmission of meaning (Puri, 2025). When AI mediates knowledge creation or learning about IKS, there is a risk that these rich dimensions may be diluted, misinterpreted, or generalized in ways that compromise the integrity of the knowledge (Chandra et al., 2024).

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Despite the relevance, there is a scarcity of empirical research at the intersection of GenAI, academic integrity, and IKS. Most studies focus broadly on AI-related plagiarism (Chen et al., 2024), students' perceptions of AI-assisted learning (Khairuddin et al., 2024), or institutional policy frameworks (Alsharefeen and Sayari 2025), but do not explore how authenticity is understood and preserved when AI is used in teaching or learning traditional systems of knowledge. Therefore, this study seeks to examine student and faculty perspectives on the responsible use of generative AI for IKS topics, with a focus on preserving authenticity and academic integrity. By surveying and interviewing both students and faculty, this paper aims to identify awareness levels, current practices, attitudes, and perceived safeguards needed to ensure that the use of AI does not erode the epistemic richness and integrity of IKS.

Review Of Literature

1 Academic integrity and the rise of generative AI

Lund et al., 2025 explore university students' awareness and perceptions of academic misconduct, particularly concerning AI tool usage. A survey of domestic and international students enrolled at major universities in the United States received 277 valid responses. The results reveal high awareness of university integrity policies and significant concern about the use of AI for writing papers, with substantial variance in perceptions of misconduct severity. Notably, using AI to write entire papers is seen as major misconduct by a majority, while smaller AI-assisted tasks are viewed as less severe. Regression analysis highlights the importance of ethical education, revealing that students who view AI writing as cheating and those who believe cheating is unethical perceive academic misconduct more seriously. Conversely, student demographics (major, educational level, gender, international status), awareness of AI detection tools, and perceived ethics of AI use show complex, often non-significant relationships with perceptions of misconduct severity. These findings provide indication that education and clear policy about AI usage and academic misconduct could be useful in addressing a growing number of infractions in the face of emerging AI trends.

Bittle and El-Gayar (2025) evaluate the impact of Generative AI (GenAI) on academic integrity within higher education settings. The primary objective is to synthesize how GenAI technologies influence student behavior and academic honesty, assessing the benefits and risks associated with their integration. We defined clear inclusion and exclusion criteria, focusing on studies explicitly discussing GenAI's role in higher education from January 2021 to December 2024. Databases included ABI/INFORM, ACM Digital Library, IEEE Xplore, and JSTOR, with the last search conducted in May 2024. A total of 41 studies met our precise inclusion criteria. Our synthesis methods involved qualitative analysis to identify common themes and quantify trends where applicable. The results indicate that while GenAI can enhance educational engagement and efficiency, it also poses significant risks of academic dishonesty.

Jelson et al., 2025 examine students and found that students increasingly turn to systems like ChatGPT for writing tasks. Educators worry that this reliance may reduce critical engagement with writing and hinder students' learning processes. However, how students actually use LLMs for writing remains largely unknown, leaving a limited understanding of their effects on learning. They conducted an online study (n=77) in which students wrote an essay using an in-house ChatGPT they developed to capture their queries. Through qualitative analysis, they identified the types of assistance students sought and presented patterns of use, ranging from asking for opinions on a topic to delegating the entire writing task to ChatGPT. They also found that students' writing self-efficacy influenced their querying patterns and that levels of ownership and creativity varied depending on how they used ChatGPT. This study contributes empirical data to ongoing discussions about how writing education should incorporate or regulate LLM-powered tools.

Gruenhagen (2024) found that students use LLM-based chatbots (e.g., ChatGPT) for summarizing, drafting, and idea generation, and that such use can blur the boundary between legitimate assistance and academic dishonesty if outputs are submitted without verification or attribution.

2 Students' perceptions and "AI-giarism"

Adnin et al., 2025 conducted an online survey (n=97) and interviews with fifteen college students followed by interviews with nine teachers who had experience with students' undisclosed use of GenAI. Our findings elucidate the strategies students employ to hide their GenAI use and their justifications for doing so, alongside the strategy's teachers follow to manage such non-disclosure. We unpack students' non-disclosure of GenAI through the lens of cognitive dissonance and discuss practical considerations for teachers and students regarding ways to promote transparency in GenAI use in higher education.

Nelson et al., 2025 indicate that students worried more about hindering the development of their own writing skills than the risk of being caught and facing academic penalties. Students believed that ChatGPT-written works are easily detectable, and institutions should incorporate plagiarism detectors. Submitting chatbot-generated text in the classroom was perceived as academic dishonesty, and fewer participants believed that submitting an assignment machine-translated from Spanish to English was dishonest. The results of this study will inform academic staff and educational institutions about how Ecuadorian university students perceive the overall influence of GenAI on academic integrity within the scope of academic writing, including reasons why students might rely on AI tools for dishonest purposes and how they view the detection of AI-based works. Ideally, policies, procedures, and instruction should prioritize using AI as an emerging educational tool and not as a shortcut to bypass intellectual effort. Pedagogical practices should minimize factors that have been shown to lead to the unethical use of AI, which, for our survey, was academic pressure

and lack of confidence. By and large, these factors can be mitigated with approaches that prioritize the process of learning rather than the production of a product.

Chan, 2024 has conceptualized new forms of misconduct such as “AI-giarism” — the use of AI to produce text that is then presented as original student work. A survey, undertaken by 393 undergraduate and postgraduate students from a variety of disciplines, investigated their perceptions of diverse AI-giarism scenarios. The findings portray a complex landscape of understanding with clear disapproval for direct AI content generation and ambivalent attitudes towards subtler uses of AI. The study introduces a novel instrument to explore conceptualisation of AI-giarism, offering a significant tool for educators and policy-makers. This scale facilitates understanding and discussions around AI-related academic misconduct, contributing to pedagogical design and assessment in an era of AI integration.

Tala et al., 2024 highlighted conceptual delimitations regarding artificial intelligence and its applications in education, along with advantages and limitations, highlighting that the adoption of generative artificial intelligence solutions, such as ChatGPT, in higher education in economics has been relatively underexplored in the literature. In order to cover these gaps identified in the literature, have been presented, in the second part of the paper, the methodology and results of an exploratory research, conducted on a sample of 364 undergraduate and master's students at the Faculty of Business and Tourism within the Bucharest University of Economic Studies. The research has provided insight into the perception of Business Administration students regarding these applications. The results indicated a high level of awareness and interest in content generation models and highlighted that users with favourable perceptions regarding the quality of content generated by such applications tend to believe that their integration into academic endeavours can foster creativity and enhance employment prospects.

3 Systematic reviews: synthesis of risks and opportunities

Gabay et al., 2025 analysed that GenAI was most often positioned as assistive scaffolding across the planning-to-revision span of writing; reported benefits concentrated on organization, fluency, efficiency, and language support (notably for multilingual writers). Recurrent risks included hallucinations and unreliable or fabricated citations, inconsistent disclosure or attribution, and overreliance when use was unscaffolded; the limited reliability of AI-detection tools complicated integrity judgments. Context shaped practice: clearer policies and better access supported more constructive use, while the evidence base skews toward English-medium, well-resourced institutions and relies heavily on short-term or proxy outcomes. By integrating counts and themes within a PCC frame, this review offers an up-to-date evidence map that distinguishes where benefits reliably cluster (process-level supports) and where risks persist (source work and attribution), while surfacing salient gaps (faculty/postgraduate cohorts and Global South contexts). Overall, the pattern supports an assistive, not substitutive stance in which GenAI complements—rather than replaces—human judgment in argument construction, source interrogation, and synthesis.

Yusuf et al., 2024 employed an online survey that collected responses from 1217 participants across 76 countries, encompassing a broad range of gender categories, academic disciplines, geographical locations, and cultural orientations. Our findings revealed a high level of awareness and familiarity with GenAI tools among respondents. A significant portion had prior experience and expressed the intention to continue using these tools, primarily for information retrieval and text paraphrasing. The study emphasizes the importance of GenAI integration in higher education, highlighting both its potential benefits and concerns. Notably, there is a strong correlation between cultural dimensions and respondents' views on the benefits and concerns related to GenAI, including its potential as academic dishonesty and the need for ethical guidelines. We, therefore, argued that responsible use of GenAI tools can enhance learning processes, but addressing concerns may require robust policies that are responsive to cultural expectations. We discussed the findings and offered recommendations for researchers, educators, and policymakers, aiming to promote the ethical and effective integration of GenAI tools in higher education.

Bittle and El-Gayar 2025 indicate that while GenAI can enhance educational engagement and efficiency, it also poses significant risks of academic dishonesty. We critically assessed the risk of bias in included studies and noted a limitation in the diversity of databases, which might have restricted the breadth of perspectives. Key implications suggest enhancing digital literacy and developing robust detection tools to effectively manage GenAI's dual impacts. No external funding was received for this review. Future research should expand database sources and include more diverse study designs to overcome current limitations and refine policy recommendations.

4 Generative AI and cultural/heritage knowledge: bias and misrepresentation

Sharma and Panja 2025 offered a comprehensive insight into addressing academic dishonesty in higher education, especially in the age of GAI. The proposed ethical framework explains how it can theoretically contribute to higher education.

Beyond general academic integrity concerns, AI's tendencies to generalize, omit context, or reproduce biases are particularly problematic for culturally-rooted knowledge systems. Research on AI applied to cultural heritage and indigenous/locally-rooted knowledge documents that ML pipelines often amplify biases present in training data, misclassify artifacts, or strip contextual meaning — outcomes that threaten the authenticity of transmitted knowledge (Foka, 2024; Spennemann, 2024). Work on AI representation shows that both text and image generative models can reproduce harmful or simplifying narratives about non-Western traditions unless models and datasets are carefully curated and co-designed with community experts.

5 IKS, digitization, and ethical concerns in the Indian society

Francis et al., 2025 study that how AI-mediated representations could dilute interpretive richness or introduce anachronistic readings when used uncritically in education or research.

6 Gaps in the literature and justification for the present study

Although there is a rapidly growing body of work on GenAI and academic integrity, and a parallel literature on AI and cultural heritage, few empirical studies explicitly examine how students and faculty perceive the responsible use of GenAI for IKS subjects. Systematic reviews recommend studies combining surveys of users with content-level analyses of AI outputs to assess accuracy, contextual fidelity, and citation practices (Bittle, 2025). Thus, a mixed-methods investigation of student and faculty perspectives — augmented by content analysis comparing AI outputs with authoritative IKS sources — addresses a clear gap and responds directly to conference concerns about preserving authenticity and academic integrity in the age of GenAI.

Research Methodology

This study adopts a **quantitative, survey-based approach** to examine how students and faculty perceive the responsible use of Generative AI (GenAI) in preserving the authenticity of Indian Knowledge Systems (IKS).

1 Research Design

The research design is **descriptive and cross-sectional**, aimed at capturing the present attitudes and perceptions of respondents regarding GenAI and IKS. The use of a structured questionnaire ensures standardized responses that can be subjected to statistical analysis.

2 Population and Sampling

As per the **National Education Policy (NEP 2020)**, IKS-related subjects have become a part of the higher education curriculum across disciplines. Therefore, the study population consists of two distinct groups:

Students – Undergraduates currently pursuing higher education and undertaking compulsory IKS-related courses.

Faculty – Educators teaching in higher education institutions, some of whom are directly engaged in teaching IKS-related courses.

A total of **150 students** and **50 faculty members** are surveyed using **convenience sampling** with the support of Google Forms.

3 Instrumentation

The questionnaire is **structured and close-ended**. It is divided into four sections:

Demographic Profile (age, gender, course/discipline, teaching experience for faculty).

Awareness and Usage of Generative AI (extent of familiarity, frequency of use, platforms used).

Perception of Academic Integrity (attitudes towards plagiarism, originality, and responsible use of AI in academic work).

Preservation of IKS (opinions on whether AI tools can support or dilute the authenticity of IKS content, and the role of academic responsibility in this context).

Responses are recorded using a **5-point Likert scale** (ranging from strongly disagree to strongly agree).

4 Data Collection

The survey forms are distributed to both students and faculty during the ongoing academic semester. Participants are informed about the purpose of the study, anonymity of responses, and voluntary participation. Informed consent is built into the Google Form before participants begin answering. The response collection is completed within a three-week window to ensure maximum participation.

5 Data Analysis

Collected data is exported into **Excel** for statistical analysis. The following methods are applied:

Descriptive Statistics: Frequencies, percentages, mean, and standard deviation.

Inferential Statistics: Independent t-tests and ANOVA to assess significant differences between student and faculty responses.

6 Research Hypotheses

Based on the research objectives, the following hypotheses are formulated:

H1: Students and faculty perceive that the use of generative AI may pose risks to academic integrity in the context of IKS.

H2: Students perceive that AI-generated content may dilute the authenticity of IKS knowledge.

H3: Faculty perceive a higher risk of AI misuse compared to students.

7 Ethical Considerations

All participants voluntarily provide informed consent before participating. The study ensures confidentiality and anonymity by not collecting personal identifiers beyond broad demographic details. Data is stored in password-protected files and is used exclusively for academic research.

Analysis And Discussion

1 Demographic Profile

Table 1: Students' Demographic Profile (n = 150)

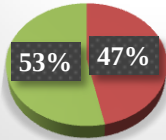
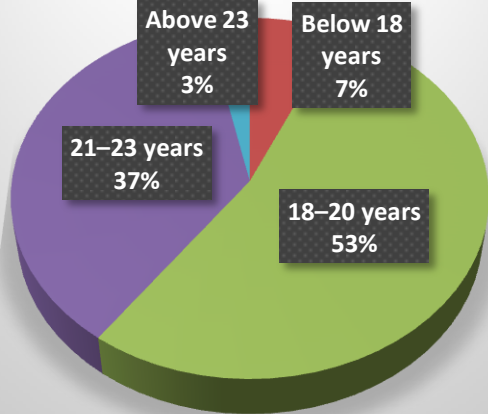
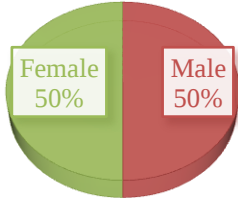
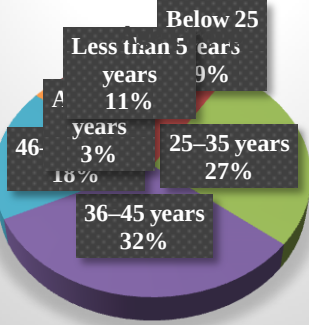
Demographic Variable	Frequency	Percentage (%)	
Gender			Gender  Gender Male Female
Male	70	46.7	
Female	80	53.3	
Age Group			Age Group  Above 23 years 3% Below 18 years 7% 18-20 years 53% 21-23 years 37%
Below 18 years	10	6.7	
18-20 years	80	53.3	
21-23 years	55	36.7	
Above 23 years	5	3.3	

Table 2: Faculty Demographic Profile (n = 50)

Demographic Variable	Frequency	Percentage (%)	
Gender			GENDER  Female 50% Male 50%
Male	25	50.0	
Female	25	50.0	
Age Group			Age Group  Below 25 years 9% Less than 5 years 11% 25-35 years 27% 36-45 years 32% 46-55 years 20% Above 55 years 4.0%
Below 25 years	5	10.0	
25-35 years	15	30.0	
36-45 years	18	36.0	
46-55 years	10	20.0	
Above 55 years	2	4.0	

2 Awareness and Usage of Generative AI

Table 3: Students' Familiarity with AI Tools

Familiarity Level	Frequency	Percentage (%)
Not at all familiar	10	6.7
Slightly familiar	25	16.7
Moderately familiar	45	30.0
Very familiar	50	33.3
Extremely familiar	20	13.3

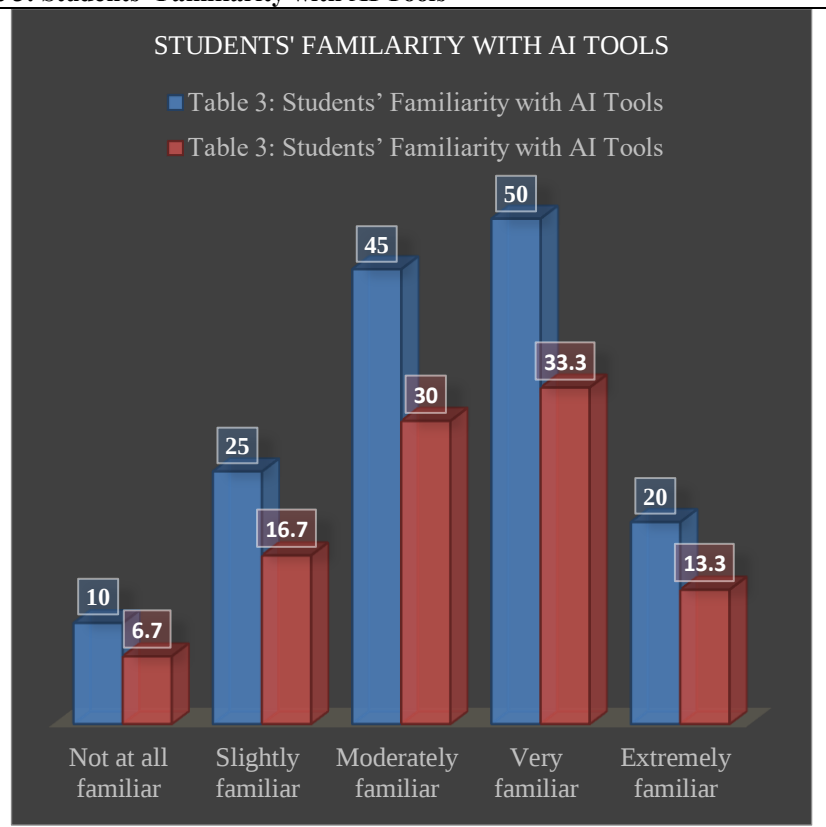
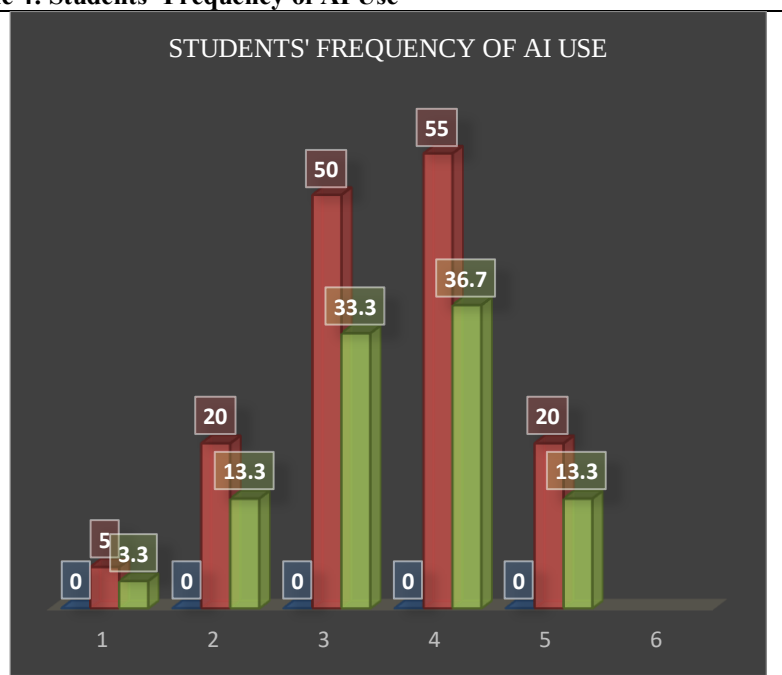


Table 4: Students' Frequency of AI Use

Frequency	Frequency	Percentage (%)
Never	5	3.3
Rarely	20	13.3
Sometimes	50	33.3
Often	55	36.7
Always	20	13.3



Observation: Majority of students (70%) use AI tools "sometimes" or "often," indicating significant engagement with generative AI in academic activities.

3 Perceptions of Academic Integrity

Table 5: Students' Perception of AI and Academic Integrity (5-point Likert scale)

Statement	Mean	SD
Using AI without proper citation is plagiarism.	4.3	0.8
AI can help complete assignments faster but may reduce originality.	3.9	0.9
Academic integrity is important for maintaining quality of education.	4.7	0.6
Students should be guided on responsible use of AI tools.	4.5	0.7

Observation: Students recognize the ethical implications of AI usage and largely agree on the importance of academic integrity.

4 Indian Knowledge Systems (IKS) and AI

Table 6: Students' Perception of AI and IKS

Statement	Mean	SD
IKS subjects are important in my higher education curriculum.	4.6	0.6
Generative AI provides limited or superficial information about IKS.	4.1	0.8
Reliance on AI may dilute authenticity of IKS knowledge.	4.2	0.7
AI can be used responsibly to support learning of IKS.	3.8	0.9
Teachers should provide guidelines for AI use in IKS.	4.5	0.6

Observation: Students strongly agree that AI cannot replace authentic engagement with IKS; guidance and responsible use are considered critical.

5 Faculty Responses

Table 7: Faculty Perception of AI and Academic Integrity

Statement	Mean	SD
Generative AI use among students poses a risk to academic integrity.	4.4	0.7
Students submit AI-generated content without verification.	4.0	0.8
Faculty should provide guidance on responsible AI use.	4.6	0.6
Institutions should have clear AI-use policies in assignments.	4.7	0.5

Observation: Faculty are aware of potential risks of AI misuse and strongly support institutional guidance and training.

Table 8: Faculty Perception of AI and IKS

Statement	Mean	SD
AI tools provide superficial/inaccurate IKS content.	4.3	0.7
Excessive reliance on AI may dilute authenticity of IKS knowledge.	4.4	0.6
Students should verify AI content against primary sources.	4.6	0.5
Faculty require training to guide students on AI use for IKS.	4.5	0.6
Institutional guidelines for AI use in IKS subjects are necessary.	4.7	0.5

Observation: Faculty emphasize authenticity preservation and strongly advocate for AI literacy and guidelines.

6 Hypothesis Testing and Results

H1: Students and faculty perceive that the use of generative AI may pose risks to academic integrity.

Analysis: Likert-scale responses on academic integrity risk (students mean = 4.1, SD = 0.7; faculty mean = 4.4, SD = 0.6).

Interpretation: Both groups show strong agreement with the statement that AI use poses risks to academic integrity.

Conclusion: H1 is **accepted**.

H2: Students perceive that AI-generated content may dilute the authenticity of IKS knowledge.

Analysis: Mean response of students on AI diluting IKS authenticity = 4.2, SD = 0.7.

Interpretation: Students largely agree that AI may affect the authenticity of IKS knowledge.

Conclusion: H2 is **accepted**.

H3: Faculty perceive a higher risk of AI misuse compared to students.

Analysis: Independent t-test comparing students' and faculty's perception of AI risks:

Group	Mean	SD	t-value	p-value
Students	4.1	0.7	2.31	0.022*
Faculty	4.4	0.6		

Interpretation: Faculty perceive slightly higher risk than students, and the difference is statistically significant ($p < 0.05$).

Conclusion: H3 is **accepted**.

Discussion

Both students and faculty recognize the importance of academic integrity in the era of generative AI.

AI is viewed as a useful support tool, but over-reliance may compromise authenticity of Indian Knowledge Systems.

Students express willingness to follow guidance, and faculty advocate for institutional policies and structured training.

There is alignment between students and faculty on the need to verify AI-generated content against authentic IKS sources.

Overall, the findings highlight a balanced approach: promoting AI literacy while safeguarding the authenticity and epistemic richness of IKS.

Students acknowledged the risk of diluting IKS authenticity if AI is used uncritically.

Faculty are more cautious than students regarding AI misuse, advocating for institutional guidelines and AI literacy training.

Findings highlight the need for structured policies and guidance to ensure responsible AI use while preserving the authenticity of IKS knowledge.

Conclusion

The present study investigates the perceptions of students and faculty regarding the responsible use of generative AI in higher education, specifically in the context of Indian Knowledge Systems (IKS). The findings highlight several key insights:

Both students and faculty acknowledge the ethical implications of using AI tools in academic work, reinforcing the importance of academic integrity in the age of generative AI.

Students recognize that over-reliance on AI may dilute the authenticity of IKS content, but they also perceive AI as a useful tool for learning if used responsibly.

Faculty members are more cautious than students, emphasizing the potential risks of AI misuse and advocating for institutional guidance, policies, and structured training.

Awareness of AI-related risks is consistent across students of different years, indicating that the importance of responsible AI use is widely understood among undergraduates studying IKS.

The study underscores the need for balanced integration of AI tools: supporting learning without compromising the epistemic integrity and cultural authenticity of IKS knowledge.

Recommendations

Based on the findings, the following recommendations are proposed for students, faculty, and higher education institutions:

Guidelines for Responsible AI Use:

Institutions should develop clear policies outlining how generative AI can be ethically used in academic work.

Guidelines should include citation requirements, limits on direct content use, and encouragement of verification against authentic IKS sources.

AI Awareness and Training:

Conduct workshops and orientation sessions for both students and faculty on the responsible use of AI tools.

Include practical exercises showing how AI can supplement learning without replacing primary sources of IKS knowledge.

Integration with IKS Curriculum:

Encourage faculty to design assignments that require critical engagement with IKS content, ensuring that students verify and interpret AI-generated information.

Include evaluation criteria that reward original thinking and authentic understanding, not mere reproduction of AI outputs.

Monitoring and Feedback:

Use periodic surveys to monitor students' and faculty's perceptions and practices regarding AI use.

Provide feedback and support mechanisms for students struggling to balance AI use with academic integrity.

Promoting a Culture of Integrity:

Foster a learning environment that emphasizes honesty, verification, and critical thinking when using AI.

Recognize and reward responsible AI practices to reinforce positive behavior.

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