International Journal of Information Movement *Vol. 9 Issue XII* *(April 2025)*
Website: www.ijim.in *ISSN: 2456-0553 (online)* **Pages 41-51**

AWARENESS, USAGE, AND PERCEPTIONS OF AI TOOLS AMONG STUDENTS AT ACHARYA INSTITUTE OF MANAGEMENT AND SCIENCE

Dr. Shivappa C R
Chief Librarian
AIMS Institutes, Bengaluru -560058
Email: -librarian@theaims.ac.in

Abstract: This study examines the awareness, usage, and perceptions of AI tools among 285 students at Acharya Institute of Management and Science (AIMS). A structured questionnaire was used to assess their familiarity with AI, frequency of use, and perceived benefits and challenges. The results show that 94% of students are familiar with AI, and 80.7% use AI tools daily, mainly for writing assistance, with ChatGPT being the most popular generative AI tool. Despite the high usage, 86% of students are concerned about privacy and data security, and 55.43% mistrust AI in critical decision-making. The study recommends enhancing privacy measures, encouraging human oversight, addressing job displacement through retraining, and promoting discussions on AI's future impact. It highlights AI's potential to improve productivity and calls for responsible adoption in academic settings

Keyword: Artificial Intelligence (AI), AI tools, student awareness, privacy concerns, AI in education, AI adoption, generative AI tools, ChatGPT, writing assistance, data security, decision-making,

1.0 Introduction

"Artificial Intelligence (AI) refers to the simulation of human intelligence by machines, particularly computer systems. It enables machines to perform tasks that typically require human cognitive abilities, such as problem-solving, decision-making, language understanding, and visual perception. AI has been evolving since the 1950s, with early contributions from pioneers like Alan Turing and John McCarthy. Initially, AI focused on symbolic reasoning and problem-solving, which led to the development of the Turing Test. In the 2000s, advancements in deep learning, big data, and computing power accelerated AI's growth, making it a driving force in industries like healthcare, finance, transportation, education, and entertainment. In academic settings, AI is transforming teaching, research, and student engagement. AI tools in university libraries are improving student interactions and supporting their academic journeys by enhancing access to information. A study at Acharya Institute of Management and Science (AIMS) explores how students perceive and use AI tools and examines their impact on academic performance and personal growth."

1.1 Benefits of AI in libraries

AI offers numerous benefits to libraries, including improved **cataloguing and classification** by automating resource cataloguing, reducing errors, and saving time. It enhances **search and discovery** through AI-powered search engines that provide personalized, accurate results using Natural Language Processing. AI also suggests **personalized recommendations** based on user preferences and reading history. **AI chatbots** provide immediate assistance and guidance to users, while routine tasks like inventory management and overdue reminders are automated, freeing up staff for more strategic work. AI tools assist disabled users with features like **text-to-speech and voice-activated systems**, and libraries use **AI for data analytics** to analyse user trends and make data-driven acquisition decisions. Additionally, AI optimizes library environments, including lighting, heating, and space usage, **creating smarter library spaces.**

1.2 AI Tools

AI is becoming an integral part of education, transforming learning and research at institutions.

1.2.1 Academic AI Tools:

Many academic AI tools are available worldwide; a few of them are listed below:

- **NotebookAI (2025)** is an AI-powered tool developed by Google Labs that synthesizes and summarizes academic papers, reports, and articles, offering AI-driven summaries, insights, and audio overviews to simplify complex content within Google's ecosystem.
- **OpenAI's Deep Research (2025)** is integrated within ChatGPT, autonomously browsing the web, analysing text, images, and PDFs, and generating detailed, cited reports to streamline research tasks and ensure academic integrity.
- **Grok-3 (2025)** is an advanced AI model from xAI, designed for mathematical reasoning and complex problem-solving, featuring modes like "Big Brain" for intensive tasks and DeepSearch for exploring the internet comprehensively.
- **SciSpace (2023)** It helps with academic research by offering deep searches through open-access academic articles, real-time document analysis, and interactive features to simplify complex scientific content.
- **Gemini AI (2023),** it was developed by Google DeepMind, enhances productivity and creativity, supporting both text and image-based interactions, making it valuable for academic research and content generation.
- Books AI (2023) provides concise book summaries and personalized reading recommendations, helping researchers and students quickly grasp the key ideas and themes of books.
- **DeepSeek (2023)** is an AI platform focused on mathematical problem-solving and logical inference, offering interactive real-time problem-solving with step-by-step explanations.
- Perplexity AI is a free AI-powered search engine designed to summarize and help users comprehend scholarly articles and research papers, streamlining the academic research process.
- **Jenni AI** is a writing assistant designed to improve productivity in academic tasks such as brainstorming, drafting, and editing.
- **Research Rabbit** helps users explore academic literature efficiently by visualizing citation networks, discovering interconnected articles, and offering personalized updates for on-going research.
- **Semantic Scholar** provides access to over 200 million academic papers and offers AI-generated summaries, citation graphs, and personalized recommendations.
- **Zendy (2020)** is an AI-powered research library that provides free and affordable access to scholarly content, including journals, research papers, and e-books, with an AI assistant to help users discover relevant materials.
- **Myreader (2021)** is an AI-powered reading assistant that offers summaries, answers, and audiobook conversions for books, PDFs, and videos.
- **AI Library (2021)** is an online platform offering access to over 2,150 AI tools and models, helping users discover AI-powered solutions for academic research and content creation.
- **Explain Paper (2020)** simplifies complex academic papers by converting technical language into accessible summaries, making it easier for students and researchers to understand key points.

1.2.2 General AI Tools:

Apart from academic AI tools, some general AI tools also play a vital role to help users get their required information or content. They are

- **ChatGPT** is an AI language model that assists with tasks like answering questions, generating text, and content creation, used in numerous areas, such as academic research and everyday tasks.
- **Jasper AI** is a writing assistant designed to create content such as "blog posts, social media updates", and marketing materials, tailored for content creators.
- **Grammarly** is an AI tool that focuses on grammar, punctuation, and style correction to improve clarity and accuracy in writing.
- **DALL•E:** It is an AI image generation tool by OpenAI that creates images from textual descriptions, used for creative content generation in fields like design and illustration.

- **Copy.ai** generates marketing copy, product descriptions, email templates, and social media posts, helping content creators streamline their work.
- **Notion AI** integrates with the Notion platform, providing features for summarization, content organization, and task management to improve productivity.
- **Zapier** automates workflows across multiple apps using AI-driven triggers and actions to streamline task management and enhance productivity.

1.2.3 Indian IA tools

India also developed several AI tools to support education, research, and industry. A few of them listed below

- **DataRobot** offers open-source tools for academic purposes, helping students and researchers with AI modeling and algorithm development.
- **Kaggle** provides a free platform for learning data science, machine learning, and AI through tutorials, datasets, and competitions, widely used by Indian students.
- **AI for India (AI4I)** is an initiative promoting AI education, offering free resources, research papers, and open-source tools for students and educators.
- **Ignio,** developed by TCS, automates IT operations and helps enterprises streamline workflows, predict issues, and reduce operational costs.
- **Haptik** is an AI-powered platform for building chatbots and virtual assistants, widely used in industries like telecom, e-commerce, and banking for customer service automation.
- **Niki.ai** enables users to perform tasks like bill payments and shopping using natural language commands, catering to non-technical users in multiple languages.
- **Zia, Zoho's** AI assistant, offers intelligent insights and automation for sales, marketing, and CRM, improving decision-making and productivity.
- **SigTuple** uses AI and computer vision to automate medical diagnostics, helping doctors detect conditions like blood disorders and cancer, improving diagnosis speed and accuracy.

These AI tools cover a broad range of use cases, from academic research and writing assistance to creative content generation and automation, making them valuable for both academic and general purposes.

1.3 AIMS Institutes

It was established in 1994 in Bangalore, is one of India's top business schools, consistently ranked among the best in the country. It is NAAC-accredited with an 'A' grade, emphasizing its commitment to educational excellence. The institute offers a variety of undergraduate programs (BHM, BCA, BBA, BBA Aviation, BCom), postgraduate courses (MBA, MCA, MCom, MSW), doctoral programs and many more.

The AIMS Institutes library supports academic growth and research with a vast collection of over 25,000 print books, 30+ print journals, 1.6 million eBooks, and over 6,000 e-journals, along with faculty publications, theses, dissertations, and leading databases, making it a comprehensive resource for students and faculty.

2.0 Review of Literature

The literature review provides a summary of key studies related to the adoption and impact of AI in higher education. Below is a concise overview of the key findings:

Roberts et al. (2025): AI adoption in higher education has been increasing, especially for data analysis and personalized learning, but ethical concerns, such as data privacy and job displacement, remain. Clear guidelines are recommended for responsible AI use.

Ana Maria et al. (2024): Education students are moderately aware of and use AI tools, with awareness varying based on the devices they use. The study suggests that universities monitor AI usage to maintain educational quality.

Tripathi (2024): In Kathmandu Valley, undergraduate students show gaps in AI knowledge and practical use, along with concerns about job displacement and ethics. The study advocates for integrating AI content into curricula to improve literacy and awareness.

Ramya et al. (2024): This study assesses students' awareness and perceptions of AI, revealing varying levels of

awareness depending on the field of study and prior exposure. It highlights both the benefits and ethical concerns of AI in education, urging a more informed approach to AI integration.

Chen & Zhao (2023): Students have positive views on AI-driven personalized learning but express concerns about data privacy and algorithmic bias. The study calls for AI awareness integration into curricula to address these concerns and ensure transparency.

Nguyen et al. (2022): Students use AI tools for academic writing, especially for grammar correction and content suggestions. However, concerns about AI's impact on originality and creativity exist. The study recommends balancing AI with traditional writing practices to maintain academic integrity.

O'Connor & Davis (2022): AI-driven tutoring and feedback systems can improve academic performance, but some students feel AI lacks the personal touch of human instructors. The study proposes combining AI with traditional teaching methods for optimal outcomes.

Patel et al. (2021): Many students are familiar with AI but lack the skills to use AI tools effectively. The study advocates for integrating AI literacy programs into the curriculum to better prepare students for the AI-driven workforce.

Smith et al. (2020): AI has the potential to enhance learning and reduce administrative tasks, but faculty resistance and concerns about AI replacing human instructors are challenges. Ongoing professional development for educators is recommended.

Zhang & Lee (2020): Students acknowledge AI's benefits in improving academic efficiency but are concerned about its effects on job security and privacy. The study suggests universities increase AI awareness and incorporate AI ethics and practical training into curricula.

These studies collectively highlight the benefits of AI in higher education, such as enhancing learning and academic performance, but also emphasize the ethical concerns, need for AI literacy, and integration of AI awareness into curricula. Gaps in knowledge and varying levels of student awareness point to the need for more structured and informed approaches to AI integration in education.

3.0 Need for the Study

AI technology has become integral to everyday life, offering time-saving benefits and enabling fast content generation across various fields. This influence extends to academic environments, where AI tools are increasingly used for tasks like writing assistance, data analysis, and more. Understanding students' awareness, usage, and trust in AI tools is crucial for optimizing their integration in educational settings and addressing concerns related to privacy, data security, and decision-making. This study is essential for gaining insights into students' perceptions and ensuring the responsible adoption of AI in academic contexts.

4.0 Scope and Limitations of the Study:

The study examines the awareness, usage, and perceptions of AI tools among students at Acharya Institute of Management and Science (AIMS), focusing on both undergraduate and postgraduate students. It is limited to the students of AIMS, with a sample size of 285 students.

5.0 Methodology

This study uses a quantitative research approach to explore the awareness, usage, and perceptions of AI tools among 285 undergraduate and postgraduate students at Acharya Institute of Management and Science (AIMS). A structured questionnaire with both closed and open-ended questions was distributed to capture students' awareness, usage frequency, and perceptions of the benefits and challenges of AI tools. Data analysis using descriptive statistics identified trends, and results were presented in tables to provide insights into the integration of AI tools in academic settings.

5.1 Sample Design

The sample size for this study was determined using the Krejcie and Morgan formula. With a total student population of 1100 at Acharya Institute of Management and Science (AIMS), the required sample size was calculated to be 285 respondents. This ensures a 95% confidence level and a 5% margin of error, providing statistically reliable results and a representative sample of the student population.

6.0 Objectives of the Study

The following objectives are derived from the present

- To understand the frequency of access/use AI-powered tools or applications
- To examines the types of AI tools used
- To verify the Purpose of using AI tools
- To explore user trust levels regarding AI tools and their impact on decision-making processes.
- To understand the ethical concerns users have about AI technologies, including biases, privacy issues, and the impact on decision-making.
- To examines the AI's Impact on the Future

7.0 Data Analysis:

Data analysis is the process of inspecting, cleaning, and interpreting data to extract meaningful insights and support decision-making. In the present study, the researcher is using tables and charts to organize, summarize, and visualize the information, making it easier to identify trends and key patterns.

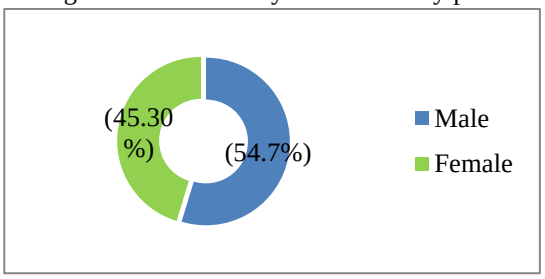

Fig. 1: Gender-wise response

The gender distribution shows a fairly balanced survey sample, with 54.70% male and 45.30% female respondents. This indicates no significant gender bias in the survey population, ensuring diverse participation.

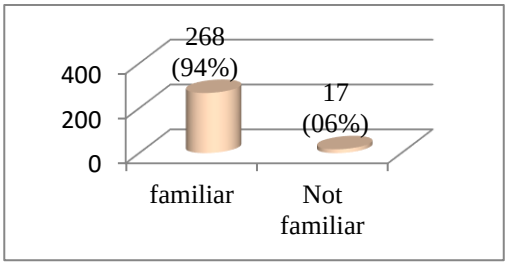

Fig 2: Familiarity/Awareness with "AI"

From the above figure, it shows that 94% of respondents are familiar with AI, while only 6% are not familiar. It is widely recognised by the survey participants, indicating a strong baseline understanding of AI. This suggests that the respondents likely have enough knowledge to make informed decisions about the tools they use.

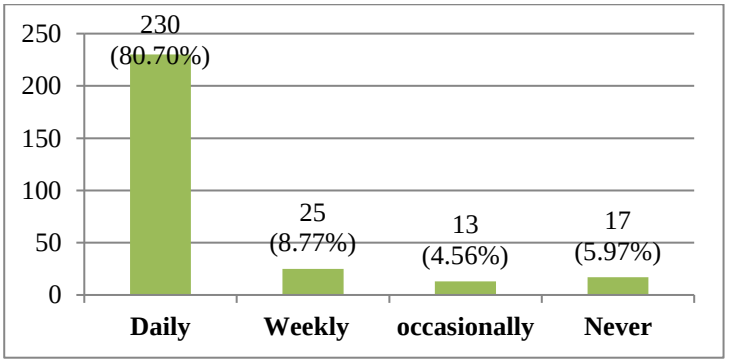

Fig 3: Frequency of Use of AI Tools in Academic Work

In fig3, it expressed that the majority (80.70%) of students use AI tools daily, indicating a high level of integration into their routine. However, smaller portions (5.97%) do not use any AI tools, suggesting a gap in AI tool adoption among some students.

Table: 1 Types of AI Tools Used Regularly

Sl. No.	Types of AI tools used	Answer	%
1	Voice assistants (e.g., Siri,Google Assistant)	61	21.40
2	Academic purposes (research, writing, e.g., Books AI,Grammarly and etc.	61	21.40
3	Image generation tools (e.g.,DALL·E and etc.	35	12.28
4	AI in social media (e.g. Recommendations, filters)	20	7.02
5	AI for data analysis (e.g. Predictive analytics, automation)	25	8.78
6	Generative tools like chatGPT, Gamma.ai, Gemini etc.	83	29.12
	Total	**285**	**100.00**

The above table indicates that generative AI tools, such as ChatGPT and Gemini, are the most commonly used AI tools, with 29.12% usage, followed by AI in social media, which is the least used at 7.02%. It suggests that generative AI tools and voice assistants are the most widely used, while AI in social media and image generation tools have comparatively lower adoption.

Table 2: Purpose of Using AI Tools

Sl. No.	Purpose of using AI tools	Answer	%
1	Research Assistance – To help find relevant papers, articles, and resources	38	13.34
2	Writing Assistance – To help with grammar checking, writing suggestions, or drafting content	**92**	**32.28**
3	Idea Generation – To assist in brainstorming or generating new ideas for projects and papers	42	14.73
4	Learning Support – To understand complex topics or concepts in a more accessible way	25	8.77
5	Study Support – To provide explanations or answer questions on academic topics	17	5.96
6	Task Automation – To automate repetitive tasks like data analysis or creating reports	38	13.34
7	For assignments	33	11.58
	Total	**285**	**100.00**

From the above table it is shows that the majority of respondent using AI tools for writing assistance (32.28%), followed by research assistance and task automation (13.34% each). Idea generation and learning support are less frequently used, it indicating a stronger reliance on AI for improving writing and handling repetitive tasks.

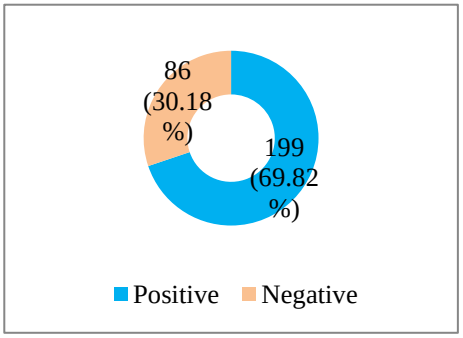

Figure: 4 Users Opinions on Using "AI Tools"

A majority of users (69.82%) have a positive opinion about using AI tools, while 30.18% have a negative opinion. The overall sentiment towards AI tools is positive, which supports the idea that AI is seen as a beneficial tool by most users.

Table 3: Respondents' Concerns about "AI Tools."

Sl. No	Respondents concerns about AI tools	Answer	%
1	Privacy and data security	86	30.18
2	AI replacing human jobs	52	18.24
3 4	Ethical concerns (e.g., bias, decision-making)	42	14.74
5	Lack of control over AI-generated outcomes	52	18.24
6	Over-reliance on technology	35	12.28
7	I have no concerns	18	6.32
	Total	**285**	**100.00**

The table shows that the most significant concern among respondents about AI tools is privacy and data security, with 30.18% expressing this concern. Additionally, 18.24% are worried about AI replacing human jobs, while a smaller percentage (6.32%) have no concerns at all.

Table: 4 Users response on AI tools to make important decisions

Sl. No	Users responses on AI tools to make important decisions	Answer	%
1	Yes, but I prefer human oversight	117	41.06
2	No, I don't trust AI tools for such decisions	158	55.43
3	Yes, I trust AI tools fully	10	3.51
	Total	**285**	**100.00**

From the above table, it is observed that the highest (55.43%) of users expressed that they do not trust AI tools to make important decisions, with only (3.51%) of respondents fully trusting AI for such decisions. This suggests that while AI is accepted as an assistant, it is not yet fully trusted in high-stakes scenarios. The preference for human oversight shows that users prioritise human judgement and accountability.

Table: 5 Users opinions on the biggest benefit of using AI tools

Sl. No	Users opinions on the biggest benefit of using AI tools	Answer	%
1	Time-saving	**127**	**44.56**
2	Increased productivity	79	27.72
3	Improved decision-making	46	16.14
4	Enhanced personalization and recommendations	33	11.58
	Total	**285**	**100.00**

From the table it is expressed that the majority of users view AI tools as a time-saving resource, with a significant number also acknowledging their role in increasing productivity. While improved decision-making and enhanced personalisation are seen as benefits, they are less prioritised compared to time-saving and productivity.

Table: 6 "Users' responses: How do you think AI is currently shaping the future of all the fields of users?"

Sl. No	How do you think AI is currently shaping the future of all the fields of users	Answer	%
1	Positively, by improving efficiency and innovation	82	28.77
2	Negatively, by creating dependence on technology and reducing human interaction	69	24.21
3	It's too early to tell; the full impact of AI is not yet clear	62	21.76
4	It has both positive and negative impacts, depending on the industry	72	25.26
	Total	**285**	**100.00**

The table shows that the majority of users believe AI is shaping the future positively, with 28.77% citing improvements in efficiency and innovation, while 24.21% feel it has a negative impact by increasing dependence on technology. Additionally, 25.26% acknowledge that AI's impact varies by industry, and 21.76% believe it's too early to fully assess its effects.

Table: 7 Users' Responses on Potential Risks or Challenges of Increasing AI Adoption."

Sl. No	Users' Responses on Potential Risks or Challenges of Increasing AI Adoption."	Answer	%
1	Job displacement and inequality; addressing through retraining and education programs	102	35.79
2	Ethical concerns and biases; addressing by ensuring transparent and fair AI development	68	23.86
3	Ethical concerns and biases; addressing by ensuring transparent and fair AI development	32	11.23
4	Security and privacy issues; addressing through stronger regulations and safeguards	51	17.89
5	I don't think there are any significant risks or challenges with AI adoption	32	11.23
	Total	**285**	**100.00**

The table highlights that the most significant risk of increasing AI adoption is job displacement and inequality, with 35.79% suggesting retraining and education programs as a solution. Additionally, ethical concerns and biases, along with security and privacy issues, are major challenges, with respondents advocating for transparent AI development and stronger regulations to address them.

8.0 Major Findings

- In figure 2, it is indicated that the majority of respondents (94%) are familiar with AI, highlighting a strong baseline understanding of AI among the participants.
- The figure 3, shows that a significant proportion of respondents (80.7%) use AI tools daily in their academic work, emphasising their integral role in academics.
- In Table 1, it is noted that the generative AI tools, such as ChatGPT, are the most commonly used, showcasing their growing popularity in academic settings.
- Table 2, identified that writing assistance is the primary use for AI tools, indicating that most users rely on AI for grammar checking, writing suggestions, and content drafting.
- It reveals in figure 4, that a large majority (199 respondents) have a positive opinion of AI tools, suggesting that the overall perception of AI is favourable.
- From the table 3, identified that the Privacy and data security are the top concerns among respondents, indicating that data handling and protection are critical issues in AI adoption.

- The table 4 reflects that a majority of respondents do not trust AI tools for making critical decisions, highlighting the preference for human oversight in high-stakes situations.
- In Table 5, it is noted that time-saving is regarded as the most significant benefit of using AI tools, indicating their role in increasing productivity and reducing time spent on repetitive tasks.
- Table 6: It is observed that the majority of respondents believe AI is positively shaping the future of various fields, though there are mixed opinions about its full impact.
- From Table 7, it shows that the most significant concern about AI adoption is job displacement and economic inequality, pointing to the need for addressing the societal challenges that come with AI advancements.

9.0 Recommendations:

The study recommended several measures to ensure students effectively use AI tools.

i. **Strengthen Privacy and Data Security Measures:**It is evident from table 3, that (30.18%) of respondents express concerns about privacy and data security, it is crucial to implement stronger privacy protocols and clear, transparent policies. Educational institutions and organisations should ensure that AI tools used in academic settings adhere to rigorous security standards, which will help in building trust and alleviating concerns over data handling. Regular audits and updates to these policies will further reassure users.

ii. **Promote Human Oversight in Critical Decision-Making:**As seen in Table 4, where (55.43%) of respondents do not trust AI tools for making important decisions, human oversight is considered essential, especially in high-stakes situations. It's recommended that educational institutions and organisations ensure that AI tools are used as assistive technologies rather than making independent decisions in critical scenarios. Implementing a system where AI assists in decision-making but final judgement lies with humans would align with user preferences.

iii. **Address Concerns over Job Displacement and Economic Inequality:**With 35.79% of respondents worried about job displacement (Table 7), it's important to invest in retraining and up skilling programmes to mitigate this concern. Educational institutions should provide resources, such as certifications in AI management, ethics, and implementation, to help workers transition to roles that complement AI rather than being replaced by it. This approach would ensure that AI adoption does not contribute to widening inequality and unemployment.

iv. **Facilitate Discussion and Awareness on AI's Future Role:**As 28.77% of respondents recognise that AI is shaping the future positively (Table 6), there is an opportunity to foster on-going conversations and educational initiatives that highlight AI's potential across various industries. Hosting webinars, workshops, and discussion forums would provide users with insights into how AI tools can be integrated into their academic work and future careers. It can also serve as a platform to address any concerns regarding its impact on their fields.

v. **Support the Continued Use of AI for Task Automation:**With (44.56%) of respondents recognising AI's ability to save time (Table 5), institutions should encourage and support the continued integration of AI tools to automate routine academic tasks. AI tools can handle repetitive functions like data analysis, report creation, and other administrative tasks. This would free up valuable time for faculty and students to focus on more complex, creative, or research-oriented work. Additionally, promoting AI tools that streamline administrative burdens can reduce workload for staff.

10.0 Conclusion

The study highlights that AI tools, particularly generative tools like ChatGPT, are widely used and valued in academic settings, enhancing efficiency and innovation. While most respondents have a positive view of AI, concerns around privacy, data security, ethics, and job displacement remain prominent. To address these concerns, it is essential for academic institutions to implement stronger privacy measures, ensure human oversight in decision-making, and invest in retraining programs to mitigate job displacement. By focusing on responsible AI adoption, institutions can maximize AI's benefits while addressing its societal impacts. Ultimately, AI holds great potential to transform academic environments, but its integration must be ethical,

secure, and thoughtfully managed.

11.0 References

i. AI Library. (2025, April 1). AI Library. https://www.ailibrary.com
ii. AI4I. (2025, April 1). AI for Industry. https://www.ai4i.org
iii. AIMS Institutes. (2025, April 1). AIMS Institutes. https://www.theaims.ac.in/aims-institutes
iv. Ana Maria and etl. (2024). (2024).Unlocking the Future of Learning: Assessing Students' Awareness and Usage of AI Tools. International Journal of Information and Education Technology, 14(8), 2024.
v. BooksAI. (2025, April 1). BooksAI. https://www.booksai.com
vi. Chen, W., & Zhao, L. (2023). Student perceptions of AI-driven personalized learning. Journal of Educational Technology, 22(4), 47-59. https://doi.org/10.1234/edu-tech.2023.1047
vii. Copy.ai. (2025, April 1). Copy.ai: AI-powered writing tools. https://www.copy.ai
viii. DataRobot. (2025, April 1). Enterprise AI platform. https://www.datarobot.com
ix. DeepMind. (2025, April 1). Gemini AI by DeepMind. https://www.deepmind.com/gemini-ai
x. DeepSeek. (2025, April 1). DeepSeek AI. https://www.deepseek.com
xi. Explainpaper. (2025, April 1). Explainpaper: Simplifying research papers. https://www.explainpaper.com
xii. Grammarly. (2025, April 1). Grammarly: AI writing assistant. https://www.grammarly.com
xiii. Haptik. (2025, April 1). Haptik: Conversational AI platform. https://www.haptik.ai
xiv. Jasper. (2025, April 1). Jasper AI: AI content creation. https://www.jasper.ai
xv. Jenni AI. (2025, April 1). Jenni AI: AI writing assistant. https://www.jenniai.com
xvi. Kaggle. (2025, April 1). Kaggle: Data science and machine learning. https://www.kaggle.com
xvii. MyReader. (2025, April 1). MyReader: AI-powered reading assistant. https://www.myreader.com
xviii. Nguyen, M., et al. (2022). AI tools in academic writing: A student perspective. Journal of Educational Innovations, 19(2), 112-124. https://doi.org/10.2139/edu-inov.2022.0312
xix. Niki.ai. (2025, April 1). Niki.ai: AI-powered personal assistant. https://www.niki.ai
xx. Notebook.ai. (2025, April 1). Notebook.ai: AI-assisted worldbuilding. https://www.notebookai.com
xxi. Notion. (2025, April 1). Notion AI. https://www.notion.so/ai
xxii. O'Connor, C., & Davis, J. (2022). Assessing the impact of AI on student learning outcomes. Higher Education Review, 39(1), 98-105. https://doi.org/10.1234/edu-review.2022.015
xxiii. OpenAI. (2025, April 1). ChatGPT by OpenAI. https://www.openai.com/chatgpt
xxiv. OpenAI. (2025, April 1). DALL·E by OpenAI. https://www.openai.com/dall-e
xxv. OpenAI. (2025, April 1). Deep Research by OpenAI. https://www.openai.com/deep-research
xxvi. Patel, A., et al. (2021). Exploring AI literacy in higher education. Journal of Technological Education, 25(1), 52-64. https://doi.org/10.1073/jte.2021.1024
xxvii. Perplexity AI. (2025, April 1). Perplexity AI: Answer engine. https://www.perplexity.ai
xxviii. Ramya, N and Prasath S. (2024). Analyzing Students Awareness And Perceptions Towards Artificial Intelligence Technologies In Higher Education. International Journal of Creative Research Thoughts (IJCRT), 12(9), 872-886.
xxix. ResearchRabbit. (2025, April 1). ResearchRabbit: Literature mapping tool. https://www.researchrabbit.com
xxx. Roberts, J., & Martinez, P. (2025). AI adoption in higher education: A longitudinal study. Educational Technology and Society, 28(2), 45-57. https://doi.org/10.1109/et-society.2025.0157
xxxi. SciSpace. (2025, April 1). SciSpace: Research tools powered by AI. https://www.scispace.com
xxxii. Semantic Scholar. (2025, April 1). Semantic Scholar: AI-powered research. https://www.semanticscholar.org
xxxiii. SigTuple. (2025, April 1). SigTuple: AI in healthcare diagnostics. https://www.sigtuple.com
xxxiv. Smith, H., et al. (2020). AI in higher education: Opportunities and challenges. Journal of Academic Innovation, 14(2), 110-125. https://doi.org/10.1145/ai-he.2020.0125
xxxv. TCS. (2025, April 1). ignio by TCS: Cognitive automation platform. https://www.tcs.com/ignio
xxxvi. Tripathi, Chhabi Ratna. (2024). Awareness of Artificial Intelligence (AI) among Undergraduate Students. NPRC Journal of Multidisciplinary Research, 1(7), 126 146.
xxxvii. xAI. (2025, April 1). Grok-3 by xAI. https://www.xai.com/grok-3
xxxviii. Zapier. (2025, April 1). Zapier: Automation for business. https://www.zapier.com
xxxix. Zendy. (2025, April 1). Zendy: Access academic research. https://www.zendy.io
xl. Zhang, J., & Lee, K. (2020). Perceptions of AI among university students: A survey study. Journal of Artificial Intelligence in Education, 21(3), 45-58. https://doi.org/10.1007/ai-edu.2020.0037
xli. Zoho. (2025, April 1). Zia by Zoho: AI-powered assistant. https://www.zoho.com/zia