



CHANAKYA UNIVERSITY

(Established Under the Chanakya University Act -Karnataka Act No 37 of 2021)

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NOTIFICATION

Subject: University Guidelines on Artificial Intelligence

Reference: 40th BOM Meeting held on 31st July 2026

With reference to the above, the University has formulated the University Guidelines on Artificial Intelligence – Use of AI in Academics, Research, Administration & Adoption to promote the responsible and effective use of AI across the University.

The Guidelines shall be applicable to all students, faculty and staff and shall govern the use of AI in academic activities and institutional operations.

All concerned are required to adhere to the provisions of the Guidelines with effect from the date of issue.

The detailed Guidelines is enclosed herewith as Annexure.


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1. Purpose & Scope

The University is committed to innovation in the delivery of its strategy and mission, recognizing that Artificial Intelligence (AI) provides unparalleled opportunities and challenges for the development of educational programmes, research, and professional services.

This policy applies to all students, faculty, staff, and administrative functions, governing all institutional operations and academic activities.

Chanakya University's Foundational Approach

Chanakya University's approach towards AI is rooted in its core purpose of Teaching and Research where the ultimate outcome is Learning and understanding. Historically, every transformative technology took decades to enter mainstream society. AI has penetrated at an unprecedented pace, and its opacity is a cause for concern - particularly for a university setting where the impact on teaching and learning is still being understood.

This also presents a unique opportunity to re-examine how learning takes place and to explore how AI can be meaningfully integrated to enhance understanding, critical thinking, and knowledge creation. Rather than viewing AI merely as a technological tool, Chanakya University seeks to harness its potential to enrich the learning process while preserving the fundamental objectives of education and research.

2. Definitions

- **Artificial Intelligence (AI):** The broader field of computer science focused on creating intelligent machines programmed to emulate human cognitive capabilities, such as learning, pattern recognition, and problem-solving.
- **Generative AI (GenAI) :** A subset of AI specializing in creating new content - including text, images, audio, video, and code - utilizing deep learning techniques such as transformer models or Generative Adversarial Networks (GANs).
- **Large Language Models (LLMs):** Systems that generate responses by predicting the next most statistically probable word in a sequence. These tools operate on statistical predictions rather than true knowledge or conceptual understanding.
- **Machine Learning (ML):** Data-driven systems that utilize algorithms to learn patterns from training data to perform tasks like classification, prediction, or optimization without explicit programming for every outcome.
- **Agentic AI:** Agentic AI is a category of artificial intelligence that can autonomously plan, make decisions, and execute multi-step tasks to achieve specific goals, acting independently with minimal human oversight
- **AI-Copilot:** A copilot is a conversational, AI-powered assistant that helps boost productivity and streamline workflows by offering contextual assistance, automating routine tasks, and analyzing data.
- **Academic Integrity:** Upholding the highest standards of honesty, trust, fairness, respect, and responsibility in all academic work.
- **Honor Code:** The University's formal code governing ethical conduct, including the use of AI tools in academic submissions.

3. Guiding Principles

The University codifies the following core principles as the ethical and operational framework for AI engagement:

- **Cognitive Sovereignty** – Learning for Understanding rather than mere fluency
- **Productive Struggle** – The Joy of Exploration beyond Convenience
- **Augmentation, Not Substitution** – Human in the loop
- **Collaborative Development**: The University will work with partners, stakeholders, and other agencies to develop and share good practice as AI applications in education and research evolve.
- **AI-Literacy and Fluency**: The University mandates the support of learning and skills development to ensure students and staff can critically evaluate and apply AI tools.
- **Human-Centric**: AI must augment human capabilities and prioritize people first. AI is a supplement, not a replacement for human thought and effort.
- **Clarity, Fairness, and Transparency**: The University ensures that the approach to AI is transparent, providing users with an understanding of how technology and algorithms are deployed.
- **Regular Policy Review**: The University will adapt and keep under regular review its policies to promote the legal, ethical, and inclusive use of AI.
- **Academic Rigor and Integrity**: The University will uphold the highest standards of academic integrity, ensuring AI does not undermine the validity of education or research.
- **Faculty Focus**: Faculty must define AI use parameters for each course, assignment, and coursework.
- **Inclusion**: The University will proactively monitor and mitigate discriminatory impacts (algorithmic bias) and use AI to enhance commitments to inclusivity.
- **AI as Supplement, Not Replacement**: AI-generated content must enhance rather than displace human effort. Students and faculty must maintain critical engagement with AI-generated content and validate outputs before acceptance.

4. Chanakya's approach

Historically, every technology that changed the world took decades to be a part of mainstream society. While AI has been an instant sensation and has been penetrating deep into the society at an unexpected pace. The opacity of the tool is a cause of concern for a setup like university since the impact is not yet ascertained on the teaching and learning process.

Chanakya University's approach towards AI is purely based on its purpose of Teaching and Research where the outcome is Learning.

Some pre-requisites required:

- Training faculty, staff and students on use of AI, prompting and pitfalls
- Rethinking and redesigning **classroom sessions and assessments** – Faculty as not merely a educator, but providing perspectives and insights to improve learning- an architect of learning.
- Providing training on reducing repetitive administrative tasks through AI

Each Course delivery and assignments will be split into three formats and the degree of each format varies based on the faculty:

Long Form Learning	Assistive AI	Open Tools (OpenAI, Gemini, etc)
Teaching, assignments and assessments are Classroom based without use of AI	Use AI platform built/curated by faculty for a particular course with restrictions	Use openly available AI tools for learning and assignments with specific instructions provided by the Faculty
100% in person and classroom based without interference of AI. This is to strengthen the Foundations and support learning and critical thinking.	This is to enhance the Foundations of the Long form learning through controlled AI tools. This is entirely faculty led and can be programmed to nudge students. This is an idea and we can use RAG and agents to support the initiative.	Open to students to use the list of approved AI tools. However, it is entirely left to the faculty to decide on the way it must be used + attribution and honour code apply

5. Academic Integrity & Permitted Use

The University utilizes a Red-Yellow-Green (Traffic Light) model to establish clear boundaries for AI use in coursework. Faculty retain the right to further define or restrict these categories for their individual courses and assignments.

Category	Permitted Activities	Required Attribution
Green (Full Use)	Use as a teammate for brainstorming, ideation, summarizing, or preparation for debates. Includes multimodal comprehension support (e.g., ChatGPT, NotebookLM).	Full disclosure in an "Explanation of AI Tool Use" addendum.
Yellow (Conditional)	Use as a tutor, coach, or editor for preliminary research and conceptual learning (writing support only).	Full citation of prompts, date of access, and program URL.
Red (Prohibited)	Submitting AI-generated text/ideas as original work; Using AI to bypass the productive struggle of learning; exam responses; highly-consequential automated decisions (recruitment, legal, personnel, grading).	Prohibited; constitutes a violation of academic integrity.

5.1 Assessment Types

- **AI-Free Assessments:** Rely on formats like supervised exams, in-class writing tasks, and oral examinations to test unaided student thinking.
- **AI-Assisted Assessments:** Allow controlled use of tools, requiring students to document how AI contributed to their work.
- **AI-Integrated Assessments:** Embed AI tools directly into learning activities - treating them as partners for ideation and feedback - while evaluating students' reasoning, judgment, and conceptual mastery.

5.2 Permitted Uses (All Categories)

- Brainstorming and idea generation
- Research support and summarization
- Practice questions and self-assessment
- Study assistance and drafting support (using AI like a Teaching Assistant, not a professor)
- Upskilling and acquiring advanced AI-literacy competencies

5.3 Prohibited Uses (All Categories)

- Completion of academic assignments without explicit instructor permission
- Highly-consequential automated decision-making (recruitment, legal analysis, personnel decisions, grading)
- Creative works requiring personal perspective unless explicitly permitted
- If unacceptable for a peer to complete, it is unacceptable to have AI do it (e.g., having AI write your paper)
- Exam responses, unless explicitly authorized

5.4 AI Assignment Disclosure Scale

Students must self-disclose the nature of their AI use for every submission. This scale provides a standardised framework for transparent attribution. The university also requires documentation of the specific prompts used and how outputs were verified.

Level	Disclosure Statement
Level 0	I did not use ChatGPT for this assignment.
Level 1	ChatGPT helped with grammar and readability, but the original writing was my own.
Level 2	ChatGPT helped with idea generation, but I wrote the assignment myself.
Level 3	A small amount of my work (just a couple of sentences) were written by ChatGPT.
Level 4	ChatGPT significantly wrote my work, but I edited it.
Level 5	ChatGPT did the entire work.

6. Faculty Responsibilities

Instructors hold the authority to define AI boundaries for their specific disciplines. Faculty bear the primary responsibility for managing AI integration in their courses.

6.1 Core Obligations

- **Syllabus Mandate:** Faculty are required to provide official, written policies in every syllabus stating permitted and prohibited uses of AI tools. Syllabus formation for each course shall be made by the faculty.
- **Pedagogical Protection:** Faculty must design assessments that protect the “productive struggle” essential to learning, ensuring AI serves as a tool for synthesis rather than a substitute for first-pass reading or drafting.
- **Assessment Design:** Faculty are encouraged to design “AI-resilient” assessments that focus on process, reflection, and higher-order thinking - emphasizing critical thinking, creativity, and authentic student voice that are difficult for AI systems to replicate.
- **Disclosure:** Faculty must explicitly communicate what AI uses are permissible in coursework and must disclose when institutional materials incorporate AI assistance.

6.2 Quality Control

When AI assists in grading or content generation, instructors must employ solid, independently designed rubrics and maintain rigorous quality control rather than delegating judgment to AI tools.

7. Student Obligations

Students must adhere to the following mandates regarding responsible AI engagement:

- **Validate All Output:** Students shall always validate AI output with external, reliable sources. LLMs are predictive, not factual, and may hallucinate citations.
- **Assume Sole Responsibility:** Students take full responsibility for any false information, inaccuracies, or biased content in their submissions.
- **Mandatory Attribution:** Every AI-assisted assignment must include an “Explanation of AI Tool Use” addendum detailing specific prompts, how outputs were evaluated, and where they were incorporated.
- **Prioritize Human Thinking:** Students shall use their own reading and thinking for the initial production of work unless explicitly authorized otherwise.
- **Evaluate Critically:** Take every piece of advice or explanation given by AI critically and evaluate that advice independently. You are accountable for your own work.
- **Use Approved Tools Only:** Only approved AI tools shall be used for academic purposes.
- **No Confidential Data:** No confidential data, university information, or non-public course materials should be uploaded on any AI tool. Once information is uploaded, consider it to be in the public domain.

8. Research Integrity

- **Authorship Prohibition:** AI tools cannot be listed as authors on any research output.
- **Methodological Disclosure:** Researchers must disclose the use of generative AI in data collection, analysis, or manuscript preparation.
- **Critical Oversight:** Researchers are responsible for differentiating between “bugs” and “features” in AI-predicted structures. Every AI-supported finding must be subject to human critical analysis.

9. Data Red-Line Policy

Strictly Prohibited — Do NOT input the following into open or public AI tools:
Violations of this policy may result in disciplinary action and potential legal consequences.

- **Sensitive Information:** Passwords, credit card details, or privileged legal advice.
- **Restricted Data:** Electronic Protected Health Information (ePHI), tax advice, or confidential business information, statutory documents not marked for public consumption.
- **Student Data:** Personal details or student assignments without explicit, written permission.
- **University IP:** Proprietary learning materials, research data, or University Intellectual Property (IP).
- Non-public instructional materials or proprietary/unpublished work.
- Confidential trade secrets of any nature.

Unauthorized disclosure through AI systems can result in loss of institutional IP rights. Once information is uploaded to a public AI tool, consider it to be in the public domain.

10. Institutional & Administrative Use

The University supports AI to enhance operational efficiency, subject to the following Data Classification Levels:

Data Level	Permitted Platform	Examples
Low Risk Data	May be used in popular no-cost tools for experimentation.	Public(ex: ChatGPT)
Moderate Risk Data	May be used in secured platforms.	Copilot "Web" tab, GitHub Copilot
High Risk Data	Must only be processed in secured institutional platform "Work" tabs.	Microsoft Copilot "Work" tab

The University encourages the use of AI for administrative tasks to improve operational efficiency, provided it complies with safety and privacy standards. All administrative AI use cases must include human-in-the-loop oversight.

11. AI Literacy & Training

The University will maintain a comprehensive training framework built on the Stanford AI Literacy model, encompassing four literacy dimensions:

- **Functional Literacy:** How does AI work?
- **Ethical Literacy:** How do we navigate the ethical issues of AI?
- **Rhetorical Literacy:** How do we use natural and AI-generated language to achieve our goals?
- **Pedagogical Literacy:** How do we use AI to enhance teaching and learning?

11.1 Training Framework

- AI-Literacy Workshops: Mandatory training for all students, faculty, and staff.
- Cross-Functional Task Forces: Interdepartmental collaboration to address evolving AI challenges.
- Professional Development: Staff and faculty will have access to workshops and resources to keep pace with evolving AI capabilities.
- Training on prompting techniques and understanding AI pitfalls and hallucinations.
- Rethinking classroom sessions and assessments, with faculty as providers of perspective and insight rather than merely content delivery.
- Training on reducing administrative tasks through AI.

Pre-requisites for Full AI Integration

Before institutional AI adoption is complete, the following must be in place: (1) Training for faculty, staff, and students on AI use, prompting, and pitfalls. (2) Redesign of classroom sessions and assessments. (3) Training on reducing administrative tasks

12. Governance & Oversight

12.1 AI Governance Group (AIGG)

The AIGG is responsible for approving policy and ensuring effective institutional implementation. It is headed by the Vice-Chancellor and advised by the Chancellor, Pro-Chancellor, and Founding Chancellor.

12.2 Expert Committees

- Academic Affairs will oversee research ethics and academic integrity.
- An AI Ethics & Oversight Committee will be constituted to review ongoing AI deployment.

12.3 Standardization Alignment

The University aligns with the DoT/BIS AI Standardization framework, specifically the Three Working Groups:

- Working Group 1: Functional, Trustworthiness, Ethical Standards, and Compliance
- Working Group 2: Interfaces, Protocols, and Benchmarking
- Working Group 3: Execution and Feedback

13. Enforcement & Disciplinary Procedures

Misconduct related to AI use will be addressed via the Academic Oversight Committee for academic and research purposes. Any other violations or misuse will be addressed by the competent authority established by the University.

14. Review & Amendment Process

To keep pace with rapidly evolving technological trends, this policy is subject to a Formal Annual Review Cycle. The AIGG is mandated to update the policy every semester (or sooner if required) to ensure it remains current with technological and regulatory shifts.

- Annual formal review by the AIGG
- Semester check-ins to assess emerging AI developments
- Immediate amendment process for critical regulatory changes

Investigations must include a holistic review of the student's work and process. Disciplinary procedures will be proportional to the severity of the violation and will consider context, intent, and the student's prior record.

14.1 Reference Institutions (To be included only in the review document)

This policy is informed by the AI policies and practices of the following institutions: Arizona State University, Yale, Harvard, Stanford, IISc, Cornell, MIT, University of Michigan, University of Edinburgh, UC Berkeley, UCT, University of Surrey, TU Dublin, Johns Hopkins, University of Chicago, Imperial College London, Oxford University, and CalTech.

14.2 Key Policy Consensus Across Reference Institutions

- All universities ban use of AI for foundational proficiency assessments.
- Usage of AI in assignments and exams is prohibited unless otherwise stated by the faculty.
- GenAI must be used as an open-source brainstorming tool and must never replace human thought.
- No student should ask GenAI to do a task they may not ask their peer or professor.
- All GenAI content must be verified before use - tools hallucinate.
- Two-way street: all faculty must disclose GenAI use in course formulation; all students must disclose usage in citations.
- No confidential data or university information should be uploaded to any GenAI tool.
- Only approved AI tools must be used.