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Leveraging GPT for Personalized Learning in Higher Education: Opportunities, Challenges, and Student Perspectives across India

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Abstract: ***Higher education is evolving owing to the implementation of GPT platforms which allow for real-time, automated tutoring, and provide tailored content, resulting in personalized adaptive learning. Besides increased self-efficacy and engagement, the tools do pose risks such as data privacy concerns, academic dishonesty, and limited accessibility. This study examines the implementation of GPT technology by college students from different regions across India with a particular study on Bihar and other states for balanced representation. It combines methods through literature and fieldwork, including an analysis of existing documents. To evaluate established patterns of usage, effectiveness, and challenges, a semi-structured questionnaire focusing on GPT use will be distributed through Google Forms. Additionally, incorporating case studies of institutions that have integrated GPT will enhance practical understanding. This research seeks to evaluate the impact of GPT technology on academic performance regionally, assess the disparities in adoption rate by region, and suggest frameworks for safe and responsible AI use within educational systems while mitigating critical concerns. Institutions will be equipped with the means to employ GPT technology to elevate learning experiences without sacrificing academic honesty and accessibility.***
Keywords: GPT, Personalized Learning, Higher Education, AI Ethics, Student Engagement

I. INTRODUCTION

The adaptation of technology into a realm such as education is done through the incorporation of novel tools and devices into the existing system. This calls for changes in policies as well as workflows in order to adapt to a new form of AI which assists students in real time like Google Home or Siri. Rising development in this domain can be identified through the advancements in Generative Pre-trained Transformers (GPT). Apart from transforming education, AI technology is fostering change in almost every sector. Handling an expanding population along with their education is a huge challenge India has to face in various spheres. The capacity of such devices to provide customized feedback tailored to the specific needs of the user has proven useful, particularly in the Indian context. Examining the usage of these tools in Indian Education and higher learning institutions is crucial after collecting data from the 77 participants who were surveyed consisting of students from different institutions (Kumar, Ravi, & Shekhar, 2025). These results reveal a significant gap between the knowledge of the technologies and their real use among students. Approximately 95 percent of the participants confirmed the usage of artificial intelligence tools, in particular, referring to GPTs such as ChatGPT, Gemini, and Copilot. The degree to which the technology is valued by students can also be gleaned from the observation that the overwhelming majority – 69 of 77 survey participants – concurred or strongly agreed that their learning experiences had been enriched through the utilization of GPT platforms. Furthermore, 66 students reported that their efficiency in performing academic tasks received a considerable boost. Again, ease of use was a dominant theme with more than 85 percent of participants reporting comfort with the tools. All these things said, there are some more positive signs that are mitigated by areas of concern. As an example, more than half the students surveyed reported some level of uncertainty regarding the ethical boundaries of AI-enabled tools, and only a small fraction reported feeling supported by their institutions in guidance and policy. All of these insights point to the concern that there is a widening gap in technology capability and the governance frameworks required to use them in a responsible manner (Kumar et al., 2025).

To answer the questions about the motivations underlying the acceptance of technology and the responsible use of this framework, this study utilizes the Technology Acceptance Model (TAM) provided by Davis (1989). He developed this model believing that perceived ease of use and usefulness of the technology greatly impacts the attitude and intention of users towards the use of technology. Given the attention that respondents paid to the convenience and utility of GPT.

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Platforms, it makes sense to analyze the findings of this research using this model. Also, the Theory of Planned Behavior (Ajzen, 1991) complements the analysis of students' ethical considerations and intention concerning AI use. It examines how the influence of one's peers makes them influence an institution's culture, their feeling of control in the situation, and how they impact the choice to use the accounts responsibly. The integration of these models provides a strong theoretical base for the study, positioning user experience in larger psychological and behavioral contexts. The theoretical framework that informs this research links principal constructs abstracted from the data and literature. These are demographic and institutional context (for example, age, gender, and institution type), familiarity and usage frequency of GPT, perceived academic benefit, ethical sensitivity and online literacy, and levels of peer and institutional support. These factors coalesce to form learners' perceptions and experiences of GPT use. For example, students from private colleges—who constitute the bulk of the sample—demonstrated increased participation and greater awareness of AI tools. Participants from government or independent colleges, by contrast, showed relatively lower awareness, suggesting entrenched gaps in digital infrastructure and access (Kumar et al., 2025; Venugopal & Mamatha, 2023). This paper is organized as follows. Next is a literature review section that captures the most recent scholarly GPT research within educational contexts, capturing its promises and challenges. It is followed by the methodology section which describes the semi-structured questionnaire used for data collection as well as the respondents' demographic profile. The analysis section presents detailed findings structured thematically into tables depicting patterns of use, perceptions, and ethical considerations of GPT usage. The results and discussion section then accounts these findings in relation to the theoretical frameworks described earlier. Finally, the paper provides the conclusion by highlighting the key insights in conjunction with institutional frameworks identified GPT's gaps, and provide recommendations for the responsible, tiered, and inclusive adoption of GPT technology within India's higher education ecosystem.

II. LITERATURE REVIEW

In recent times, Artificial Intelligence (AI) technologies have been reshaping the education industry, and tools such as GPT are at the forefront of this. In India, universities are increasingly adopting digital technologies, and GPT-based systems are being widely considered as assistance that can make learning individual-specific, assist with academic work, and offer interdisciplinary support (Naznin et al., 2025; Sharma et al., 2025). At the same time, expanding interest in GPT's possible uses is also accompanied with ethical, equity, and accessibility questions.

Numerous scholars have examined how GPT aids learners in personalizing their education. Naznin and colleagues (2025) note how GPT tools are capable of delivering real-time feedback and contextualized explanations to students, offering support that feels indistinguishably close to actual tutoring. Their research shows learners at all levels employing GPT to tackle complex concepts, ideate for essays, and bolster their comprehension. Those findings are consistent with the results from this study, whereby most participants (Table 2) reported that their academic experiences had been enhanced by GPT.

According to Yadav, Arora, and Kashyap's (2025) study, Northern Indian students noticed that GPT tools minimized routine academic work, such as composing emails or generating simple reports. In line with this observation, our results reveal that 66 out of 77 students reported that GPT helped them finish tasks faster, which suggests GPT is indeed assisting students in their studies.

There are also differences in GPT usage among various groups. Ramteke (2024) noted that male students from private and technical colleges tended to use AI tools more frequently. Our research confirmed that most male students reported daily use of GPT resources (Table 1), while female students reported slightly lower levels of usage. This demonstrates a digital usage disparity or gap which, if unaddressed, places institutions at risk of failing to provide inclusivity and fostering equitable AI adoption.

Grey markers still outline Ethics. While students readily embrace convenience and usability of GPT, they largely see the boundaries of what is ethical as unclear. Concerning ethical usage of GPT and citation guidelines, as seen in Table 2, a significant number of students chose to remain neutral or were unsure. Maiti et al. (2025) echoed the same views by stating that unsupported students can misuse AI systems or breach ethical norms unintentionally. Their proposal emphasized the need for universities to come up with clear policies, train them, and incorporate ethics within academia. Also clearly defined is the disparity in AI exposure based on the institution type. In this study, virtually all private institution students reported GPT tool awareness and students in government and self-governing institutions reported significantly lower levels of use (Table 3). This supports Venugopal and Mamatha's (2023) contention that infrastructural limitation and insufficient preparedness of lecturers in public institutions hinder AI technology adoption. In a more recent development, Sharma et al. (2025) proposed a model which integrates technical access with ethics education. Sharma argues that Indian universities must do more than provide tools by providing AI instruction, ethics of use modules, as well as student-led ethics councils. Such approaches not only improve matters of engagement but also assist pupils in the responsible use of GPT, which has strong resonance with the findings of this study.

Goyal (2016) captured how social media platforms transformed business-consumer interactions. In a similar fashion, GPT and its counterparts are now shifting student learning dynamics. Goyal (2016) discussed earlier digitalization shifts and how they influenced consumer behavior within the restaurant sector. Steps are similarly being made with GPT and students and their relationship with learning. All of these factors point to the urgent need for higher education institutions to realign their frameworks toward the supportive lens of AI integration while simultaneously ensuring it is responsible, ethical, and available to all learners.

III. RESEARCH METHODOLOGY

This study applied a mixed-methods research design to explore the adoption, use, and perceived ethical consequences of GPT-based technologies among students enrolled in Indian higher education institutions. The educational consequences of GPT tools were constructed through the interaction of quantitative derived formal survey responses and qualitative derived from open-ended responses to questions. The model intended awareness of GPT tools and their frequencies as well as use purpose, perceived effectiveness, ethical issues, and demographic and institutional factors affecting adoption and integration of AI.

77 student participants from a range of colleges and universities in various states of India participated in the study. A purposeful non-random sampling method was used to achieve a selection of participants across a private government and independent institution educational divide. Out of the respondents, 40 were undergraduates, 34 postgraduates, 1 diploma and 1 Ph.D. student, pursuing Computer Science, Information Technology, Management, Journalism, Finance, and Sciences. It is also interesting to note that a large majority of the respondents were students at private institutions (67 of 77), who were largely male (61 men and 16 women), and heavily skewed in the 21-23 years age group (35 respondents).

Table 1: Details of constructs/ variables in questionnaire with their options

Construct S No	Constructs	Variables	Values
C1	Demographic Details of Respondents	Age	18-20 years, 21-23 years, 24-26 years, above 27 years
		Sex	Male, Female
C2	Institutional Background	Type of Institution	Private College/University, Government College/University, Deemed/Autonomous-
		Field of Study	Computer Science, Finance and Economics, Journalism, Science, Management, Information Technology, Social Science
		Level	UG, PG, PhD, Diploma
C3	AI Platform Usage	Familiarity with AI	Yes, No
		Frequency of Use	Daily, Weekly, Monthly, Rarely
		Purposes of Use	Notes, Exam preparation, Assignment, Idea generation, Research, Email Drafting, others
		GPT-based Tools Used	ChatGPT, Gemini, Copilot, Claude
		Other GPT-based Tools	DeepSeek, TabNine, Perplexity, Grok AI, Black Box

Source: Primary Data, Author's calculations

Data was collected using a semi-structured questionnaire designed and disseminated through Google Forms. The questionnaire consisted of three main sections: (1) demographic and institutional background, (2) GPT usage behavior and familiarity, and (3) perceptions and ethical considerations. Likert-scale items (ranging from "Strongly Agree" to "Strongly Disagree") were used to quantify attitudes, while multiple-response and open-ended questions captured broader usage contexts. The survey also included cross-tabulated items to assess intersections such as gender versus usage frequency and institutional type versus tool familiarity.

Table 2: Demographic Profile of Respondents

Variable	Category	Frequency	Percentage (%)
Age Group	18–20	23	30.26%
	21–23	35	46.05%
	24–26	16	21.05%
	27–29	2	2.63%
Gender	Male	61	79.22%
	Female	16	20.78%
Type of Institution	Private College or University	67	88.16%
	Government College or University	8	10.53%
	Deemed/Autonomous	1	1.32%
Field of Study	Computer Science	73	96.05%
	Journalism	1	1.32%
	Management	1	1.32%
Academic Level	UG	40	52.63%
	PG	34	44.74%
	Diploma	1	1.32%
	PhD	1	1.32%

Source: Primary Data

Table 2 summarizes the demographic characteristics of the 76 respondents. A majority belong to the 21–23 age group (46.05%), indicating high GPT usage during late undergraduate or early postgraduate studies. The gender distribution is notably skewed, with 79.22% male participants, likely reflecting dominance in tech-related disciplines.

Private institutions represent the largest share (88.16%), suggesting stronger digital infrastructure and exposure to AI tools compared to government or autonomous colleges. The overwhelming majority of respondents (96.05%) are from Computer Science, and most are at the undergraduate level (52.63%), aligning with early-career students who are more likely to adopt new educational technologies.

These demographics highlight that GPT usage is concentrated among young, male, tech-oriented students from digitally equipped private institutions.

Participants were informed about the purpose and scope of the research before completing the survey. Participation was voluntary, and informed consent was obtained digitally. The survey did not collect personally identifiable information, thereby maintaining respondent anonymity and ensuring compliance with basic ethical standards in social research. No deceptive practices or coercive methods were involved in recruiting or surveying participants.

The data collected was exported to Microsoft Excel for preprocessing and analysis. Descriptive statistical techniques—including frequency distribution, percentage analysis, and cross-tabulations—were applied to identify usage patterns, trends, and notable disparities in GPT adoption. Quantitative data was used to construct summary tables (e.g., demographic breakdown, ethical perceptions, and tool usage frequencies). Responses to open-ended questions were thematically grouped to extract qualitative insights that complement the statistical findings.

This methodological approach ensured that both empirical patterns and contextual nuances were considered, offering a grounded understanding of how GPT is perceived and applied within India's diverse higher education ecosystem. The rigor and breadth of the methods employed provide a credible basis for the study's findings and recommendations.

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IV. RESULT AND ANALYSIS

This section presents a detailed analysis of the primary data collected from 76 student respondents through a structured Google Form questionnaire. The aim is to explore the demographic profile of the participants, their familiarity and engagement with GPT-based AI tools, and how these patterns vary across age, gender, academic discipline, institutional type, and education level. Descriptive statistics, cross-tabulations, and percentage distributions are used to identify trends and disparities.

A. Familiarity with GPT platform

Table 3: Percentage Distribution of AI Familiarity by Age Group

Age Group	% Not Familiar	% Familiar	Total
18–20	0.00%	100.00%	23
21–23	0.00%	100.00%	34
24–26	6.25%	93.75%	16
27–29	0.00%	100.00%	2
Gender			
Female	6.25%	93.75%	16
Male	0.00%	100.00%	60
Institution Type			
Deemed/Autonomous	0.00%	100.00%	1
Government College/University	0.00%	100.00%	8
Private College/University	1.52%	98.48%	66
Field of Study			
Computer Science	1.39%	98.61%	72
Journalism	0.00%	100.00%	1
Management	0.00%	100.00%	1
Finance and Economics	0.00%	100.00%	1
Academic Level			
UG	0.00%	100.00%	39
PG	2.94%	97.06%	34
Diploma	0.00%	100.00%	1
PhD	0.00%	100.00%	1

Source: Primary Data

Students in the age groups 18–23 show 100% familiarity with AI platforms like ChatGPT, indicating complete saturation of AI awareness among early academic cohorts. A slight dip is observed in the 24–26 group, where one respondent (6.25%) reported unfamiliarity. Overall, younger students demonstrate the highest AI adoption. While both genders demonstrate high AI familiarity, all male respondents reported being familiar with GPT platforms. One female respondent (6.25%) indicated unfamiliarity, suggesting a minor gender gap in AI tool exposure, which warrants inclusive digital training efforts.

Students from all types of institutions reported high levels of familiarity, with a single case of unfamiliarity in private colleges. This suggests that AI exposure is broadly distributed but most prevalent and measurable in private institutions due to larger sample size. AI familiarity is nearly universal across all fields. Computer Science students dominate the sample and show near-total engagement (98.61%). Smaller, non-technical streams also report 100% familiarity, highlighting a growing interdisciplinary interest in AI tools. AI tool familiarity is widespread across academic levels. Undergraduate students show full familiarity, while postgraduates display a marginal gap (2.94%). Even students at Diploma and PhD levels, though few, are fully familiar with GPT platforms, suggesting consistent exposure across educational stages.

The high level of familiarity with GPT tools among students, especially from technical disciplines and private institutions, reflects strong exposure and digital readiness. However, slight disparities by gender and institutional type suggest that equitable access and training remain important areas for institutional attention.

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B. Pattern of Usage of GPT Platform

Table 4: Percentage Distribution of GPT Usage Frequency by Gender

Gender	Daily (%)	Weekly (%)	Monthly (%)	Rarely (%)	Total
Female	68.75	25.00	0.00	6.25	16
Male	70.00	18.33	3.33	8.33	61

Source: Primary Study

This table illustrates how frequently students of different genders use GPT-based platforms for academic purposes. A large majority of both male and female students use GPT daily (70% and 68.75%, respectively), indicating consistent and habitual engagement. Weekly usage is more common among female students (25%) than males (18.33%), while monthly and rarely usage are slightly more prevalent among males. These findings suggest that while daily engagement is equally strong, male students show a broader range of usage patterns.

Table 5: Percentage Distribution of GPT Usage Frequency by Age

Age	Daily (%)	Weekly (%)	Monthly (%)	Rarely (%)	Total
18	66.67	0.00	33.33	0.00	3
19	70.00	10.00	0.00	20.00	10
20	80.00	10.00	0.00	10.00	10
21	72.73	18.18	0.00	9.09	11
22	61.54	38.46	0.00	0.00	13

The table shows high GPT daily usage across all age groups, with students aged **20 and 21** showing over **70% daily usage**. Notably, younger students (19–22) use GPT regularly, while those aged 18 show slightly more monthly use (33.33%). This reflects increasing GPT integration as students advance in their academic years.

Table 6: Percentage Distribution of GPT Usage Frequency by Institution Type

Institution Type	Daily (%)	Weekly (%)	Monthly (%)	Rarely (%)	Total
Deemed/Autonomous	100.00	0.00	0.00	0.00	1
Government College/University	50.00	0.00	0.00	50.00	8
Private College/University	71.21	18.18	3.03	7.58	66

Students from private colleges exhibit the highest **daily usage (71.21%)**, with very low "Rarely" and "Monthly" usage. Government institution students show a bimodal pattern, with half using GPT daily and the other half rarely, indicating variability in exposure and digital resources.

Table 7: Percentage Distribution of GPT Usage Frequency by Field of Study

Field of Study	Daily (%)	Weekly (%)	Monthly (%)	Rarely (%)	Total
Computer Science	70.83	19.44	1.39	8.33	72
Finance and Economics	0.00	0.00	0.00	100.00	1
Journalism	100.00	0.00	0.00	0.00	1
Management	100.00	0.00	0.00	0.00	1

GPT tools are most heavily used by students in Computer Science (70.83% daily). In contrast, the single respondent from Finance and Economics reported rarely using GPT, suggesting discipline-specific differences in AI adoption.

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Table 8: Percentage Distribution of GPT Usage Frequency by Academic Level

Academic Level	Daily (%)	Weekly (%)	Monthly (%)	Rarely (%)	Total
Diploma	100.00	0.00	0.00	0.00	1
PG	64.71	17.65	0.00	17.65	34
PhD	100.00	0.00	0.00	0.00	1
UG	74.36	17.95	5.13	2.56	39

GPT is used daily by a large majority of students across all academic levels. Undergraduates (74.36%) and Diploma/PhD students (100%) show strong engagement. Postgraduates demonstrate slightly more "Rarely" usage (17.65%), possibly reflecting different academic demands or reliance on other resources.

Table 9: Frequency Distribution of GPT Use

Frequency of Use	Frequency	Percentage (%)
Daily	53	69.74%
Weekly	15	19.74%
Monthly	2	2.63%
Rarely	6	7.89%
Total	76	100.00%

A large majority of students (69.74%) reported daily use of GPT platforms, while only 7.89% rarely use them. This indicates that GPT tools are regularly integrated into students' academic routines.

Table 10: Purpose of GPT Tool Use

Purpose	Frequency	Percentage (%)
Assignment	51	67.11%
Idea generation	51	67.11%
Notes	46	60.53%
Research	46	60.53%
Exam preparation	45	59.21%
Email Drafting	20	26.32%
Other	9	11.84%

Students use GPT mainly for assignments, idea generation, note-taking, and research, reflecting its strong academic utility. Less frequent uses include email drafting and miscellaneous tasks, showing GPT's broader functionality.

Table 11: GPT-Based Tools Used by Students

GPT Tool	Frequency	Percentage (%)
ChatGPT	73	96.05%
Gemini	52	68.42%
Copilot	26	34.21%
Claude	13	17.11%

ChatGPT dominates GPT tool usage among students, followed by Gemini and Copilot. The growing use of diverse tools like Claude highlights students' interest in exploring multiple AI resources for academic tasks.

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Table 12: Other GPT Tools Used

Other GPT Tool	Frequency	Percentage (%)
Gemini	5	6.49%
No	4	5.19%
ChatGPT (alt)	3	3.90%
DeepSeek	1	1.30%

In addition to popular tools, students mentioned alternatives like DeepSeek and other ChatGPT variants, indicating curiosity and experimentation beyond mainstream platforms.

Students are actively incorporating GPT tools into their academic routines, with the majority using them daily for assignments, research, and idea generation. These patterns indicate that GPT is not a novelty but a functional academic aid, supporting efficiency and engagement across education levels.

C. Ethical Awareness and Perception

As GPT-based tools become more integrated within educational processes, it is important to evaluate students' perceptions and awareness of the ethics issues related to AI-aided learning. This section shares the outcomes from Likert-scale questions that capture students' apprehensions regarding unethical use of GPT, responsibility, biases, transparency, digital ethics and alleged pedagogical fraud. The findings show a considerable dependence on GPT tools along with significant ambiguity regarding the parameters of their ethical usage which indicates an urgent need for comprehensive institutional policies and digital ethics pedagogy.

Table 13: Analysis of Likert-Scale Responses on GPT Use Perception

Question	Avg. Score	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
GPT helps you to complete academic tasks more efficiently	4.05	2.67	0.00	9.33	65.33	22.67
Using GPT improves your academic performance	3.91	1.33	1.33	22.67	54.67	20.00
GPT is easy to use for your academic needs	4.14	1.32	0.00	11.84	56.58	30.26
Learning to use GPT was easy for you	4.26	1.32	0.00	9.21	50.00	39.47
Your institution supports AI tools like GPT for learning	3.59	4.00	5.33	34.67	40.00	16.00

Source: Primary Data, authors Calculation

The results reflect strong positive sentiment toward GPT tools:

- Ease of use scores highest (4.26), with nearly 90% of students agreeing it was easy to learn.
- Most students believe GPT helps them complete tasks efficiently (Avg. 4.05).
- Sentiment is slightly lower on whether GPT improves performance (3.91), showing cautious optimism.
- The lowest score (3.59) concerns institutional support, suggesting institutions may lag behind students in AI readiness.

While most students recognize the value of GPT tools, there is notable ambiguity around ethical use, particularly in citation, plagiarism, and institutional guidelines. This highlights the urgent need for universities to integrate AI ethics education into their academic frameworks to promote responsible and informed use.

V. DISCUSSION

The findings of this study demonstrate the pervasive integration of GPT-based platforms, particularly ChatGPT, into the academic routines of students in Indian higher education. A significant majority (69.74%) of respondents reported daily use, primarily for assignments, idea generation, and research. This aligns with the findings of Rasul et al. (2023), who observed that generative AI tools, when accessible, become deeply embedded in the academic practices of digital-native learners, especially in STEM and management education.

The present study indicates the degree of consciousness and acquaintance of **GPT tools** is close to saturation among undergraduates and postgraduates, especially in the field of computer science. It affirms statements by Maniar (2023), which described that students hailing from technological fields are observed to have high rates of adoption due to course exposure and easing of tools into coding and analytical activities.

From an ethical standpoint, students exhibited a moderately high level of awareness. Likert-scale analysis shows high average agreement that GPT helps in learning and is easy to use (avg. scores > 4), but concerns remain regarding institutional support and ethical ambiguity. This echoes concerns highlighted by Dubey and Kumar (2025), who emphasized that while GPT tools enhance learning, there is insufficient discourse in Indian universities on responsible usage, particularly related to academic honesty and data privacy.

Interestingly, this study also found that female students use GPT less frequently and are slightly more likely to express uncertainty (neutral responses) about its impact and usability. While both genders show high familiarity, similar gender disparities in digital confidence were reported by Sudan et al. (2024), who recommended targeted digital skill development to address these subtle divides.

Moreover, students from private institutions report significantly higher daily use compared to their counterparts in government colleges. This aligns with the research of Maiti et al. (2025), who found that institutional support and infrastructure greatly influence the integration of AI tools into learning practices.

Finally, while students overwhelmingly see GPT as a facilitator of productivity and performance, a small yet important segment expressed concerns about ethical usage—particularly around the risk of plagiarism, overreliance, and misjudged output quality. These concerns reflect those raised in Roy et al. (2023), who argue for AI literacy programs and ethics training to equip students for mindful and responsible AI engagement.

VI. CONCLUSION

Similar to other platforms, GPT advocates for the revolution of higher education as it offers personalized learning experiences, student engagement, and academic assistance. These functions can tremendously optimize a student's educational experience. That said, the application and use of AI in education should be examined to discern accessible technologies, ethical concerns, and potential algorithmic biases.

This report shows the remarkable willingness students have towards the integration of AI technologies into their work, marking enthusiasm towards the aforementioned opportunities. Students expressed their appreciation for novel initiatives but at the same time, pointed out the gap in institutional support and complemented digital literacy programs with ethical considerations.

There is a need for further investigation on the impact of AI technology on student performance over time and how to effectively nurture AI literacy. Achieving the educational revolution mentioned earlier will demand a carefully crafted AI-inclusive policy that is ethical, exhaustive, and free from biases.

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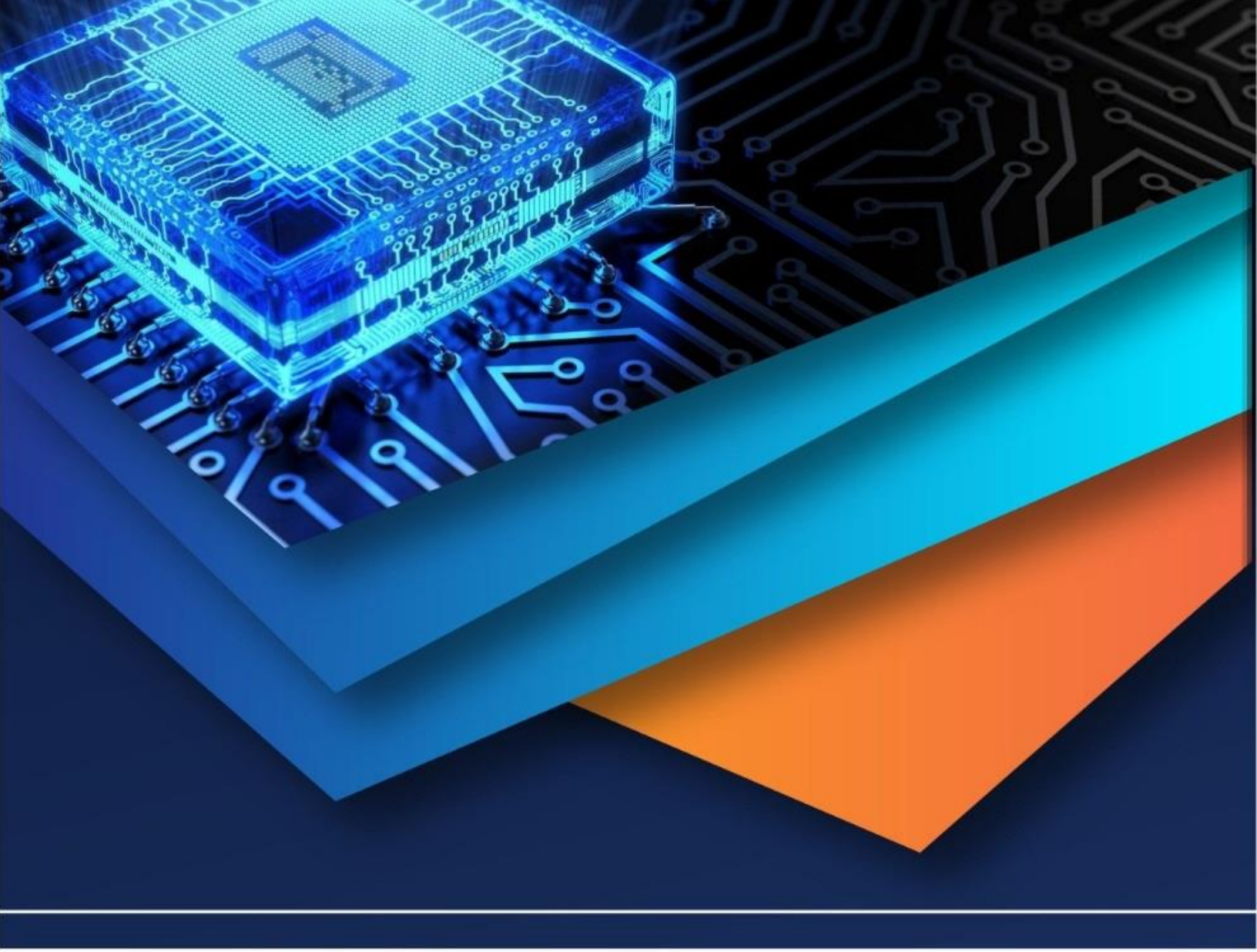

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