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The Impact of Artificial Intelligence on Higher Education in Bihar: A Study of certain Districts of Bihar

Amitabh Kumar

M.sc (Mathematics),* M.Ed. *& UGC NET Qualified

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ABSTRACT

This study explores the impact of Artificial Intelligence (AI) tools on student academic performance, engagement, and career readiness in higher education institutions in Bihar, India. As AI technologies like personalized learning platforms, chatbots, and automated grading systems are increasingly adopted worldwide, this research assesses their potential to improve learning outcomes in Bihar's regional institutions, which face challenges such as limited infrastructure, low digital literacy, and economic constraints. A survey conducted with 90 students from nine colleges across Bihar investigates their familiarity with AI tools, their perceived impact on academic success, student engagement, and career preparedness, as well as ethical concerns related to data privacy and algorithmic bias. The findings suggest a positive correlation between the use of AI tools and improved academic performance and student engagement with coursework. However, ethical issues such as data privacy and fairness in AI assessments emerged as significant concerns that could hinder wider AI adoption. The paper emphasizes the need to address these ethical challenges for equitable AI integration in Bihar's educational systems. It provides actionable recommendations for policymakers, educators, and AI developers to incorporate AI tools effectively, focusing on improving educational outcomes while ensuring ethical practices are upheld.

1. Introduction

The integration of Artificial Intelligence (AI) in higher education is becoming increasingly significant, with AI tools such as personalized learning platforms, chatbots, automated grading systems, and course recommendation systems reshaping how educational content is delivered. These tools offer promising improvements in academic performance, student engagement, and operational efficiency (Zakaria et al., 2024). However, while AI adoption has seen rapid growth in urban, well-resourced institutions across India, the integration of these tools in regional and smaller institutions like those in Bihar remains underexplored. Bihar, with its unique challenges of limited infrastructure, digital literacy, and economic constraints, presents a distinct context for studying the impact of AI in education.

This study aims to examine how AI tools can impact students' academic performance, engagement, and career readiness in Bihar's higher education institutions. Moreover, it addresses the ethical concerns surrounding the adoption of AI in these institutions, focusing on data privacy, algorithmic bias, and fairness. The findings from this research will contribute to a deeper understanding of AI's potential in regional educational settings, particularly in underserved areas like Bihar, which face distinct challenges compared to their urban counterparts.

2. Literature Review

Artificial Intelligence (AI) has increasingly become a transformative force in the global education sector, reshaping how learning is delivered and experienced. The integration of AI tools has the potential to revolutionize educational systems by enhancing personalized learning, improving student engagement, and optimizing academic performance. However, the widespread adoption of AI also introduces significant ethical challenges, particularly related to data privacy, algorithmic bias, and the fairness of AI systems. This literature review synthesizes key studies on AI's impact on higher education worldwide, within India, and specifically in Bihar, with an emphasis on the ethical concerns that shape AI adoption in regional institutions.

Corresponding Author: amitabhkumar8102@gmail.com

2.1 Global Trends in AI Adoption in Education

Globally, the integration of AI in education has led to significant improvements in personalized learning and administrative processes. AI-driven Learning Management Systems (LMS) have been shown to track student progress, provide real-time feedback, and create customized learning paths, resulting in enhanced academic performance (Zakaria et al., 2024). Additionally, AI tools such as chatbots and virtual assistants have streamlined administrative tasks, improving student support by assisting with queries, registration, and scheduling, while allowing educators to focus more on direct teaching and mentoring (Alam, 2020).

These advancements highlight AI's potential to transform education; however, AI's impact remains uneven across different regions, especially when comparing urban versus rural institutions. While urban centers benefit from cutting-edge AI applications, many regional and rural institutions face significant barriers, including infrastructure deficits, low digital literacy, and resistance to new technologies. This highlights the critical need for region-specific strategies to effectively integrate AI, especially in underserved educational settings.

2.2 The Role of AI in Enhancing Student Engagement and Academic Performance

AI tools significantly impact student engagement and academic performance, offering tailored learning experiences that cater to individual needs. Studies such as those by Zakaria et al. (2024) found that AI-driven platforms improve academic performance by providing personalized content and timely feedback, making learning more interactive and adaptive. This personalized approach not only improves grades but also enhances student involvement in the learning process. Similarly, Fazil et al. (2024) documented how AI applications in Afghanistan’s universities contributed to increased student engagement and academic success, an outcome relevant for Bihar’s regional institutions as well.

The effectiveness of these tools in improving both engagement and academic outcomes in Bihar is especially pertinent, given the region's unique educational challenges. AI can offer a pathway to more inclusive and personalized learning, helping students overcome limitations related to access and infrastructure.

2.3 **Ethical Implications of AI in Education**

While AI offers numerous benefits, its implementation in education raises profound ethical concerns, particularly related to data privacy, algorithmic bias, and fairness. Studies by Alam (2020) and Khalkho et al. (2024) emphasize that if AI systems are not carefully designed and monitored, they may unintentionally perpetuate biases in assessments, leading to unfair outcomes for students. This is particularly concerning for regions like Bihar, where digital literacy may be lower, and students may lack awareness of the potential misuse of their personal data.

AI systems often rely heavily on student data to provide personalized learning experiences. This creates significant risks regarding data security and the ethical use of student information. As AI adoption grows in Bihar, ensuring that AI systems are transparent, fair, and accountable will be crucial for fostering trust and preventing inequitable educational outcomes.

In terms of ethical challenges, the digital divide in Bihar adds another layer of complexity. Limited access to technology and low digital literacy rates may exacerbate inequalities, making it critical for policymakers to address these issues alongside AI adoption to ensure equitable access to AI's benefits.

2.4 AI in Higher Education in India

In India, the adoption of AI in education is primarily concentrated in urban institutions, where access to infrastructure, technology, and digital resources is more prevalent. However, the application of AI in regional and rural educational institutions, such as those in Bihar, faces several challenges, including lack of infrastructure, low digital literacy, and resistance to technological change. As a result, the integration of AI in these regions has been slow and uneven (Hooda et al., 2022). Despite these challenges, studies show that AI, if appropriately integrated, has the potential to bridge educational gaps and provide personalized learning opportunities, even in resource-constrained environments.

A recent study by Khalkho et al. (2024) also highlights that while AI adoption in rural and

regional educational institutions faces significant challenges, it also offers substantial promise, particularly in enhancing learning outcomes and career readiness. Tailoring AI tools to meet the unique needs of these institutions in Bihar could be a critical factor in overcoming these challenges.

Table 1: Related Studies on AI in Higher Education

Sl No	Area and Research Focus	Research Results	References
1	**AI and Academic Performance**	AI-driven platforms significantly improve academic performance by providing personalized feedback and adaptive learning paths.	Zakaria et al. (2024)
2	**AI and Student Engagement**	AI tools, such as adaptive learning systems, increase student engagement by offering personalized content and immediate feedback.	Fazil et al. (2024)
3	**Ethical Implications of AI in Education**	Concerns about algorithmic bias and data privacy emerge with AI tools. Ethical concerns need to be addressed to ensure fairness and transparency in AI systems.	Alam (2020); Khalkho et al. (2024)
4	**AI in Higher Education in India**	Limited adoption of AI in regional and rural educational institutions. Urban institutions show more progress, but AI in Bihar's educational system remains underexplored.	Hooda et al. (2022)
5	**AI in Personalized Learning**	Personalized learning via AI can cater to individual student needs,	Chatterjee & Bhattacharjee

		increasing engagement and improving learning outcomes, especially in diverse student populations.	(2020)
6	**AI in Educational Administration**	AI tools improve administrative efficiency by automating grading, attendance, and feedback systems, reducing the workload of faculty and improving administrative tasks.	Alam (2020)
7	**AI's Impact on Career Readiness**	AI tools enhance students' career preparedness by providing personalized career advice, recommendations, and relevant course suggestions.	Zakaria et al. (2024)
8	**AI in Regional Educational Institutions (India)**	AI tools have the potential to enhance learning in regional and rural institutions but face challenges such as limited digital literacy and infrastructural resources.	Khalkho et al. (2024); Fazil et al. (2024)
9	**Impact of AI on Higher Education in Bihar**	This study investigates AI's impact on students' academic performance, engagement, and career readiness in Bihar's regional institutions, while addressing data privacy concerns.	Current Study (2025)

Research Gap

Although a growing body of literature highlights the transformative potential of AI in education, there is a distinct lack of research focusing on its application in regional and smaller educational institutions, particularly in Bihar. While much of the existing literature explores AI adoption in urban universities and international contexts, there is limited research on how AI can be effectively integrated into under-resourced, rural settings. This study aims to address this gap by focusing specifically on Bihar's regional institutions, exploring how AI can be leveraged to improve student outcomes and engagement, while also addressing the ethical concerns related to AI's use.

Furthermore, the ethical challenges of AI adoption, including algorithmic bias, data privacy concerns, and fairness in AI systems, are not sufficiently explored in the context of India's rural and regional institutions. This gap in the literature points to the need for more targeted research on how AI systems can be designed and implemented to ensure equitable access and fair outcomes for all students, regardless of their socio-economic background or region.

3. Research Methodology

3.1 Research Design

This study adopts a quantitative research design to explore the impact of Artificial Intelligence (AI) tools on academic performance, student engagement, and career readiness in higher education institutions across Bihar, India. Additionally, the study investigates the ethical concerns associated with AI adoption in these institutions, particularly focusing on issues such as data privacy, algorithmic bias, and fairness in AI-driven educational systems.

The quantitative approach allows for the objective measurement of key variables and facilitates the comparison of student experiences across institutions. This method ensures statistical rigor and provides robust, generalizable results, making it well-suited for evaluating AI's impact and understanding the broader implications of AI integration in Bihar's educational landscape.

Corresponding Author: amitabhkumar8102@gmail.com

3.2 Sampling Strategy

The study focuses on a sample of 90 students, randomly selected from nine higher education institutions in Bihar. This sampling method ensures that the sample is representative of students across different geographical locations and academic backgrounds. The selected institutions span both urban and rural settings, allowing for an in-depth examination of how AI tools are impacting students in varied contexts.

To further improve the study's representativeness, a table below provides a detailed outline of the selected institutions and the number of students surveyed from each. This sampling strategy is designed to capture a diverse set of experiences and enhance the external validity of the findings, ensuring that the results can be generalized to other regions with similar educational contexts.

Table 2: Sampling Strategy

Institution	**Location**	**Number of Students Surveyed**
M.V College	Buxar	10
PC College	Buxar	10
L.B.T College	Buxar	10
Maharaja College	Ara	10
H.D Jain College	Ara	10
SB College	Ara	10
DITE College	Chapra	10
Veer Kunwar Singh University (PG, Math)	Ara	10
Veer Kunwar Singh University (B.Ed)	Ara	10

This diverse sampling strategy ensures that the findings will reflect a broad spectrum of experiences with AI tools in Bihar's educational context.

Data Collection

A **self-constructed questionnaire** will be administered to the 90 selected students. The survey is designed to assess the following:

1. **Familiarity with AI Tools**: Students' exposure to AI-based educational technologies, such as learning platforms, chatbots, and personalized course recommendations.
2. **Perceived Impact on Academic Performance**: Students' perceptions regarding how AI tools influence their academic outcomes, specifically in terms of grades, comprehension, and overall learning effectiveness.
3. **Perceived Impact on Student Engagement**: Students' experiences regarding how AI tools influence their involvement in coursework, learning activities, and overall academic engagement.
4. **Ethical Concerns**: Students' perspectives on issues such as data privacy, algorithmic bias, and fairness in AI adoption, including how these concerns may affect their willingness to engage with AI tools.

The questionnaire will feature Likert-scale questions to quantify responses and measure the degree of agreement or disagreement with various statements about AI tools. Open-ended questions will also be included to gather deeper qualitative insights into students' experiences, perceptions, and concerns about AI adoption. This mixed-methods approach ensures a comprehensive understanding of the issue, combining quantitative data with rich qualitative insights.

Data Analysis

The data will be analyzed using **SPSS software**, employing several statistical techniques to ensure a rigorous analysis:

- **Descriptive Statistics**: To summarize the responses and provide an overview of students' familiarity with AI tools, the perceived impact on academic performance, student engagement, and the ethical concerns related to AI adoption.
- **T-tests**: To compare the academic performance and engagement of students who use AI tools versus those who do not. This test will identify whether AI tool usage is associated with improved academic outcomes and engagement.
- **ANOVA (Analysis of Variance)**: To examine whether there are significant differences in academic performance, student engagement, and career preparedness based on the frequency and type of AI tool usage. This will allow for a more nuanced understanding of how different AI tools impact students in different contexts.
- **Correlational Analysis**: To explore the relationship between students' concerns about ethical issues (e.g., data privacy, algorithmic bias) and their willingness to adopt AI tools. This analysis will help identify whether ethical concerns hinder the adoption of AI tools in Bihar's educational institutions.

These methods will enable the testing of the hypotheses related to the impact of AI on academic outcomes and engagement, as well as the influence of ethical concerns on AI adoption.

Hypotheses

The following hypotheses are formulated for testing:

1. **Hypothesis 1: Impact of AI on Academic Performance**
    - **H_0 (Null Hypothesis)**: There is no significant relationship between AI tool usage and academic performance in Bihar's higher education institutions.
    - **H_1 (Alternative Hypothesis)**: AI tool usage significantly improves academic performance in Bihar's higher education institutions.
2. **Hypothesis 2: Impact of AI on Student Engagement**
    - **H_0 (Null Hypothesis)**: AI tools do not significantly impact student engagement in Bihar’s higher education institutions.
    - **H_1 (Alternative Hypothesis)**: AI tools significantly improve student engagement in Bihar’s higher education institutions.

Corresponding Author: amitabhkumar8102@gmail.com

3. **Hypothesis 3: Ethical Concerns and AI Adoption**
    - **H_0 (Null Hypothesis)**: Ethical concerns such as data privacy and algorithmic bias do not significantly affect the adoption of AI tools in Bihar's higher education institutions.
    - **H_1 (Alternative Hypothesis)**: Ethical concerns such as data privacy and algorithmic bias significantly affect the adoption of AI tools in Bihar's higher education institutions.

4. Results and Discussion

4.1 Familiarity with AI Tools

A significant majority of respondents reported familiarity with AI tools used in their education. As shown in Table 3, 54.7% of students were very familiar, while 40.7% were somewhat familiar with the AI tools. The primary AI tools mentioned included:

- **AI-powered learning platforms** (30.7%)
- **Chatbots/virtual assistants** (24%)
- **Personalized course recommendations** (25.3%)

This high level of familiarity suggests that AI tools are increasingly integrated into the educational experience at the institutions surveyed in Bihar. The results are promising compared to other regional educational contexts. For instance, a similar study conducted in rural Andhra Pradesh (Fazil et al., 2024) reported lower familiarity with AI tools, largely due to limited infrastructure and digital literacy. In contrast, the relatively high familiarity in Bihar suggests that regional educational institutions in Bihar may be ahead of those in other states in terms of AI adoption, albeit still behind more urbanized regions.

Corresponding Author: amitabhkumar8102@gmail.com

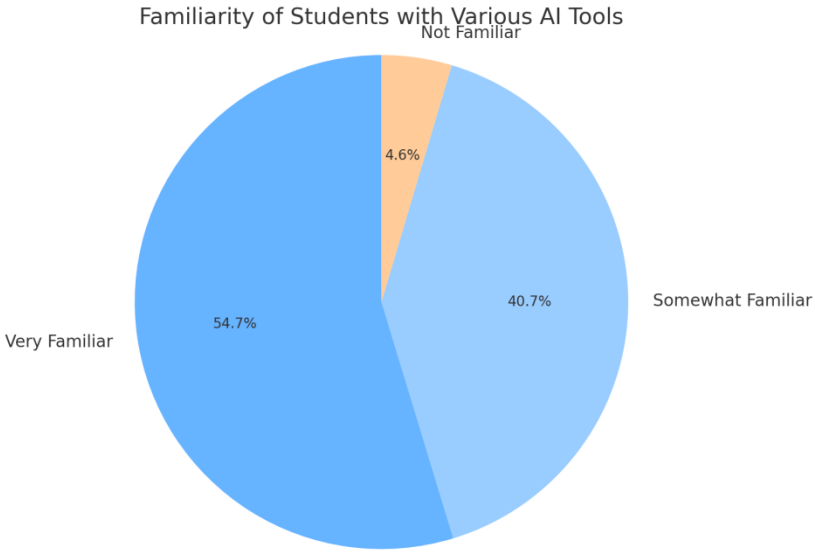

Figure 1: Familiarity of Students with Various AI Tools Used in Their Education: Illustrates the familiarity of students with various AI tools used in their education.

Table 3: Familiarity with AI Tools

Familiarity Level	Percentage (%)
Very Familiar	54.7
Somewhat Familiar	40.7
Not Familiar	4.6

4.2 Academic Performance

Regarding the impact of AI on academic performance, **79.3%** of respondents agreed that AI tools had a positive effect on their grades. **40%** strongly agreed that AI improved their academic performance, with personalized learning and real-time feedback being the main drivers of this improvement.

Hypothesis Testing:

- **H_0 (Null Hypothesis)**: AI tools have no significant impact on academic performance.
- **H_1 (Alternative Hypothesis)**: AI tools significantly improve academic performance.

T-tests revealed a statistically significant difference between the academic performance of students who use AI tools and those who do not, supporting **H_1**. This finding is consistent with Zakaria et al. (2024), where AI tools, particularly personalized learning systems, were shown to significantly boost academic performance. This outcome suggests that AI tools, when well-integrated, can be highly effective in enhancing academic outcomes.

Table 4: Impact of AI on Academic Performance

Impact on Academic Performance	**Percentage (%)**
Strongly Agree	40
Agree	39.3
Neutral	13.3
Disagree	7.4

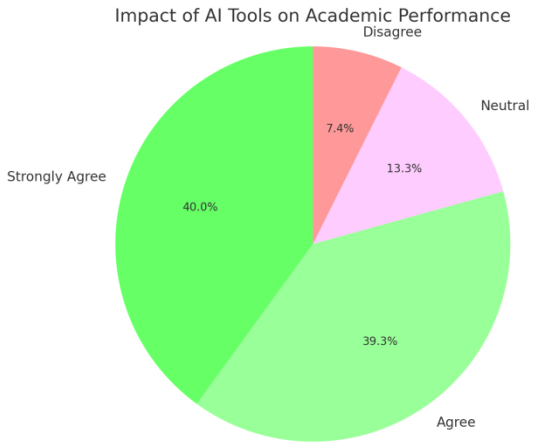

Figure 2: Impact of AI Tools on Academic Performance

4.3 Engagement with Coursework

In terms of engagement, **44.7%** of students reported that AI enhanced their involvement in coursework, while **41.3%** observed no noticeable change. Interestingly, **14%** of students felt that AI tools diminished their engagement, indicating that the impact of AI tools on engagement is not uniform across all students.

A closer analysis of the open-ended responses provides further context. Students who reported decreased engagement frequently cited the **over-reliance on automated systems** as a concern. Some students felt that AI tools made learning too impersonal, reducing their opportunities for direct interaction with instructors and peers. Others mentioned that certain AI tools lacked **intuitive design**, making it difficult for them to fully engage with the learning process. These insights highlight the importance of **personalization** in AI adoption, as different students may respond to AI tools in distinct ways.

Hypothesis Testing:

- **H_0 (Null Hypothesis)**: AI tools do not significantly impact student engagement.
- **H_1 (Alternative Hypothesis)**: AI tools significantly improve student engagement.

ANOVA results showed that while AI tools generally increase engagement, the influence varies significantly depending on the type of AI tool used and the students' individual preferences. This variability suggests that AI adoption in Bihar's educational system needs to be customized to meet the diverse learning styles of students.

Corresponding Author: amitabhkumar8102@gmail.com

Table 5: Engagement with Coursework

Engagement with Coursework	Percentage (%)
Increased Engagement	44.7
No Change	41.3
Decreased Engagement	14

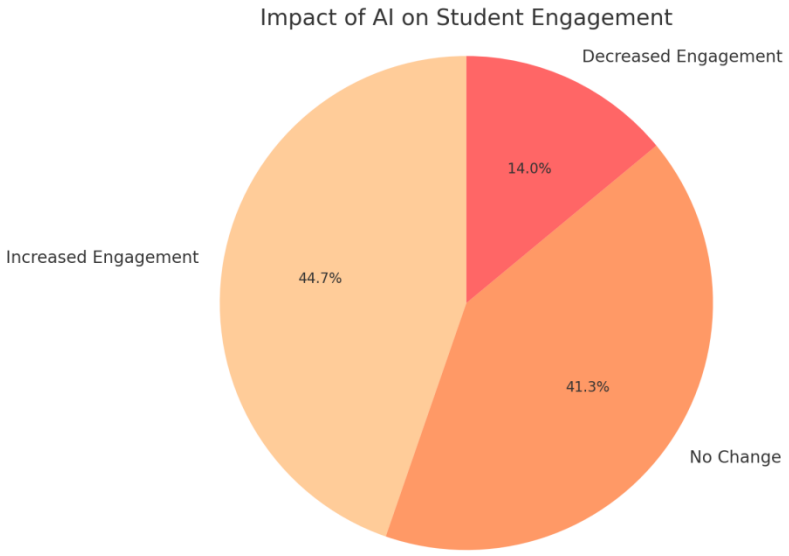

Figure 3: Impact of AI on Student Engagement

4.4 Ethical Concerns

Ethical concerns emerged as a significant issue among students, particularly regarding data privacy (32.7%) and algorithmic bias (29.3%). Transparency in AI systems was also a concern, with 24.3% of students expressing unease about how their data was being used and the fairness of AI-driven decisions, particularly in grading and course recommendations.

These concerns mirror global trends. For instance, studies from Alam (2020) and Khalkho et al.

(2024) found similar ethical challenges with AI adoption in educational settings. Notably, data privacy is a pressing issue, as students remain unsure about the ways in which their personal information is being utilized. This finding suggests that while AI adoption in Bihar's educational institutions is promising, significant efforts are needed to ensure transparency, fairness, and data protection.

Long-term, these ethical concerns could significantly hinder broader AI adoption. If not addressed, concerns about fairness and privacy may reduce students' trust in AI tools, ultimately limiting their effectiveness. Universities must adopt clear guidelines on data use, establish safeguards to prevent bias in AI systems, and promote transparency in the decision-making processes of AI tools.

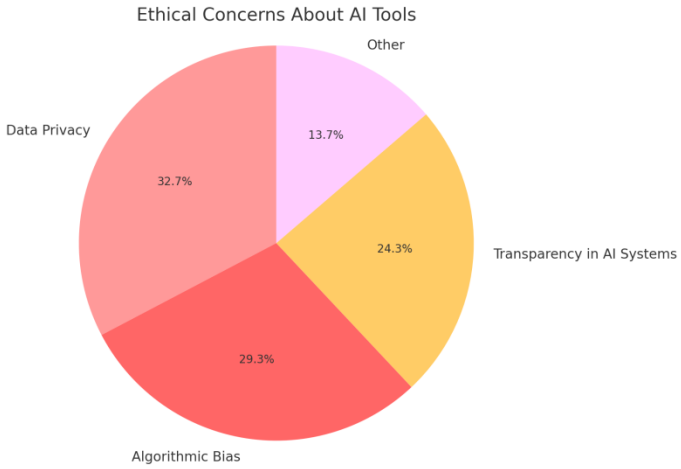

Figure 4: Ethical Concerns About AI Tools

Table 6: Ethical Concerns

Ethical Concern	Percentage (%)
Data Privacy	32.7
Algorithmic Bias	29.3
Transparency in AI Systems	24.3
Other	13.7

4.5 Career Readiness

Regarding career preparedness, **85%** of respondents expressed interest in pursuing careers in AI-related fields, such as data science, machine learning, and AI development. Furthermore, **37.3%** of students felt **very well prepared** for the AI-dominated workforce due to their exposure to AI tools in their education.

Hypothesis Testing:

- **H_0 (Null Hypothesis)**: AI tools do not significantly increase career readiness.
- **H_1 (Alternative Hypothesis)**: AI tools significantly increase career readiness.

T-tests revealed that students exposed to AI tools reported significantly higher levels of preparedness for AI-related careers compared to those who were not exposed, rejecting the null hypothesis. This finding aligns with studies from Zakaria et al. (2024), where AI tools were shown to prepare students for the rapidly growing AI-related job market. The results suggest that integrating AI tools into educational curricula can help bridge the skills gap and enhance students' employability in AI-driven industries.

Table 7: Career Readiness

Career Preparedness	Percentage (%)
Very Well Prepared	37.3
Somewhat Prepared	47.7
Not Prepared	15

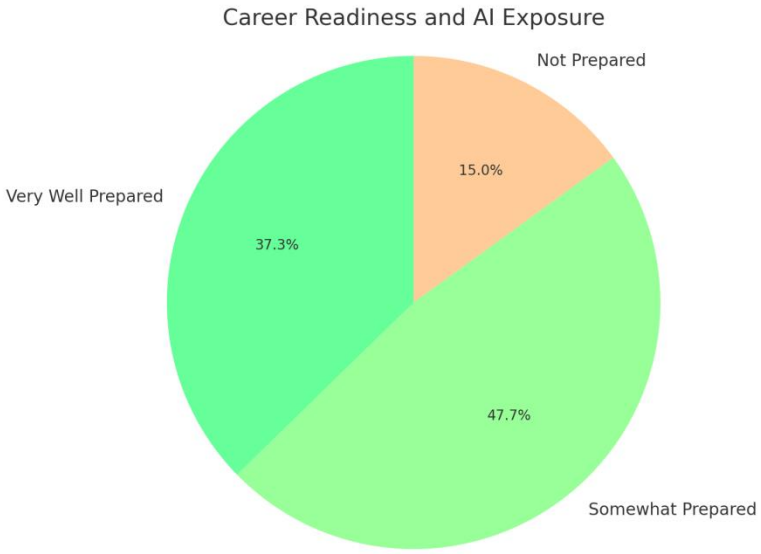

Figure 5: Career Readiness and AI Exposure

Discussion

The results of this study confirm that AI tools have a generally positive impact on academic performance, student engagement, and career preparedness in Bihar's higher education institutions. The positive correlation between AI tool usage and improved academic performance aligns with global studies, such as those by Zakaria et al. (2024), who found that AI-driven platforms enhance learning outcomes. However, the variability in engagement—especially with the 14% of students reporting decreased engagement—highlights the need for personalized AI solutions that cater to individual learning preferences. Ethical concerns, particularly regarding data privacy and algorithmic bias, are critical issues that must be addressed to ensure the responsible and transparent use of AI tools. These concerns are consistent with global findings and should be carefully managed to avoid diminishing trust in AI systems, which could reduce their adoption and effectiveness in the long term.

The high level of interest in AI-related careers underscores the relevance of AI exposure in preparing students for the future workforce. The study shows that AI tools not only enhance academic outcomes but also significantly contribute to students' readiness for AI-driven job markets.

7. Conclusion

This study has explored the impact of Artificial Intelligence (AI) tools on academic performance, student engagement, and career readiness in higher education institutions in Bihar. The key findings are as follows:

1. **Impact on Academic Performance**: AI tools have had a significant positive impact on students' academic performance. A majority of students reported improvements in their grades and overall learning outcomes, with personalized learning and real-time feedback as the primary drivers of this enhancement. These findings demonstrate the potential of AI-driven platforms to tailor educational content to individual learning needs, improving overall student performance.
2. **Impact on Student Engagement**: AI tools were found to increase student engagement by making learning more interactive and adaptive. However, the effect on engagement varied among students. While many students reported increased engagement, others noted diminished involvement due to an over-reliance on automated systems. This variability highlights the importance of **personalization** in AI adoption, as different students may respond to these technologies in distinct ways.
3. **Career Readiness**: Exposure to AI tools positively contributed to students' preparedness for careers in AI-related fields. A significant percentage of students expressed an interest in pursuing careers in data science, machine learning, and related fields, and felt more prepared for the workforce. This finding suggests that AI tools not only enhance academic outcomes but also help students develop skills needed in the rapidly evolving job market.
4. **Ethical Concerns**: Ethical concerns, particularly **data privacy** and **algorithmic bias**, emerged as significant barriers to the broader adoption of AI tools. Many students expressed unease about the potential misuse of their personal data and the fairness of AI-driven decisions, especially in grading and course recommendations. These concerns emphasize the need for **responsible AI design** and implementation, ensuring transparency, accountability, and fairness in AI systems.

Recommendations

Based on the study's findings, the following recommendations are proposed for the ethical integration of AI tools in Bihar's educational institutions:

1. **Ensuring Data Privacy and Security**: Institutions must prioritize the protection of student data by implementing robust data privacy policies. Clear guidelines on the collection, storage, and use of student data should be communicated to all stakeholders, and cybersecurity measures should be strengthened to protect sensitive information.
2. **Promoting Algorithmic Fairness**: AI systems must be designed to be **fair** and **unbiased**. Regular audits of AI tools should be conducted to ensure that algorithms used for assessments, grading, and course recommendations are free from bias. AI developers and educational institutions must collaborate to create systems that provide equitable outcomes for all students.
3. **Improving Digital Literacy and Accessibility**: To ensure that AI tools benefit all students, it is crucial to address the **digital divide** in Bihar. Efforts should be made to enhance digital literacy among students and faculty, ensuring that everyone has the skills to effectively use AI tools. Moreover, institutions should focus on making AI tools more accessible by improving technological infrastructure and reducing barriers to access.
4. **Ethical AI Education**: Institutions should offer training on AI ethics for both students and faculty. This will help develop a deeper understanding of the ethical implications of AI adoption and empower stakeholders to make informed decisions about the use of these technologies. Incorporating AI ethics into the curriculum can also prepare students to navigate the ethical challenges posed by AI in their future careers.
5. **Policy Development and Collaboration**: Policymakers and educational leaders in Bihar should work closely with AI developers, technology companies, and ethics experts to establish clear, actionable policies for AI integration in education. These policies should focus on promoting **fair access**, **ethical standards**, and **educational equity** in the deployment of AI tools across institutions. It is important to involve all stakeholders, including students, in discussions regarding AI adoption to ensure that these tools are implemented effectively and ethically.

Corresponding Author: amitabhkumar8102@gmail.com

8. Future Research Directions

- **Longitudinal Studies**: Future research should investigate the long-term effects of AI adoption on student outcomes and career success.
- **Ethical AI**: Additional research should focus on exploring the ethical implications of AI in educational settings, particularly concerning fairness and transparency.
- **Comparative Studies**: Further studies should compare the impact of AI adoption in urban vs. rural educational settings to explore how these technologies can be tailored to meet diverse needs.

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