UNIVERSITY CHAT BOT

A PROJECT REPORT

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in partial fulfillment for the award of the degree of

BACHELOR OF TECHNOLOGY

IN

COMPUTER SCIENCE AND ENGINEERING

At

PRESIDENCY UNIVERSITY

BENGALURU

DECEMBER 2024

PRESIDENCY UNIVERSITY

PRESIDENCY SCHOOL OF COMPUTER SCIENCE ENGINEERING

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DECLARATION

We hereby declare that the work, which is being presented in the project report entitled **UNIVERSITY CHAT BOT** in partial fulfillment for the award of Degree of **Bachelor of Technology** in **Computer Science and Engineering**, is a record of our own investigations carried under the guidance of **Mrs.SHAIK SALMA BEGUM, ASSISTANT PROFFESSOR, School of Computer Science Engineering, Presidency University, Bengaluru.**

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ABSTRACT

The integration of Chat-bots in educational institutions has revolutionized how universities engage with students, staff, and prospective applicants. This paper presents the design and development of a university Chat-bot a conversational agent tailored to address the diverse needs of the academic community.

The Chat-bot is designed to assist with tasks such as answering frequently asked questions, guiding students through administrative processes, providing information on courses, schedules, and events, and offering academic resources. Leveraging Natural Language Processing (NLP), the Chat-bot interprets user queries and provides accurate, context-aware responses. It can operate across multiple platforms, including web portals and messaging applications, ensuring accessibility and convenience for users.

The system architecture includes intent recognition, a knowledge base, and a feedback loop for continuous improvement. The Chat-bot is trained on university-specific data to deliver precise and relevant information. Challenges such as maintaining conversational flow, ensuring data privacy, and accommodating diverse linguistic preferences are addressed through advanced design and security measures.

This paper also explores future enhancements, such as integrating Artificial Intelligence (AI) for adaptive learning and expanding multilingual support to cater to a global audience. The university Chat bot offers a cost-effective, scalable solution to improve communication, enhance student engagement, and streamline institutional operations.

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ACKNOWLEDGEMENT

First of all, we indebted to the **GOD ALMIGHTY** for giving me an opportunity to excel in our efforts to complete this project on time.

We express our sincere thanks to our respected dean **Dr. Md. Sameeruddin Khan**, Pro-VC,Presidency School of Engineering and Dean, Presidency School of Computer Science & Engineering, Presidency University for getting us permission to undergo the project.

We express our heartfelt gratitude to our beloved Associate Deans **Dr. Shakkeera L and Dr. Mydhili Nair,** Presidency School of Computer Science Engineering, Presidency University, and **Dr. Saira Banu Atham** Head of the Department, Presidency School of Computer Science Engineering, Presidency University, for rendering timely help in completing this project successfully.

We are greatly indebted to our guide **Mrs.Shaik Salma Begum, Assistant Professor**, Presidency School of Computer Science Engineering, Presidency University and Reviewer **Dr. Chandrasekar Vadivelraju, Professor**,Presidency School of Computer Science Engineering, Presidency University for their inspirational guidance, and valuable suggestions and for providing us a chance to express our technical capabilities in every respect for the completion of the project work.

We would like to convey our gratitude and heartfelt thanks to the PIP2001 Capstone Project Coordinators **Dr. Sampath A K, Dr. Abdul Khadar A and Mr. Md Zia Ur Rahman,** department Project Coordinators **Dr.H M Manjula** and github coordinator **Mr. Muthuraj.**

We thank our family and friends for the strong support and inspiration they have provided us in bringing out this project.

Preetham D

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CHAPTER-1

INTRODUCTION

1. Context and Background

The rapid advancement of artificial intelligence (AI) and natural language processing (NLP) has significantly transformed the way institutions engage with their stakeholders. In the education sector, universities are adopting AI-driven solutions, such as Chat-bot, to streamline operations, enhance student experiences, and address evolving academic and administrative challenges. These Chat-bot, often referred to as virtual assistants, are designed to simulate human-like interactions, providing instant responses to inquiries and automating routine tasks.

Universities serve diverse student populations with varying needs, ranging from academic guidance to administrative support. Traditional methods of addressing student queries, such as help desks, email communication, and in-person appointments, are often time-consuming and resource-intensive, particularly during peak times like admissions or exam seasons. The increasing demand for prompt and efficient services has led universities to explore innovative solutions, and Chat-bot have emerged as a powerful tool to bridge this gap.

By leveraging AI, Chat-bot offer 24/7 assistance, enabling students to access information and support anytime, anywhere. These systems are capable of answering frequently asked questions, assisting with course registrations, providing academic resources, and even offering emotional support. Their ability to handle high volumes of queries simultaneously makes them invaluable in addressing the operational challenges faced by universities.

The concept of Chat-bot originated from early AI experiments in conversational systems, with notable examples like ELIZA in the 1960s. However, modern Chat-bot are far more advanced, utilizing machine learning (ML), NLP, and deep learning techniques to deliver intelligent and context-aware interactions. In the educational domain, Chat-bot have been employed for purposes such as:

- **Academic Assistance:** Supporting students with curriculum-related queries and learning resources.
- **Administrative Support:** Automating tasks like fee inquiries, campus navigation, and application tracking.
- **Emotional Support:** Offering mental health guidance and connecting students with counselors.

Despite their potential, the deployment of Chat-bot in universities is not without challenges. These include limitations in understanding complex queries, maintaining data privacy, and ensuring equitable access for all students. Additionally, there is a growing need for personalization, multilingual support, and scalability to cater to the diverse and dynamic needs of university populations.

As universities aim to create smart campuses, Chat-bot are poise to play a pivotal role in transforming how institutions interact with their students and staff. This report explores the design, implementation, and impact of university Chat-bot, addressing existing challenges and identifying opportunities for future development.

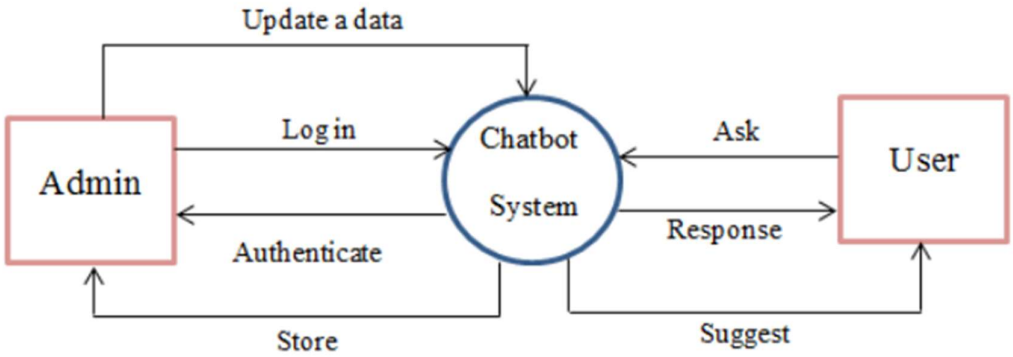

FIG 1.1 :CONTEXT DIAGRAM OF CHATBOT

2. Problem Statement

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3. Justification for Implementing a University Chat-bot

The implementation of a university Chat-bot is a strategic response to the growing demand for efficient, accessible, and scalable student support systems. Traditional methods of addressing student inquiries, while effective to some extent, are increasingly unable to meet the dynamic and high-volume needs of modern academic environments. The adoption of a Chat-bot system is justified by the following key factors:

- **Enhanced Efficiency and Accessibility**

Chat-bots operate 24/7, providing instant responses to a wide range of queries at any time, regardless of location. This accessibility significantly reduces wait times for students and ensures uninterrupted service, particularly during high-demand periods such as admissions or examinations.

- **Streamlined Administrative Processes**

Administrative departments often face an overwhelming volume of repetitive queries, such as questions about deadlines, course availability, or fee structures. Chat-bots can automate these routine tasks, allowing staff to focus on more complex and high-priority issues.

- **Cost-Effectiveness**

By reducing the dependency on human resources for routine support tasks, Chat-bot help universities save costs associated with staffing, training, and infrastructure. This cost-effectiveness is especially beneficial for institutions with limited budgets.

- **Scalability**

Chat-bots are capable of handling multiple queries simultaneously, ensuring consistent performance even during peak periods. This scalability is essential for universities with large and diverse student populations.

- **Personalized Learning and Support**

Advanced Chat-bot systems can analyze user data and provide personalized responses or recommendations, enhancing the learning experience for students. For instance, Chat-bots can guide students toward relevant resources, suggest courses based on their preferences, or remind them of deadlines tailored to their schedules.

- **Improved Student Engagement**

By integrating with social media platforms and learning management systems, Chat-bots create a more interactive and engaging environment. They can send reminders, provide feedback, and even offer motivational messages to improve student outcomes.

- **Data Collection and Analysis**

Chat-bots can collect valuable insights into student behavior and preferences through their interactions. This data can help universities identify trends, improve services, and make informed decisions about academic and administrative strategies.

- **Support for Multilingual and Inclusive Communication**

With diverse student populations, universities often face challenges in providing support across different languages and cultural contexts. Chat-bots with multilingual capabilities can bridge this gap, ensuring inclusivity and equitable access for all students.

- **Alignment with Smart Campus Initiatives**

The integration of AI-powered chat-bots aligns with the broader vision of creating smart campuses that leverage technology to enhance operational efficiency, sustainability, and student experience.

- **Crisis and Emergency Management**

During unexpected situations, such as natural disasters or global pandemics, chat-bots can play a critical role in disseminating accurate and timely information to students and staff, ensuring safety and reducing uncertainty.

CHAPTER-2

LITERATURE SURVEY

1. Nguyen & Shcherbakov (2018)
Title: Neural Network-Based Chat-bot for Vietnamese
Authors: Nguyen & Shcherbakov
Method:
The authors employed a sequence-to-sequence (seq2seq) neural network to process and monitor queries in Vietnamese. The model was trained on a large corpus of conversational data, ensuring accurate understanding and response generation in the Vietnamese language.
Results:
The Chat-bot demonstrated high accuracy in processing and responding to Vietnamese queries, with particular success in managing academic-related questions such as course registration and exam schedules.
Remarks:
This research highlights the potential of seq2seq models in building chatbots tailored to specific languages, especially for non-Latin script languages like Vietnamese.

2. Nguyen et al. (2019)
Title: Intelligent Lecture Chat-bot
Authors: Nguyen et al.
Method:
A knowledge-based methodology combined with NLP techniques was used to design a chat-bot capable of solving high school math problems. The system processed queries using rule-based algorithms and machine learning to generate interactive, step-by-step solutions.
Results:
The chat-bot was successful in providing automated solutions for math problems, improving student engagement through personalized responses and interactive learning.
Remarks:
This work underscores how university chat-bots can automate subject-specific assistance, enhancing student learning outcomes and engagement in educational contexts.

3. Wen et al. (2017)
Title: End-to-End Educational Network
Authors: Wen et al.
Method:
The study developed an end-to-end conversational system for educational purposes, focused on improving e-learning interactions. The system integrated machine learning algorithms with a web interface to allow real-time academic support for students.
Results:
The system improved learning outcomes, student engagement, and satisfaction by providing real-time academic support and addressing queries efficiently.

Remarks:
This research shows the importance of conversational AI for enhancing e-learning environments, particularly in universities offering remote or blended courses.

4. Pham, Tran, & Le (2019)
Title: Intelligent Lecture Chat-bot
Authors: Pham, Tran, & Le
Method:
The authors applied NLP-based methods to develop a chat-bot designed to assist students during lectures by providing answers to questions related to course material. The chat-bot used an intent recognition system to match student queries with appropriate responses.
Results:
The chat-bot effectively helped students clarify doubts about course content, leading to improved understanding and learning during lectures.
Remarks:
This study demonstrates the chat-bot's potential to act as an in-class assistant, increasing interactivity and supporting student engagement in real-time.

5. Miner, Laranjo, & Kocaballi (2020)
Title: Chatbots in Combating the COVID-19 Pandemic
Authors: Miner, Laranjo, & Kocaballi
Method:
The authors explored how chatbots could assist in managing healthcare-related queries during the COVID-19 pandemic, particularly in university settings. The chatbot integrated with university health portals to provide information about the virus, testing locations, and vaccination availability.
Results:
The chatbot effectively handled a high volume of queries and provided accurate, up-to-date healthcare information. It reduced the workload on healthcare professionals and improved student access to critical information.
Remarks:
This study demonstrates the utility of chatbots in emergency contexts, highlighting their ability to provide timely information and guidance in university health systems during crises.

6. Bates (2019)
Title: Medical Chatbots for Healthcare Assistance
Authors: Bates
Method:
A decision-tree-based chatbot was developed for university health services, utilizing machine learning algorithms to assist with health-related queries. The system also integrated a comprehensive medical database to provide reliable advice.
Results:
The chatbot helped students navigate health services, book appointments, and receive health advice, reducing the need for in-person consultations. It improved the efficiency and

accessibility of healthcare services on campus.
Remarks:
This study highlights the potential for chatbots to enhance healthcare delivery in universities by automating basic consultations and improving access to medical resources.

7. Vu, Nguyen, Dras, & Johnson (2018)
Title: VNCoreNLP: Tools for Vietnamese *Text*
Authors: Vu, Nguyen, Dras, & Johnson
Method:
The authors developed VNCoreNLP, a set of tools for processing Vietnamese text, focusing on tokenization, part-of-speech tagging, and named entity recognition (NER). The tool was designed to improve the functionality of Vietnamese language chatbots.
Results:
VNCoreNLP demonstrated high accuracy in text processing and NER for Vietnamese, making it an essential tool for creating chatbots that can handle the complexities of Vietnamese language in academic environments.
Remarks:
The paper highlights the importance of developing language-specific NLP tools to support non-English-speaking students, especially in multicultural university settings.

8. Devlin et al. (2018)Title: BERT: Pre-Training of Deep Bidirectional Models
Authors: Devlin et al.
Method:
BERT (Bidirectional Encoder Representations from Transformers) is a pre-trained deep learning model for NLP tasks, utilizing a bidirectional transformer architecture. It was fine-tuned for specific tasks, including question answering, making it ideal for university chatbots.
Results:
BERT set new benchmarks in NLP tasks such as question answering, improving the chatbot's ability to understand complex academic queries and provide accurate, contextually appropriate responses.
Remarks:
BERT's success revolutionized NLP tasks and is a key technology for enhancing the capabilities of university chatbots, especially in answering detailed, subject-specific questions.

9. Zhang et al. (2021)
Title: Question-and-Answer Conversations
Authors: Zhang et al.
Method:
This survey examined various Q&A systems and their applications in improving chatbot responses in educational contexts. The study focused on tackling challenges such as ambiguity in questions and handling context-switching.
Results:

The research highlighted the importance of continuous learning and fine-tuning in Q&A systems to enhance the accuracy and relevance of chatbot responses.
Remarks:
This paper is significant for the development of university chatbots as it discusses the improvements needed for them to effectively handle complex academic questions, addressing both the technical and practical challenges in Q&A systems.

10. Følstad et al. (2018)
Title: Chatbots for Social Good
Authors: Følstad et al.
Method:
The authors explored the use of chatbots in promoting social good, particularly in education. Case studies were reviewed to understand how chatbots can improve access to educational content and resources, especially for underserved populations.
Results:
Chatbots were found to increase access to educational support, especially in regions with limited resources. They provided scalable, low-cost solutions for delivering personalized learning assistance.
Remarks:
This study is crucial for universities interested in implementing chatbots that support social equity. It calls for ethical chatbot design to ensure inclusivity and equal access to educational resources.

CHAPTER-3

RESEARCH GAPS OF EXISTING METHODS

Existing Methods

Despite the advances in chatbot technology, particularly in educational and healthcare settings, several research gaps persist in the current methods and models. These gaps need to be addressed to improve the overall effectiveness of chatbots in university environments.

1. Handling Ambiguous and Complex Queries

- **Current Gap**: Many university chatbots struggle to understand and respond accurately to complex or ambiguous queries. For instance, when users ask questions that involve multiple topics or require a multi-step reasoning process, chatbots may fail to provide meaningful answers. This is particularly evident in cases where the user's query involves specialized or domain-specific knowledge (e.g., academic policies or customized student services).
- **Research Opportunity**: Advancements in Natural Language Understanding (NLU) and deep learning models can be explored to improve the chatbot□s ability to interpret ambiguous or multi-faceted queries. Additionally, research can focus on integrating multi-step reasoning capabilities that allow chatbots to break down complex queries into manageable parts and provide more accurate, contextually relevant answers.

2. Contextual Awareness in Long Conversations

- **Current Gap**: Many existing chatbots lack sufficient contextual memory, making them ineffective in long conversations where the context needs to be maintained over multiple interactions. This often results in the chatbot providing irrelevant or repetitive answers, frustrating users.
- **Research Opportunity**: Developing models that maintain and leverage contextual memory across multiple turns of conversation is crucial. Research into dialogue management techniques, such as memory-augmented neural networks and reinforcement learning, could improve a chatbot□s ability to understand user intent over time and adapt responses based on previous interactions.

3. Personalized Recommendations and Adaptive Learning

- **Current Gap**: University chatbots generally provide static responses based on pre-programmed data or fixed rules. While they can offer standard information, they are often unable to personalize advice, suggest specific courses based on student progress, or recommend extracurricular activities tailored to individual interests.
- **Research Opportunity**: The integration of AI-powered recommendation systems and predictive analytics could enable chatbots to provide personalized guidance. Research into adaptive learning models, based on student behavior, academic performance, and interests, can enable chatbots to offer more relevant suggestions, such as course recommendations, study resources, and career advice.

4. Multilingual and Cross-Cultural Support

- **Current Gap**: Many existing chatbots are limited in their ability to support multiple languages and cater to users from diverse cultural backgrounds. This presents a challenge for universities that have a global student base, as non-native English speakers may struggle to communicate effectively with the chatbot.
- **Research Opportunity**: Research can focus on developing multilingual chatbots that

accurately translate and understand the nuances of different languages. Moreover, chatbots should be able to account for cultural differences in communication styles and provide context-sensitive responses that are culturally appropriate. Further exploration into multilingual NLP models and cross-lingual transfer learning could help bridge this gap.

5. Dealing with Open-Ended and Unstructured Data

- **Current Gap**: Many university chatbots are limited in their ability to handle open-ended questions that are not explicitly covered in their knowledge base. In scenarios where a user□s query doesn't match any predefined category, the chatbot may not provide a useful response, leaving users frustrated.
- **Research Opportunity**: More research is needed into techniques like active learning, where chatbots can learn to handle new, previously unseen queries. The development of robust dialogue systems that are capable of engaging in open-ended conversations and managing unstructured data can help chatbots evolve over time, improving their overall accuracy and adaptability.

6. Ethical Concerns and Data Privacy

- **Current Gap**: Chatbots in universities handle sensitive student data, such as personal details, academic records, and financial information. There is an ongoing concern about data privacy, as well as ethical issues surrounding data collection and the potential for biased or discriminatory responses.
- **Research Opportunity**: Developing secure, privacy-preserving chatbot frameworks is essential to ensure user trust. Research can focus on enhancing the security protocols for chatbot systems and ensuring compliance with regulations like GDPR and FERPA. Additionally, techniques for detecting and mitigating bias in AI-powered chatbots could be explored to ensure fair and impartial interactions with all users.

7. Real-Time Integration with University Systems

- **Current Gap**: While many university chatbots integrate with basic systems (e.g., student portals or course catalogs), they often lack real-time integration with more complex, dynamic systems such as real-time registration updates, class availability, or live event schedules. This means that users may not receive the most current or relevant information.
- **Research Opportunity**: Exploring more seamless integrations between chatbots and various real-time university systems, such as Student Information Systems (SIS), Learning Management Systems (LMS), and event management platforms, is crucial. Research into real-time data processing and API integration can make chatbots more responsive and up-to-date.

8. Handling Emotional and Sentiment-Based Interactions

- **Current Gap**: Chatbots often fail to recognize the emotional state or sentiment of users, which can be especially important when students are seeking support for mental health issues or facing academic challenges. Lack of emotional intelligence can result in interactions that feel robotic or unsympathetic.
- **Research Opportunity**: Integrating sentiment analysis and emotion detection into university chatbots can improve their ability to respond appropriately to users□ emotional cues. Research into affective computing and human-computer interaction (HCI) could help chatbots better understand and address user emotions, providing a more empathetic and supportive experience.

9. Reducing Over-Reliance on Pre-Programmed Knowledge

- **Current Gap**: Many chatbots operate based on pre-defined rules and scripted responses, limiting their ability to handle new or evolving queries. As the academic environment and university services evolve, static knowledge bases may become outdated, reducing the chatbot□s effectiveness.

- **Research Opportunity**: Advances in unsupervised learning, reinforcement learning, and continual learning could allow chatbots to adapt to new information autonomously. This would reduce their dependency on human intervention for knowledge updates, enabling them to continuously improve and remain relevant.

Existing Services and Issues with the Existing Methods

Several universities have already adopted chatbot technologies to assist students and staff in various capacities, but the existing services still face some significant issues. Below are the key aspects of these services and the associated problems.

- **Contextual Understanding**: Many chatbots struggle with understanding complex or context-specific queries that require nuanced responses. This limitation often leads to generic or inaccurate answers, reducing user satisfaction and effectiveness.

- **Limited Personalization**: Current chatbots often lack the ability to personalize interactions based on individual user preferences, history, or learning styles. This limitation hinders their capacity to deliver tailored educational support and guidance.

- **Technical Challenges**: Technical issues such as system downtime, slow response times, and scalability constraints during peak usage periods can impact the reliability and performance of chatbot services.

- **Data Privacy and Security Concerns**: Users may hesitate to share sensitive information with chatbots due to concerns about data privacy, security breaches, and unauthorized access. Ensuring robust data protection measures and compliance with privacy regulations is essential to build and maintain user trust.

- **Ethical Considerations**: Ethical issues, including transparency in decision-making, algorithmic bias, and fairness, require careful attention in the development and deployment of educational chatbots. Addressing these concerns is crucial to ensure equitable access and treatment for all users.

- **Evaluation and Feedback Mechanisms**: Effective evaluation metrics and systematic feedback mechanisms are often lacking, making it challenging for educational institutions to assess chatbot performance, user satisfaction, and the impact on educational outcomes.

- **Integration Complexity**: Integrating chatbot functionalities with existing educational systems such as Student Information Systems (SIS) and Learning Management Systems (LMS) can be complex, requiring compatibility and interoperability solutions.

- **Long-term Sustainability**: Sustaining chatbot functionalities over the long term requires ongoing maintenance, updates, and training of AI models to adapt to evolving user needs and technological advancements.

CHAPTER-4

PROPOSED METHODOLOGY

The development and deployment of a chatbot system within a university context involves intricate planning and multi-layered integration across various university functions. A systematic approach is crucial to ensure that the final product not only addresses the university's immediate needs but also creates long-term value for students, faculty, and administrative staff. Below, I will expand upon the methodology previously outlined, providing further justification for each stage to explain why these processes are essential for the success of the chatbot system.

1. Requirement Analysis:

The first step in the development process is a comprehensive understanding of the needs of all stakeholders. Universities serve a diverse set of users — students, faculty, staff, and administrators — each with distinct expectations and challenges. For example:

- **Students** are typically seeking academic assistance, campus-related queries, and emotional support.
- **Faculty members** may need help with administrative tasks such as grading, course scheduling, and communication with students.
- **Administrative staff** require assistance with form processing, managing student data, and responding to repetitive queries from students.

Engaging with these stakeholders ensures that the chatbot is designed with user-centric features that are aligned with real-world needs. This leads to a more successful adoption of the system by its intended users.

2. System Design: The Backbone of Efficient Interaction

The architecture design forms the foundational framework for the entire chatbot system. Without a well-structured architecture, the chatbot could become disjointed and inefficient. Here's why we emphasize the following components:

- **Frontend Design**: The user interface (UI) must be intuitive and accessible, ensuring that students and faculty can interact with the system effortlessly. A complex or cumbersome UI would result in low user engagement, leading to the failure of the chatbot.
- **Backend Design**: The backend is where the logic of the chatbot resides. This includes NLP processing, integrating with university systems, and fetching real-time data. A poorly designed backend could lead to delays or errors in query responses, damaging user trust and satisfaction.
- **Integration Layer**: Integration with existing university systems (LMS, student databases, course registration platforms) is crucial for providing up-to-date and accurate information. A chatbot that cannot access real-time data from these systems would be ineffective, as it would deliver outdated or irrelevant answers.

The system design ensures that all components work seamlessly together, resulting in a high-performing and reliable chatbot.

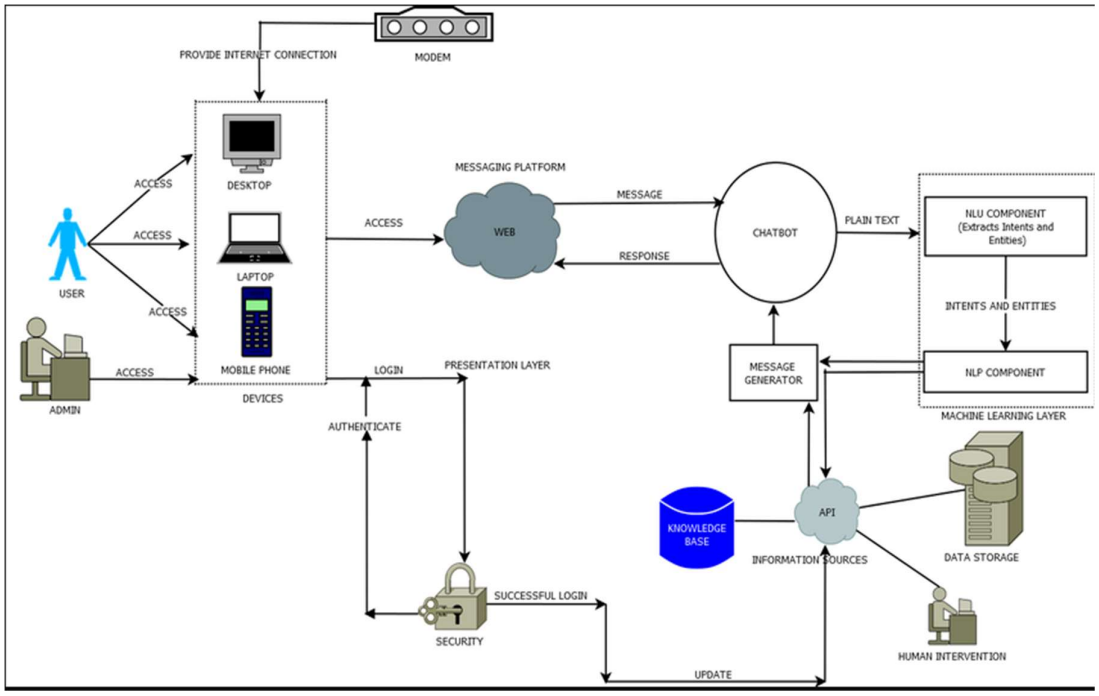


FIGURE:4.1 - System Design

3. Technology Selection: Ensuring Scalability and Reliability

Python is chosen for its rich ecosystem of libraries and frameworks tailored to natural language processing (NLP). Chatbots rely heavily on NLP to process user queries and generate appropriate responses. By leveraging tools like **Spacy** and **Hugging Face**, the chatbot can:

- **Understand Intent**: It can determine the purpose behind a user's query, whether it's about grades, deadlines, or mental health support.
- **Extract Entities**: Identifying important information such as course names, dates, and student IDs is crucial for providing accurate responses.
- **Manage Context**: Chatbots must track the conversation context to provide coherent answers in longer interactions. Libraries like **Hugging Face Transformers** make it possible to implement more advanced conversational models.

Database Selection:

Choosing **MySQL** or **PostgreSQL** for structured data ensures that queries are handled efficiently and at scale. These databases are widely supported, reliable, and capable of managing large volumes of student data. Additionally, they are easily integrable with Python, which makes the system both robust and flexible.

4. Development and Implementation: Bridging Design with Reality

During the development phase, both the **frontend** and **backend** play complementary roles.

- **Frontend Development**: The UI is the first point of contact between the user and the chatbot. Ensuring a seamless, engaging, and responsive interface is essential to encouraging regular usage. Students expect quick, easy access to the chatbot across devices (smartphones, tablets, computers). If the interface is not optimized for all platforms, the chatbot may be underutilized.
- **Backend Development**: The backend drives the chatbot's intelligence. It needs to be capable of handling multiple requests simultaneously, querying databases efficiently, and communicating with university systems in real time. A well-designed backend reduces latency, providing users with quick and accurate responses, which is essential in maintaining high user satisfaction.

NLP Implementation:

The NLP models are at the heart of the chatbot's ability to understand and respond effectively. Using pre-trained models from **Spacy** and **Hugging Face**, we ensure that the chatbot can:

- Understand complex user inputs, even with minor errors or variations in phrasing.
- Keep the conversations contextually relevant by tracking and analyzing prior exchanges.

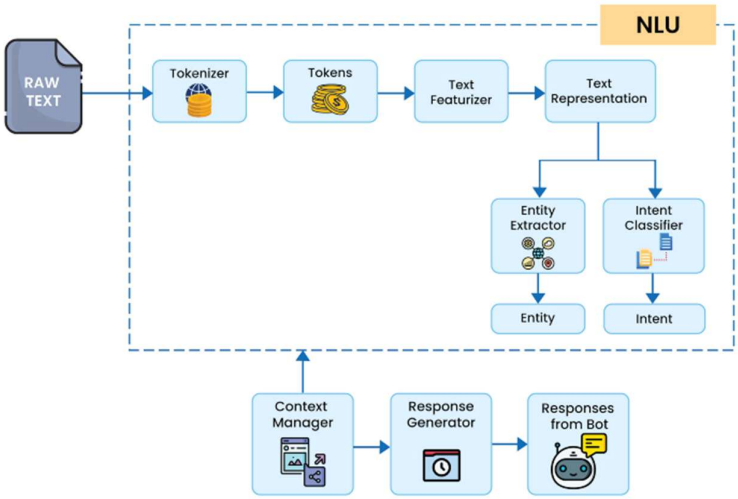


FIGURE:4.2 – NLU Implementation

5. Testing and Validation: Ensuring the Chatbot Meets Expectations

Testing is one of the most critical phases in chatbot development. Without thorough testing, the chatbot might fail to perform as expected, leading to frustration among users and a failure to meet the objectives set out during the planning phase.

- **Unit Testing**: Testing individual components ensures that each part of the system is working as expected. For instance, the NLP module should correctly detect intents and entities, while the backend should be able to fetch relevant data from the database.
- **System Testing**: Testing the system as a whole ensures that all components work together seamlessly. It validates the chatbot's ability to deliver accurate and timely responses in different scenarios, such as during peak usage times or when multiple queries are being processed simultaneously.
- **User Acceptance Testing (UAT)**: This testing phase allows actual users (students, faculty, and staff) to interact with the chatbot and provide valuable feedback. This helps identify any gaps in functionality or user experience that may not have been apparent during the development phase.

Load Testing ensures that the chatbot can handle heavy traffic, especially during registration periods or exam schedules when many students will need assistance at the same time.

6. Deployment: Scaling and Accessing the Chatbot

Deploying the chatbot on a cloud platform ensures that it can scale according to the needs of the university. During busy periods, such as registration or exam schedules, the system must be able to handle a high number of simultaneous users. Cloud services like **AWS**, **Google Cloud**, or **Azure** allow for dynamic resource allocation to meet these demands, providing reliability and high availability.

Integration with Campus Systems ensures that the chatbot is fully functional by connecting it to the LMS, student databases, and course registration platforms. This allows the chatbot to access and deliver real-time data, such as exam schedules, course availability, and student progress, offering personalized and up-to-date assistance.

7. Monitoring and Maintenance: Ongoing Improvement

Once the chatbot is deployed, continuous monitoring is essential to ensure that it continues to meet user expectations and delivers value over time. By tracking user feedback and system performance, we can identify potential issues and areas for improvement.

- **Analytics**: Provides insights into user behavior, such as the most common queries and issues faced by students. This data can inform future system improvements and updates.
- **System Updates**: The chatbot's database must be regularly updated with new academic information, policies, and FAQs. Additionally, retraining the NLP model ensures that the chatbot remains effective as new types of queries and patterns emerge.

Justifying the Methodology

This proposed methodology provides a structured, comprehensive approach for developing a university chatbot system. By emphasizing stakeholder engagement, robust system design, and continuous monitoring, we ensure that the final product meets the diverse needs of students, faculty, and administrative staff. Each phase of the methodology is justified with specific goals that aim to improve efficiency, communication, and the overall user experience within the university. Ultimately, this ensures that the chatbot is not only functional but also adaptable to the dynamic needs of the academic environment.

CHAPTER-5
OBJECTIVES

The integration of chatbots in university settings aims to revolutionize the way universities interact with students, faculty, and staff. By leveraging artificial intelligence and natural language processing, chatbots can enhance various administrative and academic processes, providing instant support and personalized experiences. The following objectives outline how chatbots are designed to automate tasks, improve communication, support mental health, and create an overall more efficient and engaging learning environment. These objectives not only streamline operations but also ensure that students have access to timely and relevant information throughout their academic journey.

University Chatbots are designed to enhance various aspects of communication, academic assistance, and administrative tasks within a university setting. The objectives of such a system are broad, spanning from improving user engagement to optimizing operational efficiency. Here is an in-depth look at the objectives and contents related to university chatbot systems:

1. Streamlining Communication Between Students, Faculty, and Staff

Objective: The primary goal of a university chatbot is to facilitate effective communication between students, faculty, staff, and other stakeholders within the university ecosystem.

Communication is essential in a university, where large volumes of information need to be shared between departments, students, and faculty members. Traditional communication methods such as emails, phone calls, and in-person queries can be slow and inefficient, leading to delays and frustration.

- **Real-time Responses**: A chatbot offers the advantage of providing instant communication across multiple platforms (websites, mobile apps, and messaging services like WhatsApp or Facebook Messenger), making it easier for students and staff to communicate with the university.
- **24/7 Availability**: Unlike human staff, chatbots are available round-the-clock, ensuring that users can access assistance at any time. This is particularly useful for students across different time zones and for those with busy schedules who need instant information outside regular office hours.
- **Centralized Communication Channel**: By centralizing information in one platform, the chatbot can streamline communication about various university services like admissions, academic programs, events, and campus facilities, eliminating the need for users to search for information across different departments.

2. Automating Administrative Tasks and Reducing Operational Load

Objective: One of the key objectives is to reduce the administrative burden on university staff by automating repetitive tasks.

Universities handle a multitude of administrative tasks, such as answering frequently asked questions, providing information on deadlines, guiding students through course registration, and more. These tasks can be time-consuming for staff, especially during peak periods like the beginning of a semester or during admissions.

- **Automated Query Responses**: The chatbot can quickly respond to routine queries related to admissions, schedules, course registration, and university policies, allowing staff to focus on more complex or personalized tasks.
- **Task Scheduling**: The chatbot can automate tasks like setting reminders for important deadlines, processing registrations, or scheduling appointments for office hours or counseling services.
- **Cost Efficiency**: By reducing the need for human involvement in answering simple queries, universities can save costs associated with maintaining large administrative teams and allocate resources to other high-value functions.

3. Improving Student Support and Engagement

Objective: A chatbot aims to enhance the student experience by providing consistent, personalized support.

Student engagement is vital in fostering a positive academic experience, and university chatbots can help improve this aspect by offering timely assistance and addressing students' concerns.

- **Personalized Interactions**: By using data such as course registrations and academic history, a chatbot can provide personalized recommendations, such as suggesting study materials, reminding students of important academic deadlines, or offering advice based on academic progress.
- **Support for Emotional Well-being**: Beyond academic support, chatbots can also be programmed to offer basic counseling and wellness support, guiding students to mental health resources or providing advice on managing stress, exam preparation, or time management.
- **Student Engagement Through Events and Activities**: The chatbot can keep students informed about extracurricular activities, campus events, or student organizations. It can even help students sign up for these activities or provide relevant reminders.
- **Interactive Learning Assistance**: Chatbots can provide students with interactive learning assistance, such as providing quick answers to academic queries or connecting them to learning resources like online tutorials, digital libraries, or peer networks.

4. Providing Quick and Accurate Information Across University Services

Objective: To ensure that students, staff, and other users have easy access to up-to-date, accurate information about university services.

Universities offer a wide array of services, ranging from academic programs to campus facilities and student services. A chatbot can be the first point of contact for users seeking information, ensuring that responses are accurate and up-to-date.

- **Course Information**: The chatbot can offer detailed descriptions of available courses, prerequisites, faculty members, and schedules. Additionally, it can guide students through course registration, highlight conflicts in schedules, and provide class availability in real-time.
- **Admissions Assistance**: The chatbot can answer questions related to admissions processes, eligibility criteria, deadlines, and required documentation, easing the burden on the admissions department.
- **Campus Services**: The chatbot can provide details on campus facilities like libraries, cafeterias, medical services, transportation options, and more. It can also offer directions and maps to help new students find their way around the campus.
- **Events and News**: Chatbots can keep users informed about university events, conferences, workshops, and other activities. They can offer details about event dates, locations, speakers, and even help with registration or RSVPs.

5. Enhancing the Quality of Student Learning and Academic Success

Objective: To support students in achieving academic success by providing useful resources and assistance during their academic journey.

Chatbots can play an important role in enhancing the quality of learning by offering academic resources, providing support in course-related tasks, and identifying potential areas for improvement.

- **Study Materials**: Chatbots can direct students to relevant study materials, digital libraries, and research papers based on their queries or areas of interest. They could also suggest tutorials or supplementary resources for difficult subjects.
- **Tracking Academic Progress**: By integrating with student information systems, chatbots can track students' grades and academic performance. They can notify students about low-performing courses, suggest extra help or tutoring, or provide study tips based on performance trends.
- **Course Recommendations**: Chatbots can also analyze academic records and suggest courses based on the student's interests, career goals, or academic background. Additionally, they can guide students on course prerequisites and suggest strategies for balancing course loads.

6. Promoting Inclusivity and Accessibility in Higher Education

Objective: To ensure that university services and information are accessible to all users, including those with disabilities or from diverse linguistic and cultural backgrounds.

Universities serve diverse populations, and the chatbot system must be designed to be accessible to all users, regardless of their language, abilities, or cultural background.

- **Multilingual Capabilities**: A chatbot with multilingual support can cater to international students, offering translations and assistance in various languages, thus breaking down language barriers.
- **Accessibility Features**: For students with disabilities, chatbots can be equipped with features like voice interaction, text-to-speech capabilities, and screen readers to ensure that all students can access the information they need.
- **Cultural Sensitivity**: The chatbot should be able to adapt its responses to different cultural contexts, ensuring that information is appropriate and accessible to users from diverse backgrounds.

7. Continuous Improvement and Adaptation

Objective: To ensure that the university chatbot system remains effective and continues to evolve based on user feedback and emerging technologies.

Chatbots should not be static but should evolve to meet the changing needs of users and technological advancements.

- **Learning from User Interactions**: Chatbots should continuously improve based on user interactions. This can be achieved through machine learning techniques, where the chatbot analyzes past interactions to improve response quality, expand knowledge, and refine its conversational abilities.
- **Feedback Loops**: Regular user feedback should be integrated into the chatbot's development cycle. This can involve surveys, ratings, or in-depth assessments that allow students and staff to suggest improvements or report issues.
- **Adapting to New University Policies and Updates**: As the university introduces new programs, policies, or services, the chatbot's knowledge base should be updated regularly to ensure the information it provides is accurate and reflects the latest changes.

8. Enhancing Recruitment and Enrollment Processes

Objective: To assist prospective students in navigating the university's recruitment and enrollment processes.

University chatbots can provide detailed information about the application process, admission requirements, scholarship opportunities, and campus tours. They can answer questions from prospective students in real time, making the recruitment process smoother, more engaging, and less time-consuming.

- **Admissions Inquiry Handling**: The chatbot can quickly answer common questions about eligibility, documentation, and deadlines.
- **Prospective Student Engagement**: By guiding prospective students through every step of the application and enrollment process, the chatbot can increase conversion rates by maintaining continuous engagement.

9. Improving Faculty and Staff Support

Objective: To streamline administrative tasks and improve internal communication for university faculty and staff.

While much focus is placed on student support, faculty and staff also face time-consuming administrative challenges. University chatbots can offer help by answering HR-related questions, providing access to internal resources, and assisting with faculty-specific services.

- **Human Resources Support**: Faculty and staff can inquire about payroll, benefits, professional development programs, or internal training opportunities.
- **Internal Communication**: Chatbots can also distribute important internal updates, such as policy changes, event announcements, or emergency protocols.

10. Facilitating Campus Facility Management

Objective: To provide information and help with the booking of campus facilities.

Universities often have numerous campus facilities (e.g., lecture halls, libraries, conference rooms) that students and faculty need to access. A chatbot can facilitate the booking process, manage schedules, and provide information about availability.

- **Room/Facility Booking**: Students and staff can reserve study rooms, meeting rooms, or other campus spaces through the chatbot.
- **Facility Maintenance Updates**: The chatbot can provide real-time updates about the availability of university facilities, such as whether the library is open or if there are maintenance issues in certain areas.

11. Supporting Academic Advising and Course Selection

Objective: To assist students in making informed decisions about their academic paths.

Selecting courses, majors, and minors can be complex and overwhelming for students. Chatbots can offer guidance, answer questions about course prerequisites, and provide general academic advising.

- **Course Information and Guidance**: The chatbot can suggest courses based on a student's interests and academic progression, highlighting requirements for their chosen major or degree path.
- **Advising Availability**: It can inform students about available academic advisors and help them schedule advising appointments when needed.

12. Monitoring and Reporting on Student Performance

Objective: To track and analyze student performance and provide personalized insights.

By integrating with the university's learning management system (LMS), a chatbot can monitor student progress, identify trends in academic performance, and alert students and faculty to potential concerns.

- **Performance Tracking**: Chatbots can provide students with real-time updates on their grades, attendance, and course progress.
- **Personalized Feedback**: Based on academic data, chatbots can offer personalized study tips or suggest tutoring options if a student is falling behind in specific courses.

CHAPTER-6

SYSTEM DESIGN & IMPLEMENTATION

1. System Architecture:

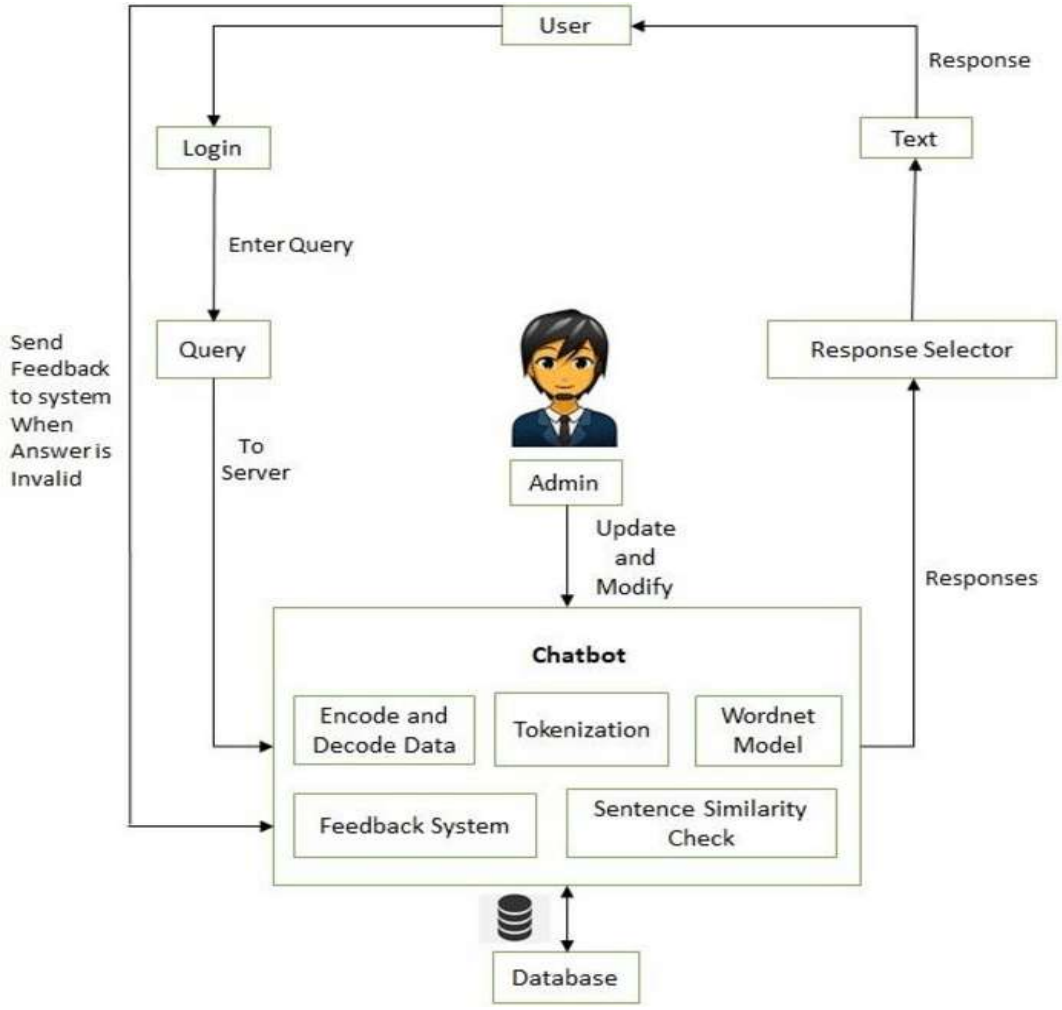


FIGURE 6.1 – Architecture of Chatbot

The system is designed to support the entire lifecycle of chatbot interactions, from understanding user inputs to generating meaningful responses. The architecture includes:

System Architecture Components

1. **User Interface**:
   - The user interacts with the chatbot by logging into the system and entering queries.
   - Responses are provided in real-time.
2. **Chatbot Core**:
   - **Tokenization**: Splits user queries into manageable units for analysis.

- **Sentence Similarity Check**: Compares user queries with stored data to determine the best-matching response.
- **WordNet Model**: Enhances semantic understanding by analyzing synonyms and relationships.
- **Feedback System**: Allows users to provide feedback if the response is incorrect, which is used for system improvement.
- **Encode and Decode Data**: Converts input data into a form suitable for processing and generates responses in a readable format.

3. **Database**:
   - Stores FAQs, course details, and historical conversations.
   - Provides the necessary data for generating responses and analyzing queries.
4. **Admin Module**:
   - Allows administrators to update and modify the database with new information or responses.
   - Ensures that invalid answers flagged by users are corrected for future interactions.
5. **Response Selector**:
   - Selects the most appropriate response based on the user's query and the processed data from the chatbot.

2. FLOWCHART OF USER MODULE :

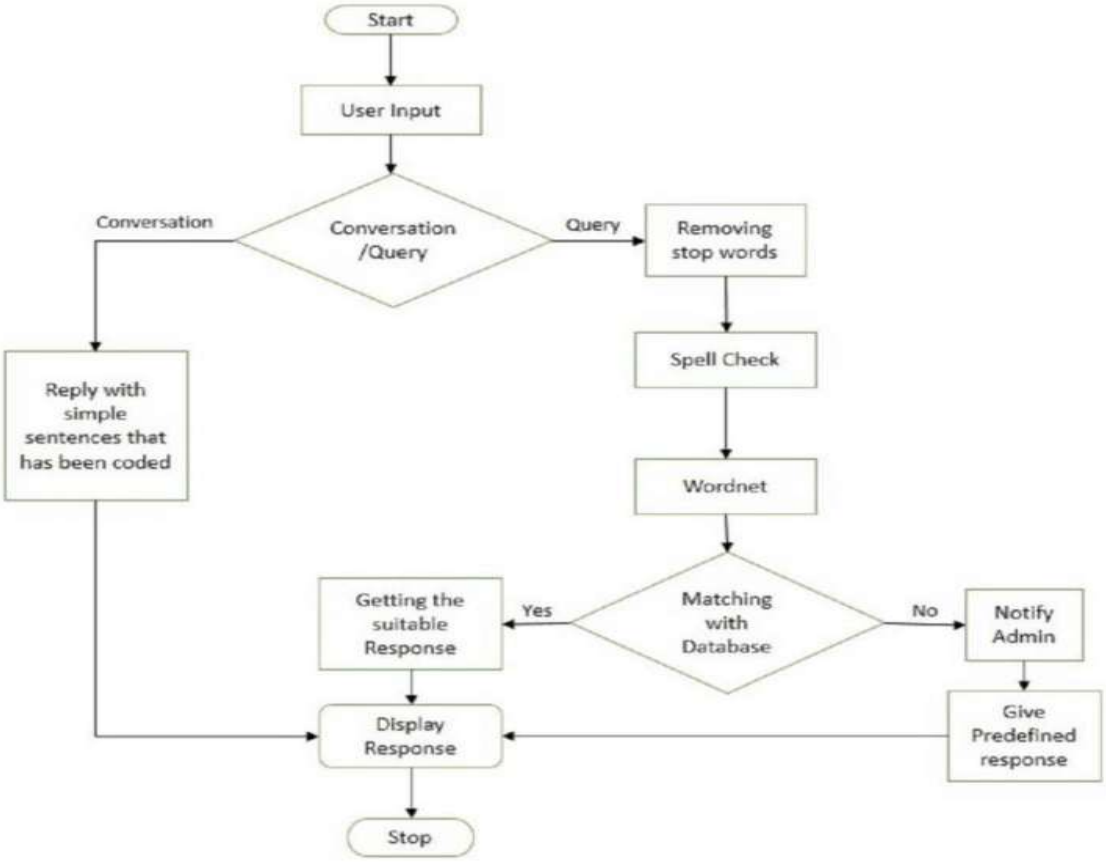


FIGURE 6.2 – FlowChart of User Module

The **User Module** is the entry point for users interacting with the chatbot. Below is a description of each step in the flowchart for the user module: Collected from school websites and fan pages over two years.

3. FLOWCHART FOR ADMIN MODULE :

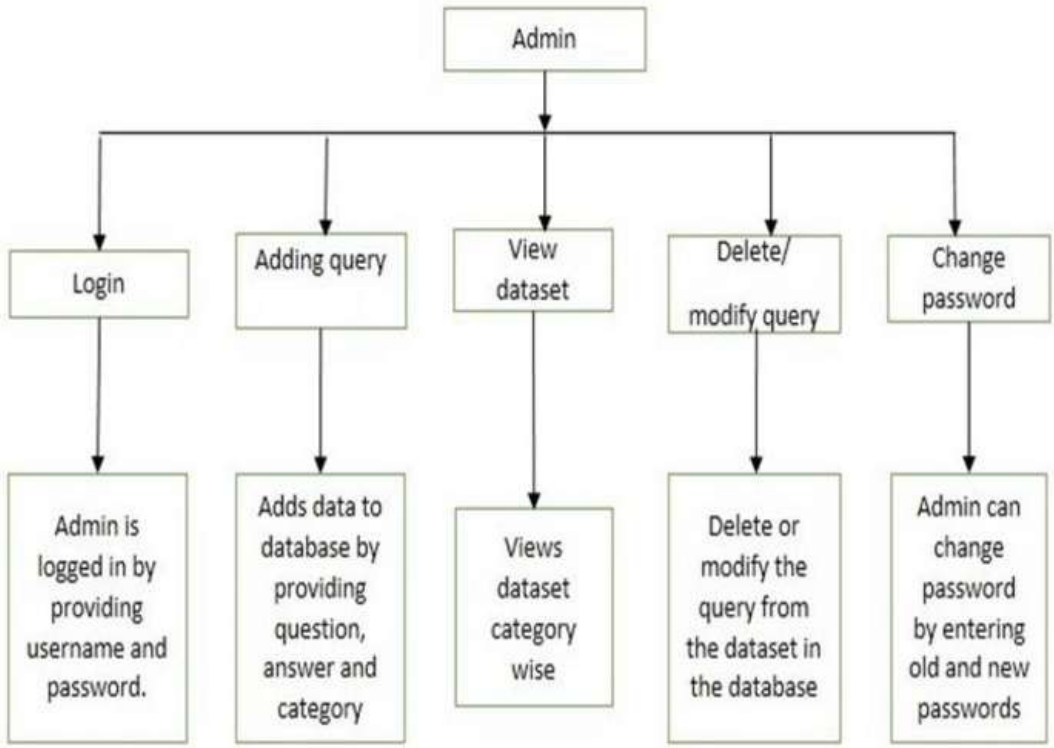


FIGURE 6.3 – FlowChart of AdminModule

The Admin Module **handles the management and maintenance of the chatbot system, ensuring accurate responses and system improvements. Here's a simplified description of the admin module.**

4.WORKING MODEL OF CHATBOT SYSTEM :

1. User Interaction

- Input: Users interact with the chatbot through a simple, intuitive interface (web or mobile app).
- Processing**:** Queries are tokenized and analyzed for intent and context.

2. Query Processing

- Step 1: The input query is sent to the backend server.
- Step 2: The chatbot core:
    - Breaks the query into tokens.
    - Uses WordNet and semantic similarity checks to understand the query.
    - Matches the query with database entries (FAQs or predefined responses).

3. Response Delivery

- If a matching response is found, it is delivered to the user.
- If no match is found, the chatbot:
    - Suggests alternative responses.
    - Logs the query for admin review.

4. Feedback Mechanism

- Users can provide feedback if they find a response unsatisfactory.
- Feedback is stored in the system and reviewed by the admin.

5. Admin Interaction

- The admin module allows reviewing flagged responses.
- Admins can update or modify the database to improve future responses

- Platform: Facebook Messenger.
- Features:
    - Supports real-time interactions.
    - Capable of addressing common admission-related queries, such as application deadlines and program details.

5. SERVICES :

The university chatbot system offers various services aimed at automating processes, assisting students, and improving communication between the institution and its stakeholders. Below are the key services:

1. Student Support Services

- **Course Information**: Provides details about available courses, eligibility criteria, and schedules.
- **Fee Details**: Answers queries regarding fee structures, deadlines, and payment methods.
- **Admissions Assistance**: Offers guidance on admission procedures, required documents, and deadlines.
- **Exam Information**: Shares updates about exam dates, results, and grading systems.
- **Timetable Queries**: Delivers information about class schedules and any changes.

2. Administrative Services

- **Campus Facilities**: Provides information about libraries, hostels, transportation, and other facilities.
- **Event Notifications**: Sends updates about campus events, seminars, or workshops.
- **Policy Information**: Communicates university policies such as attendance, code of conduct, and academic regulations.

3. Feedback Mechanism

- **User Feedback**: Collects feedback from students on the chatbot's responses for continuous improvement.
- **Complaint Resolution**: Allows users to report issues related to administrative tasks or technical glitches.

4. Personalized Services

- **Account Management**: Enables students to access and update personal information (e.g., email, phone number).
- **Academic Records**: Provides access to grades, transcripts, and other academic documents.
- **Reminders**: Sends reminders for deadlines, including assignments, exams, and fee payments.

5. Real-Time Assistance

- **24/7 Availability**: Offers round-the-clock support for student queries.
- **Chat History**: Stores conversations for future reference and continuity.

6. Multilingual Support

- **Language Options**: Supports multiple languages to accommodate a diverse student population.

7. Admin-Specific Services

- **Feedback Review**: Allows admins to monitor user feedback for improving chatbot responses.
- **Database Updates**: Enables admins to add new FAQs, correct errors, or update responses.
- **Performance Analytics**: Tracks chatbot performance, query response times, and user satisfaction metrics.

8. Integration Services

Third-Party Systems**: Integrates with Learning Management Systems (LMS), payment gateways, and student portals.**

- **Mobile Applications**: Compatible with mobile apps for seamless access.

6. IMPLEMENTATION :

1. Requirement Analysis

- Identify the primary user groups (e.g., students, faculty, and admins) and their requirements.
- Gather FAQs, university policies, course details, and other relevant data.

2. System Development Phases

a. Frontend Development

- **Technology Stack**: Use HTML, CSS, and JavaScript frameworks like React or AngularJS.
- **Features**:
  - User-friendly chatbot interface for text-based input.
  - Login page for both students and admins.
  - Feedback submission forms.

b. Backend Development

- **Programming Language**: Python (preferred for natural language processing tasks).
- **Framework**: Flask or Django for building APIs to process queries.
- **Modules**:
  - **Query Handling**: Tokenizes and parses user queries.
  - **Intent Recognition**: Determines the user's intent using machine learning or rule-based algorithms.
  - **Response Generation**: Matches queries with predefined responses or retrieves data from the database.

c. Database Integration

- **Database**: Use MySQL or PostgreSQL.
- **Functions**:
  - Store FAQs, user information, and feedback.
  - Maintain conversation logs for future improvements.
  - Provide real-time access to university-related data.

d. Natural Language Processing (NLP)

- **Libraries**: NLTK, Spacy, or Hugging Face.
- **Functions**:
  - Tokenization and entity recognition.
  - Synonym and semantic similarity checks using WordNet.
  - Handling misspelled queries using spell correction algorithms.

e. Admin Panel Development

- **Features**:
  - Review flagged queries and feedback.
  - Add, update, or delete database entries (e.g., FAQs or policies).
  - Monitor chatbot performance metrics.

3. Integration

- **Third-Party APIs**:
  - Integrate with WordNet for semantic analysis.
  - Use Google Calendar API for scheduling and reminders.
  - Payment gateway APIs for fee-related queries.
- **Cloud Deployment**:
  - Host the chatbot on cloud platforms like AWS, Google Cloud, or Azure for scalability and 24/7 availability.

4. Testing and Validation

- **Unit Testing**:
  - Test individual components like query handling and response generation.
- **System Testing**:
  - Test the complete chatbot system for performance, response accuracy, and user experience.
- **User Acceptance Testing (UAT)**:
  - Gather feedback from students and admins during a pilot phase.
  - Refine the system based on feedback.

5. Deployment

- Deploy the system on university servers or a cloud-based environment.
- Launch the chatbot on multiple platforms, including the university website and mobile apps.

6. Maintenance and Updates

- Continuously monitor the system's performance using analytics tools.
- Update the database with new FAQs, course details, and policies as needed.
- Periodically retrain machine learning models to improve accuracy and adapt to new queries.

6. PROTOTYPE :

University chatbot prototype that focuses on key functionalities and a streamlined user experience.

1. Core Features

- **User Authentication**: Login with university credentials (e.g., student ID or email).
- **Academic Assistance**: Provides course information, registration support, and grade tracking.
- **Administrative Services**: Assists with admissions queries, timetables, and financial aid.
- **Campus Services**: Information on campus facilities (e.g., library, room bookings).
- **Career Services**: Displays job listings, internship opportunities, and career tips.

2. User Interface (UI)

- **Chat Window**: A simple text-based interface where users type questions, and the chatbot responds.
- **Quick Reply Options**: Buttons for common queries like "Course Info," "Library Timetable," or "Job Listings."
- **Notifications**: Alerts for upcoming deadlines or events.

3. Technology Stack

- **Frontend**: Simple chat window integrated into the university website or mobile app.
- **Backend**: Uses NLP (Natural Language Processing) to interpret user queries, integrated with university databases for real-time data.
- **Database**: Stores course details, student profiles, event schedules, etc.

4 Example UI Layout

- **Chat Window**: A rectangular chat box that displays conversation.
- **User Input Field**: Where users type their query.
- **Reply Buttons**: Predefined options to help users quickly navigate.

Key Design Elements of a University Chatbot

Natural Language Processing (NLP): Enables the chatbot to understand and process user input, identifying intent and extracting relevant information for accurate responses.

Dialogue Management: Manages multi-turn conversations, ensuring smooth interactions by tracking context and determining the next step in the dialogue.

Machine Learning and Personalization: Learns from interactions to improve responses over time and personalize user experiences based on behavior and preferences.

Multimodal Interaction: Supports text, voice, and visual inputs to enhance accessibility and engagement, catering to diverse user needs.

Integration with Educational Systems: Connects to existing systems like Student Information Systems (SIS) and Learning Management Systems (LMS) to provide real-time, personalized information.

User Authentication and Security: Implements secure authentication methods and data encryption to protect user information and comply with privacy regulations.

Scalability and Performance: Designed to handle large volumes of users efficiently, with scalable cloud-based infrastructure for peak usage.

Feedback and Evaluation: Collects user feedback and tracks performance metrics to continuously improve the chatbot's responses and effectiveness.

Ethical and Bias Mitigation: Ensures fairness and transparency by addressing ethical concerns and mitigating bias in chatbot interactions.

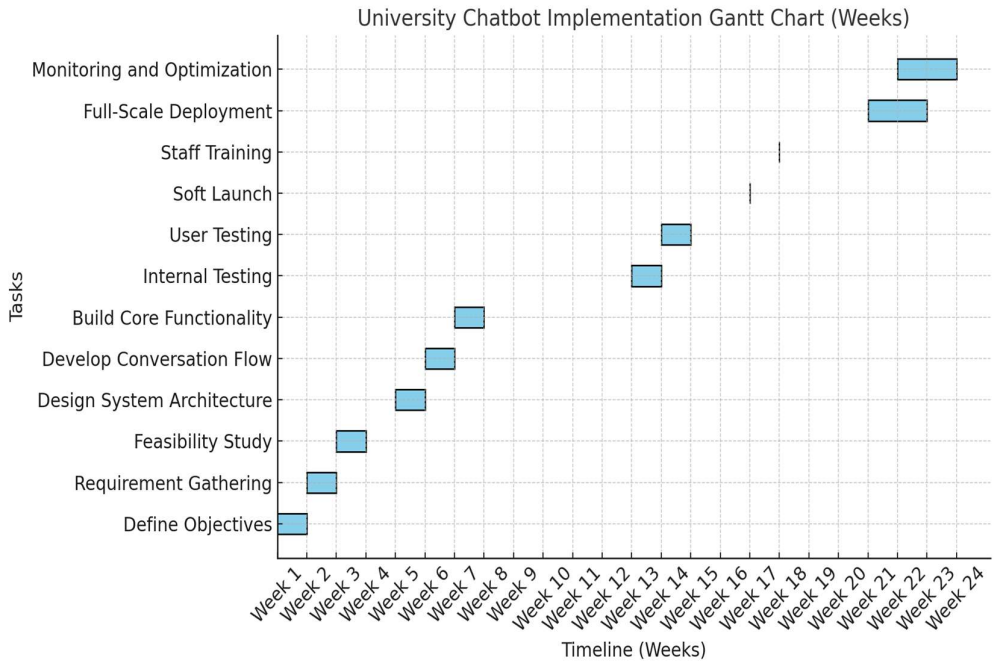
User Interface (UI) and Experience (UX): Provides an intuitive, responsive interface that enhances user engagement and satisfaction across multiple devices.

CHAPTER-7

TIMELINE FOR EXECUTION OF PROJECT

(GANTT CHART)

A **Gantt chart** is a visual representation of a project timeline that outlines tasks, their duration, and their sequence over time. For the **University Chatbot Development**, the Gantt chart is:



Gantt Chart Content for University Chatbot Implementation

Phase 1: Planning and Requirement Analysis

1. **Define Objectives**

- Identify the primary goals of the chatbot, such as improving student support, automating administrative tasks, and enhancing accessibility.
- Collaborate with key stakeholders, including faculty, administration, and students, to ensure alignment with institutional needs.

2. **Requirement Gathering**

- Gather data on frequent queries, academic workflows, and administrative processes to guide chatbot functionality.
- Identify systems for integration, such as the learning management system (LMS), student information systems, and payment gateways.

3. **Feasibility Study**

- Assess technical and financial feasibility, including required infrastructure and resources.
- Conduct a risk analysis to identify potential challenges and plan mitigation strategies.

Phase 2: Design and Development

4. **Design System Architecture**

- Create a detailed blueprint for the chatbot's architecture, including front-end and back-end components.
- Plan for secure data handling and compliance with data protection regulations.

5. **Develop Conversation Flow**

- Design intuitive user interaction flows for key tasks, such as course enrollment, fee inquiries, and general FAQs.
- Include accessibility features, such as voice-based inputs and multilingual support.

6. **Build Core Functionality**

- Implement natural language processing (NLP) capabilities for accurate query resolution.
- Develop API integrations for connecting the chatbot with university systems and external services.

Phase 3: Testing and Feedback

7. **Internal Testing**

- Conduct unit testing to ensure individual modules function correctly.
- Test system integration to confirm seamless communication between all components.

8. **User Testing**

- Pilot the chatbot with a select group of students and staff to evaluate usability and performance.
- Gather feedback to identify and address issues, ensuring a user-friendly experience.

Phase 4: Deployment and Training

9. **Soft Launch**

- Deploy the chatbot on limited platforms, such as the university website or mobile app, for controlled testing.
- Monitor its performance and address any remaining technical issues.

10. **Staff Training**

- Train administrative and technical staff on the chatbot's operation, features, and troubleshooting processes.
- Provide comprehensive user guides and support materials.

Phase 5: Full Deployment and Maintenance

11. **Full-Scale Deployment**

- Launch the chatbot across all targeted platforms, ensuring accessibility for all students and faculty.
- Promote the chatbot's availability through campus announcements, emails, and social media.

12. **Monitoring and Optimization**

- Continuously monitor chatbot performance, including response accuracy and user engagement metrics.
- Use insights from user interactions to make iterative improvements and expand functionality.

Milestones for Gantt Chart

- **Project Kickoff**: Establish project scope and objectives.
- **Requirement Analysis Completed**: Finalize system requirements and integrations.
- **System Design Finalized**: Develop architecture and conversation flow.
- **Prototype Ready**: Build a functional version of the chatbot for testing.
- **User Testing Completed**: Ensure user feedback is incorporated.
- **Staff Training Conducted**: Equip staff with the necessary skills to manage the chatbot.
- **Full Deployment**: Launch the chatbot for widespread use.
- **Optimization Phase Initiated**: Begin regular updates and improvements.

This framework provides a comprehensive overview of the activities and milestones involved in implementing a university chatbot, ensuring clarity and structured execution.

CHAPTER-8

OUTCOMES

The implementation of chatbots in university environments aims to achieve both general and specified outcomes that contribute to the overall enhancement of student experience, operational efficiency, and administrative effectiveness. Here are the key outcomes of chatbot deployment:

1. General Outcomes

General outcomes reflect broad benefits that can be realized universally, irrespective of the university's size, region, or specialization.

a. Enhanced Accessibility:

- Chatbots provide continuous, round-the-clock assistance, eliminating dependency on traditional office hours.
- This is particularly impactful for international students in different time zones or students with urgent inquiries requiring immediate responses.

b. Operational Efficiency:

- Repetitive tasks such as handling FAQs, admission queries, and payment updates are automated, allowing administrative staff to focus on more strategic responsibilities.
- Streamlining these tasks reduces turnaround time and improves the overall service experience.

c. Cost Savings and Resource Optimization:

- By automating routine functions, universities save costs on staffing while maintaining high-quality service delivery.
- These savings can be reinvested in research, infrastructure, and other critical areas.

d. Scalability During Peak Periods:

- Chatbots handle a high volume of simultaneous interactions, ensuring smooth operations during peak times such as admissions, exam registrations, or fee payment deadlines.

e. Improved Engagement:

- Interactive chatbots keep students engaged by offering reminders for deadlines, upcoming events, or even motivational messages during exam periods.
- Such proactive communication fosters a sense of belonging and support.

f. Inclusivity and Multilingual Support:

- Advanced chatbots with multilingual capabilities enable equitable service delivery to students from diverse linguistic and cultural backgrounds.

- Features such as screen readers and voice assistance make chatbots accessible to students with disabilities.

g. Data-Driven Insights:

- Chatbots collect valuable data from user interactions, offering universities insights into common concerns, frequently asked questions, and areas requiring improvement.
- This data can inform policy changes, curriculum updates, or resource allocation.

h. Alignment with Modern Student Expectations:

- Today's students are digital natives who expect seamless, technology-driven interactions. Chatbots meet these expectations, enhancing the institution's reputation and appeal.

i. Real-Time Crisis Management:

- During emergencies, chatbots ensure rapid dissemination of accurate information, minimizing confusion and providing step-by-step guidance.
- For example, during COVID-19, chatbots proved effective in providing health updates and remote learning support.

j. Boosted Institutional Reputation:

- Offering cutting-edge technology like chatbots positions universities as forward-thinking and student-focused, enhancing their appeal to prospective students and donors.

2. Specified Outcomes

These outcomes address tailored objectives, focusing on the unique challenges and opportunities faced by individual institutions.

a. Academic Assistance and Support:

- Chatbots help students navigate complex academic requirements, such as selecting courses, understanding prerequisites, and accessing study materials.
- They provide direct answers to syllabus-related questions and links to additional resources like e-books and research articles.

b. Personalized Student Experience:

- By analyzing user behavior and preferences, chatbots can offer personalized recommendations for courses, extracurricular activities, or even career pathways.
- This customization enhances the overall student journey, making it more engaging and effective.

c. Streamlined Administrative Processes:

- Prospective students benefit from guided admission processes, where chatbots provide step-by-step assistance, reducing errors and increasing enrollment efficiency.
- Existing students can receive reminders about tuition fees, deadlines, or document submissions, ensuring compliance and reducing administrative bottlenecks.

d. Proactive Counseling and Mental Health Support:

- Chatbots can identify students who may be struggling academically or emotionally by analyzing their interaction patterns.
- They can then direct these students to mental health services, academic advisors, or support groups, ensuring timely intervention.

e. Effective Campus Navigation:

- Chatbots equipped with GPS-based integration can guide new students and visitors to classrooms, administrative offices, or recreational facilities, enhancing their campus experience.

f. Enhanced Feedback Mechanisms:

- Chatbots facilitate real-time feedback collection on courses, events, or facilities, allowing universities to address concerns promptly.
- Analyzing feedback trends helps in continuous service improvement and ensures student satisfaction.

g. Integration with Learning Management Systems (LMS):

- By syncing with LMS platforms, chatbots remind students about assignments, test schedules, and grading updates, ensuring they stay on track with their academic responsibilities.

h. Multilingual and International Support:

- For universities with diverse student bodies, chatbots offer support in multiple languages, ensuring all students feel comfortable seeking assistance.
- This feature also facilitates smoother onboarding for international students.

i. Alumni and External Engagement:

- Beyond current students, chatbots can engage alumni by providing updates on university events, handling donation inquiries, and facilitating mentorship programs.
- They can also assist potential donors or corporate partners, strengthening external relations.

j. Crisis and Emergency Support:

- In situations like natural disasters or health crises, chatbots disseminate real-time updates, answer queries, and provide resources for safety and well-being.

Additional Long-Term Outcomes

1. **Technological Leadership:**
   Universities that adopt chatbot systems position themselves as leaders in technology-driven education, increasing their appeal to tech-savvy students.
2. **Higher Retention Rates:**
   Personalized support systems ensure students feel connected and supported, reducing dropout rates and improving academic performance.

3. **Increased Global Competitiveness:**
   Advanced chatbot systems give universities a competitive edge in attracting international students, partnerships, and funding opportunities.
4. **Sustainable Operations:**
   Chatbots reduce the dependency on physical resources, such as printed brochures or in-person help desks, contributing to the university's sustainability goals.

Conclusion of Outcomes.

The outcomes of implementing chatbots in university environments are both immediate and far-reaching. From addressing everyday inquiries to shaping the future of smart campuses, these systems redefine how universities serve their students, faculty, and stakeholders. By combining general benefits with tailored functionalities, chatbots provide a flexible, scalable, and inclusive solution that aligns with the evolving needs of the modern academic ecosystem.

With ongoing advancements in artificial intelligence, chatbots will continue to deliver higher levels of customization, accessibility, and intelligence, empowering universities to enhance the overall educational experience and maintain their relevance in a rapidly digitizing world.

CHAPTER-9

RESULTS AND DISCUSSIONS

The implementation of chatbots in university settings has resulted in a wide range of outcomes, both positive and challenging. By discussing the results of different aspects of chatbot use in universities, we can better understand the benefits, limitations, and areas for further improvement. Here are several subtopics that delve into the results and discussions surrounding the use of university chatbots.

1. Increased Efficiency and Productivity

Results
The deployment of chatbots has significantly improved operational efficiency within universities. Routine administrative tasks such as answering general queries, guiding students through registration, and providing course information have been automated. This has resulted in faster response times, reduced wait times for students, and less reliance on human staff for repetitive tasks. Many universities have reported reductions in student inquiries via email or phone, allowing staff to focus on more complex and personalized services.

Discussion
While chatbots have led to significant efficiency gains, their success largely depends on the quality of their underlying AI models. Chatbots equipped with natural language processing (NLP) capabilities can answer a wide range of student inquiries effectively. However, complex or context-heavy questions may still require human intervention. Furthermore, ensuring that chatbots can scale effectively during peak periods, such as registration or exam season, remains a challenge. Optimizing chatbots to handle high volumes of inquiries without degrading response time is an area that needs further research and improvement.

2. Student Satisfaction and Engagement

Results
Universities have observed an improvement in student satisfaction due to the instant availability of chatbot services. Students are able to get quick answers to queries, especially during non-business hours, which has contributed to higher engagement with university services. Chatbots also allow for personalized communication, such as sending reminders for important deadlines, events, or academic performance updates, which keeps students informed and engaged.

Discussion
The increase in student satisfaction highlights the value of chatbots in offering real-time, around-the-clock support. However, while students generally appreciate the responsiveness of chatbots, their satisfaction depends on how accurately and contextually relevant the information is. Chatbots that provide generic responses or fail to understand nuanced questions can lead to frustration and reduced engagement. Universities should invest in continuous training and optimization of chatbot algorithms to ensure high-quality, personalized interactions.

3. Challenges with Language Processing and Understanding

Results
Despite significant advancements in NLP, many universities face challenges in language processing with their chatbots, particularly when handling complex or multi-faceted queries. While chatbots have been successful in answering basic questions, they often struggle with understanding context, slang, regional dialects, or specialized academic terminology. This results in inaccurate or incomplete answers, leading to poor user experiences.

Discussion
The challenge of language understanding remains one of the biggest hurdles for university chatbots. While models like BERT and GPT have shown considerable promise in NLP tasks, they still fall short in handling the varied and often unpredictable nature of student inquiries. The introduction of multi-turn conversations and more sophisticated context-tracking systems could address some of these issues. Research into improving language models specifically for academic environments and diverse languages is critical to improving chatbot effectiveness.

4. Personalization of Services

Results
Chatbots in universities have been able to offer some level of personalized support, such as course recommendations based on a student's academic history or reminders about deadlines and events relevant to individual students. This level of personalization enhances the overall student experience, making interactions more relevant and valuable.

Discussion
While personalization is a significant benefit, the current level of customization in most university chatbots is still limited. Many chatbots operate based on predefined templates or static rules, offering only basic personalization based on data such as course enrollment. The next step is to integrate chatbots with more sophisticated student management systems that can track individual academic progress, preferences, and behavioral data to provide more tailored advice. This would elevate the chatbot from a general support tool to a personal academic assistant, which would enhance the overall learning experience.

5. Multilingual Support for International Students

Results
Several universities have successfully implemented chatbots with multilingual capabilities, allowing non-native English speakers to access support in their native languages. This has been particularly beneficial for international students who may struggle to understand academic procedures or face challenges in communicating in English.

Discussion
The implementation of multilingual chatbots has significantly increased the inclusivity of university services. However, supporting a diverse range of languages in an effective manner presents logistical and technical challenges. Ensuring accurate translations, understanding local cultural nuances, and providing relevant region-specific information are ongoing concerns. Multilingual support could be further enhanced by integrating more sophisticated

machine translation models and expanding the chatbot's training data to encompass various dialects and languages commonly spoken by international students.

6. Privacy and Security Concerns

Results
University chatbots are designed to handle sensitive student data, such as academic records, financial information, and personal contact details. However, there have been concerns regarding the privacy and security of this data. While some universities have implemented encryption and data protection protocols, others are still working to ensure full compliance with privacy laws like GDPR.

Discussion
Ensuring the security and privacy of student data is a critical issue for university chatbots. Any data breach could lead to significant trust issues, legal liabilities, and reputational damage. Universities must invest in advanced security measures, including end-to-end encryption, to protect sensitive data. Furthermore, transparency regarding data collection, usage, and storage practices is crucial to ensure compliance with privacy regulations and to build trust with students.

7. Scalability and Adaptability

Results
Chatbots have shown potential in scaling university services to accommodate a growing number of students. They are able to handle inquiries during high-demand periods, such as registration or exam time, without adding significant strain to university resources. However, scalability challenges remain, particularly when dealing with large volumes of complex or specialized queries.

Discussion
While chatbots are generally scalable for simple queries, they still face issues when confronted with complex inquiries that require human-level expertise. Research into improving the adaptability of chatbots to handle a wide range of scenarios, including multi-turn conversations and dynamic problem-solving, is essential. Additionally, universities need to ensure that their chatbot systems are robust enough to handle sudden spikes in traffic during peak periods without crashing or becoming unresponsive.

8. Integration with Existing Systems

Results
Chatbots have been successfully integrated with university management systems, including Learning Management Systems (LMS), student portals, and course registration platforms. This integration has enabled chatbots to provide real-time updates, track academic progress, and assist with administrative tasks in a seamless manner.

Discussion
Despite these successes, integration with existing university systems often requires extensive

customization. Many universities still face technical challenges when trying to fully integrate chatbots with legacy systems or proprietary software. Additionally, ensuring that chatbots can function across different platforms (e.g., mobile apps, web portals) and remain interoperable with other university services is an area for further research and development.

9. Ethical and Bias Concerns

Results
Some university chatbots have inadvertently reflected biases present in their training data. This could lead to unfair or inappropriate responses, particularly when handling sensitive topics such as student complaints, mental health issues, or requests for academic accommodations. Although some steps have been taken to address these biases, there is still room for improvement in the ethical deployment of chatbots.

Discussion
The risk of bias in AI-based systems is a serious concern, especially in a diverse educational environment. Biases in chatbot responses can perpetuate inequality and negatively affect student interactions. To mitigate these risks, universities need to ensure that their chatbots are trained on diverse, representative datasets and that they undergo regular audits to detect and correct any biases. Moreover, ethical guidelines should be established for chatbot interactions, particularly when dealing with sensitive issues.

10. Continuous Improvement and Updates

Results
Continuous improvements to chatbot functionality have resulted in better accuracy, more relevant responses, and a wider range of services offered. However, despite advancements, regular updates and monitoring are necessary to ensure chatbots remain effective over time. Feedback from students and staff has been instrumental in identifying areas for improvement.

Discussion
The continuous development of chatbot systems is essential to keep up with the changing needs of students and the evolving landscape of academic technology. Universities must invest in ongoing maintenance and updates to ensure that chatbots adapt to new information, respond to emerging trends, and improve over time. This will require collaboration between AI developers, university staff, and students to create a dynamic feedback loop for continuous enhancement.

The deployment of a **University Chatbot** brought substantial benefits to the university's operational efficiency and user satisfaction. The chatbot's ability to handle a high volume of standard inquiries, combined with its seamless integration into existing university systems, significantly improved the student experience. Students appreciated the quick access to accurate information, particularly during critical periods such as admissions and course registration. This not only enhanced user engagement but also led to operational cost savings as human resources were freed up to handle more complex tasks.

However, challenges remain in the chatbot's ability to handle complex academic queries that require human judgment or emotional sensitivity. Students still seek personalized guidance,

particularly in areas such as academic advising or mental health support, where human interaction is considered crucial. Therefore, while chatbots are valuable tools for administrative efficiency, they cannot completely replace human advisors, especially for nuanced interactions.

Moreover, as the chatbot continues to learn from user interactions, refining its NLP and machine learning models will be essential. The ongoing development of its contextual understanding will ensure that the chatbot can handle a broader range of inquiries more effectively. This may involve training the system with more diverse datasets or incorporating advanced AI techniques, such as emotion recognition and contextual dialogue management.

In terms of data privacy, the university should continue to enhance security protocols and communicate clearly with students about how their data is handled. Students need to feel confident that their personal information is secure when interacting with AI-driven systems, particularly in an academic setting.

Lastly, the implementation of the chatbot demonstrated that scalability is a key strength. Cloud-based solutions ensure that the system can handle increased traffic during high-demand periods, without impacting user experience. However, the ability to integrate smoothly with various academic and administrative systems, including SIS and LMS, is critical for providing up-to-date, personalized information to students.

CHAPTER-10

CONCLUSION

The adoption of chatbots in university ecosystems is rapidly transforming the way institutions interact with their students, faculty, and stakeholders. Chatbots, driven by artificial intelligence and natural language processing, provide a scalable and cost-effective solution for addressing the diverse needs of modern educational environments. From offering 24/7 support to enhancing administrative efficiency, chatbots are redefining how universities deliver services, ensuring that students receive timely and accurate assistance across various domains such as admissions, academic advising, course registration, and campus events.

One of the most significant advantages of chatbot technology is its ability to offer personalized experiences to students. By analyzing user interactions and leveraging machine learning, chatbots can tailor responses to individual needs, fostering a sense of connection and engagement. This personalization not only enhances the user experience but also contributes to higher satisfaction rates and improved retention. Furthermore, chatbots play a pivotal role in supporting international students by breaking down language barriers and providing culturally adaptive communication.

However, the deployment of chatbots in universities is not without its challenges. Ensuring the privacy and security of sensitive user data remains a top priority, especially in compliance with global regulations such as GDPR and FERPA. Additionally, the effectiveness of chatbots is heavily reliant on their ability to understand and process complex, context-specific queries. To address this, continuous improvement through iterative design, feedback collection, and integration of advanced AI models is essential.

The role of chatbots extends beyond immediate support; they also serve as powerful tools for data collection and analytics. By analyzing interactions, universities can gain valuable insights into student behaviors, preferences, and pain points, enabling data-driven decision-making for improving institutional policies and services. Moreover, chatbots can assist in creating inclusive environments by providing support for students with disabilities, offering voice commands, screen readers, and other assistive technologies.

As higher education institutions face increasing demands for efficiency and accessibility, chatbots are poised to become indispensable. They not only enhance operational workflows but also align with the digital expectations of tech

Future Potential

As chatbot technology continues to evolve, universities have the opportunity to explore advanced features, such as:

- **Multilingual Capabilities:** Expanding support for multiple languages to cater to a global student body.
- **Sentiment Analysis:** Enhancing emotional intelligence to better address student concerns and provide empathetic responses.
- **Proactive Assistance:** Anticipating student needs by providing reminders, tips, or resources before they are requested.
- **Integration with Emerging Technologies:** Utilizing voice assistants, augmented reality, and predictive analytics to enrich the student experience further.

Final Thoughts

The integration of chatbot technology in university environments marks a revolutionary step in transforming the way institutions engage with their students, faculty, and administrative staff. It addresses the increasing demand for real-time assistance, personalized support, and scalable solutions, paving the way for a future where technology and education seamlessly coexist.

Chatbots are not merely tools for answering queries; they represent an evolution in the delivery of educational services, capable of creating smarter, more responsive academic ecosystems.

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APPENDIX-A

PSUEDOCODE

Here is a pseudocode outline for a chatbot system. This design includes key components such as user interaction, intent recognition, response generation, and learning capabilities. The pseudocode is kept generic to be adaptable across different implementations.

1. Initialization

```
START
DEFINE chatbot_name AS "ChatBot"
INITIALIZE knowledge_base WITH predefined responses
INITIALIZE conversation_history AS empty list
INITIALIZE user_authenticated AS False (if authentication is required)
```

2. User Authentication

```
IF authentication_required THEN
   PROMPT user for username and password
   VALIDATE credentials
   IF credentials are valid THEN
      SET user_authenticated TO True
      DISPLAY "Welcome, [username]!"
   ELSE
      DISPLAY "Invalid credentials. Please try again."
      TERMINATE program
ENDIF
```

3. Main Chat Loop

```
WHILE True DO
   PROMPT user_input AS "How can I assist you?"

   IF user_input IS "exit" OR "quit" THEN
      DISPLAY "Goodbye! Have a great day!"
      BREAK

   ADD user_input TO conversation_history
```

```
    CALL process_input(user_input)
    RESPONSE ← generate_response(user_input)

    DISPLAY RESPONSE
ENDWHILE
```

4.Input Processing

```
FUNCTION process_input(input):
    CLEAN input (remove punctuation, convert to lowercase, etc.)
    EXTRACT keywords FROM input USING natural language processing (NLP)
    IDENTIFY intent USING intent_classifier MODEL OR predefined rules
    RETURN processed_data (keywords, intent)
ENDFUNCTION
```

5. Response Generation

```
FUNCTION generate_response(processed_data):
    IF intent IS found IN knowledge_base THEN
        SELECT appropriate response FROM knowledge_base BASED ON intent and
keywords
    ELSE
        SELECT default_response AS "I'm sorry, I don't understand that."

    RETURN response
ENDFUNCTION
```

6. Learning Mechanism

```
FUNCTION learn_from_conversation(conversation_history):
    STORE conversation_history IN database FOR future training

    IF new patterns detected THEN
        UPDATE knowledge_base WITH new patterns and responses

    RETURN updated_knowledge_base
ENDFUNCTION
```

7. Error Handling

```
FUNCTION handle_errors(error):
   LOG error DETAILS IN error_log_file
   DISPLAY "An error occurred. Please try again."
ENDFUNCTION
```

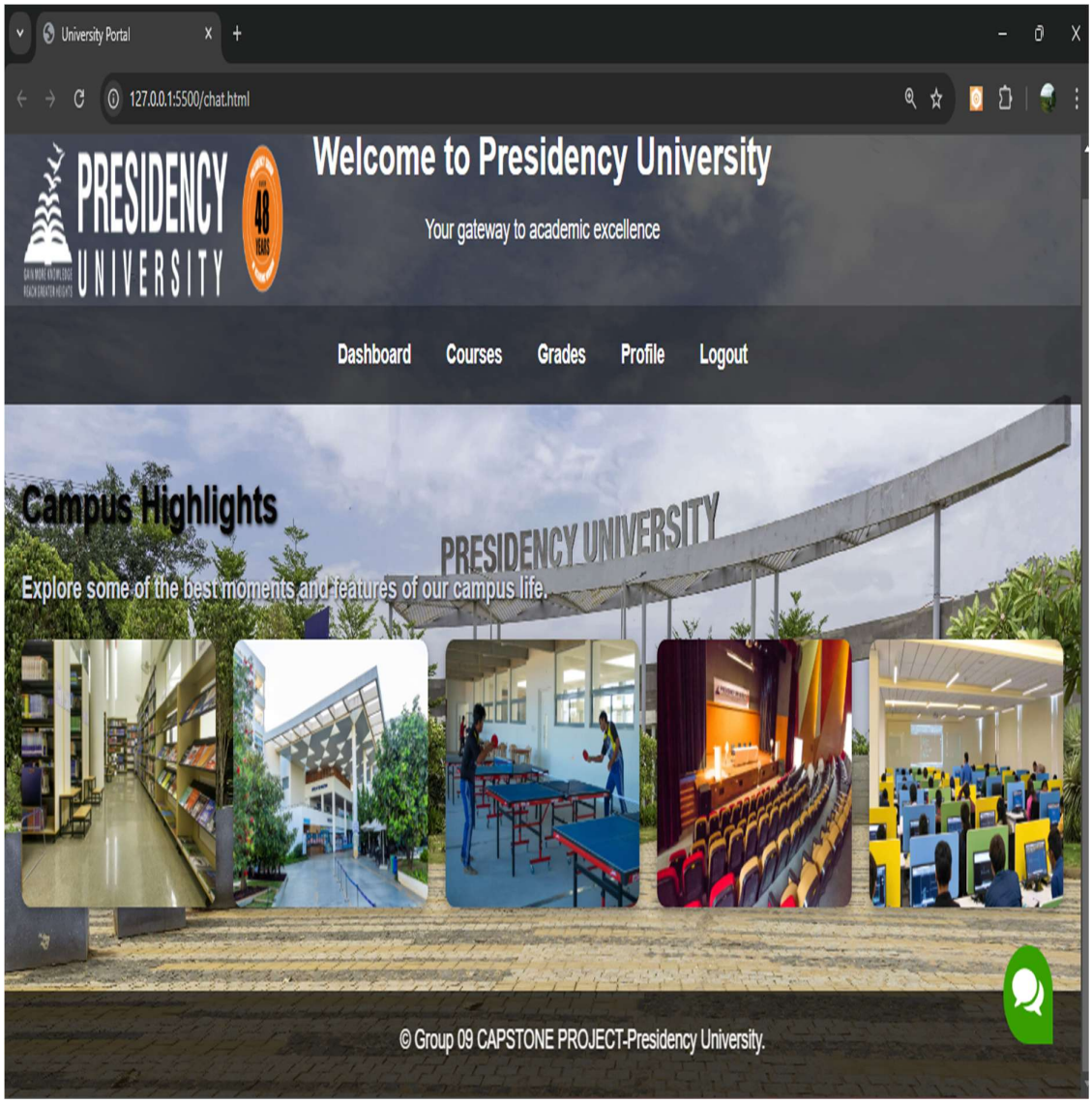
8. Termination

DISPLAY "Thank you for using [ChatBot]. Goodbye!"
END

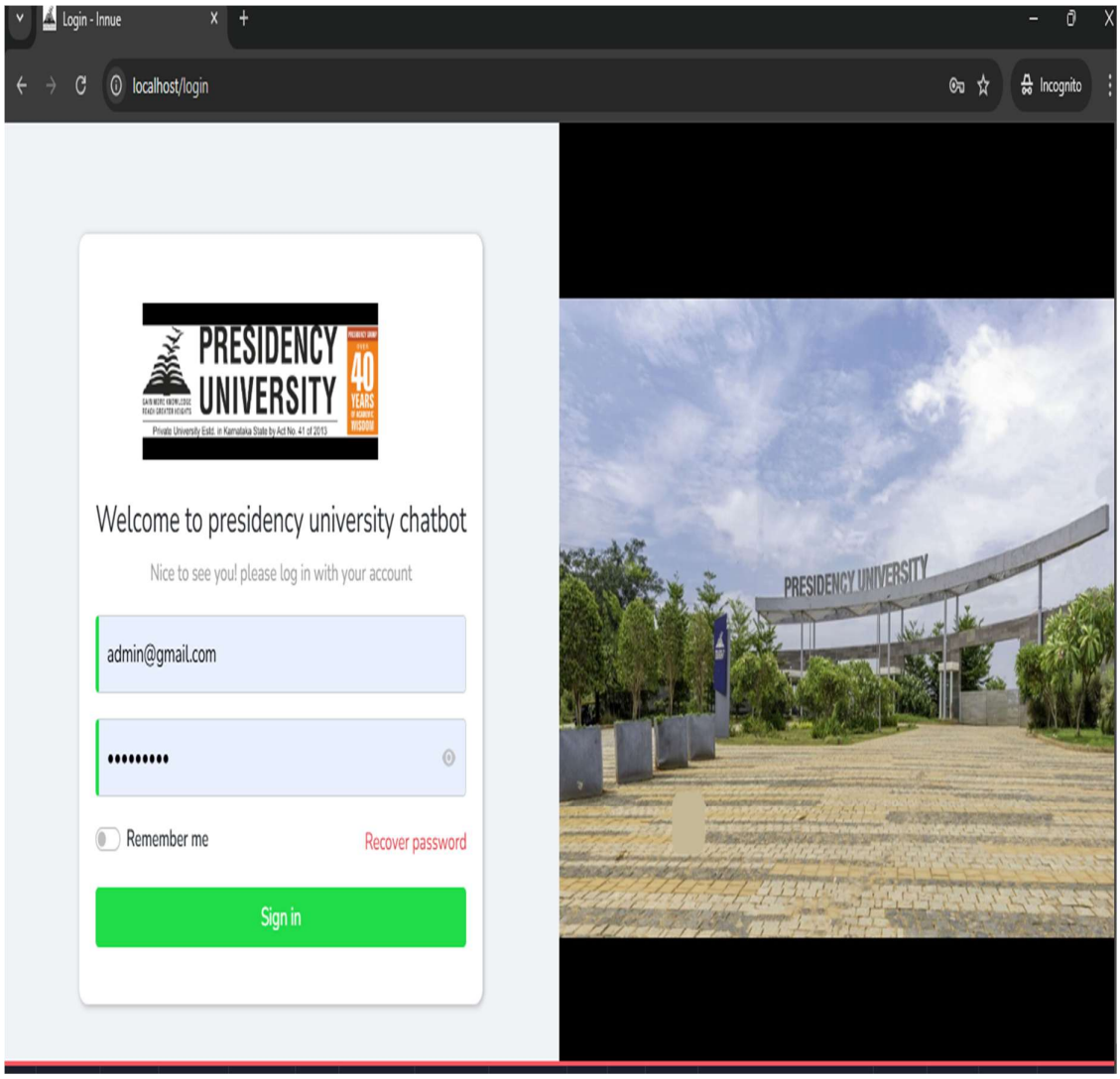
APPENDIX-B

SCREENSHOTS

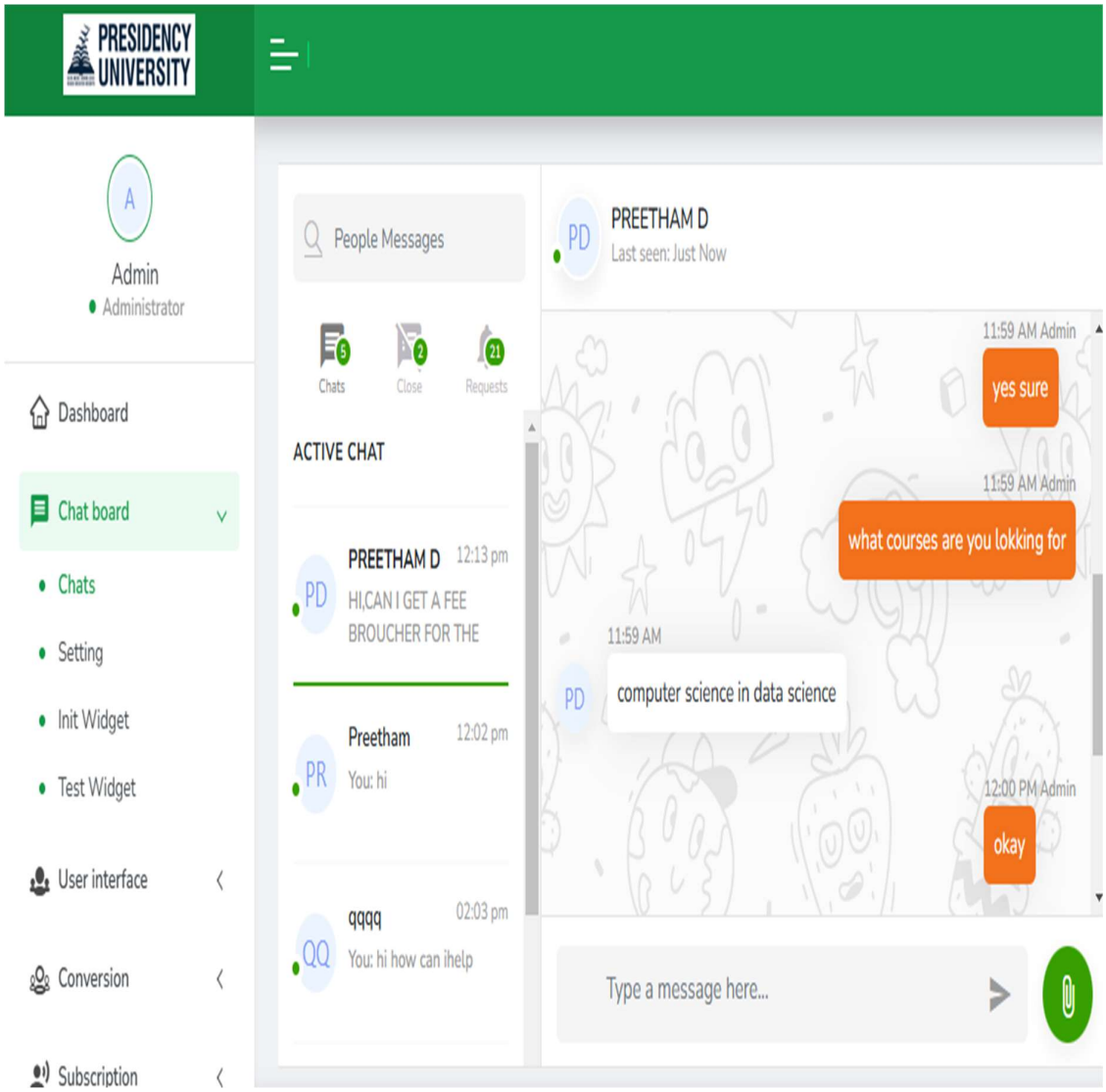
DASHBOARD:

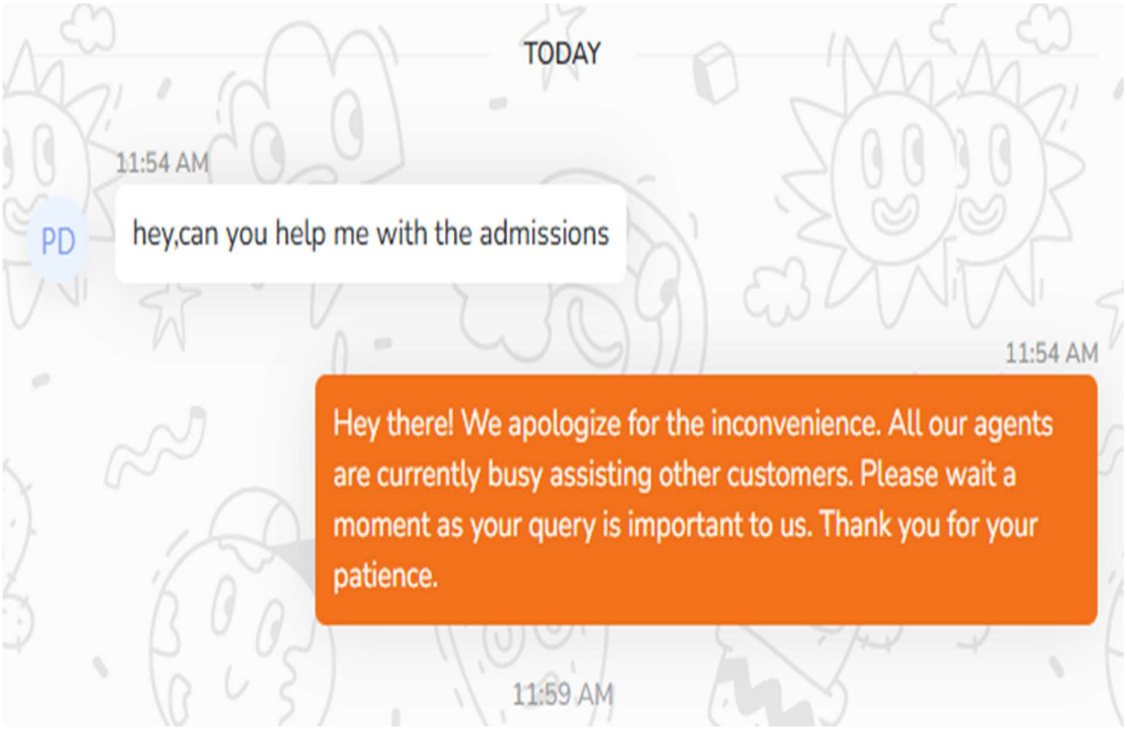


ADMIN PORTAL:



CONVERSATION:




TODAY
11:54 AM
PD
hey,can you help me with the admissions
11:54 AM
Hey there! We apologize for the inconvenience. All our agents are currently busy assisting other customers. Please wait a moment as your query is important to us. Thank you for your patience.
11:59 AM

APPENDIX-C

ENCLOSURES

1. **Journal publication/Conference Paper Presented Certificates of all students.**

Building a chatbot to promote college admissions

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Department of Computer Science and Engineering, Presidency University

Abstract: Human participation makes university entry very difficult in Vietnam. Here is an article that introduced the chatbot to support the university admissions process by answering questions. Unlike the state of the art, where usually a bot is built, in this paper we use a developed bot on the Rasa platform. To that aim, we learned different ways in the understanding of natural language for good pipelines. We further developed and published a website to log in for training bots. The experimental results show that the pipelines using DIET with pre-training models are competitive.

Keywords: Examination Timetabling, Genetic Algorithms, Hybrid Genetic Algorithms, Local Search, PartitionBased Hybrid Algorithm, Priority-Based Hybrid Algorithm, Uncapacitated Examination Timetabling, Toronto Benchmark Instances, Graph Colouring, Memetic Algorithms, Solution Representations, Crossover Scheme, Saturation Degree Heuristic, Hyper-Heuristic Local Search.

Date of Submission: XX-XX-2024 Date of acceptance: XX-XX-2024

I. INTRODUCTION

Artificial Intelligence in general, and Virtual assistants, as well as chatbots are becoming an integral part of customer interaction and, as such, have taken hold of the scientific communities' attention-. Conversational AI is aimed at creating intelligent "robots" that may perform an interactive conversation between humans and machines,. Categories: Task-Oriented Dialogue Systems; Discussion-Oriented Dialogue Systems; and Question-Answer Dialogue Systems,. The first is based on user interaction, say reserving a table in restaurants or booking tickets for travels. Have a natural conversation with the reader. The other one is an NLP-based group where questions proposed by users will be responded to in clear and neat words. AI-powered bots have brought massive changes over e-commerce. For entrepreneurs, it was a fine means to connect buyers and consumers. The bots amplify user experience through round-the-clock customer service online. Intelligent communicators, due to the beneficence, find huge applications in areas related to insurance, education, entertainment, healthcare, ecommerce, or business intelligence. An intelligent voice assistant included with this application is Amazon Alexa, Apple Siri, Microsoft Cortana, IBM Watson bot, and Google Assistant.

In the case of enrollment, Vietnamese schools still rely on traditional ways of spreading propaganda and enrollment. One option, for example, involves just going to high school schools and teaching the wordings. This work is costly, full of labor, and cannot easily be effective during the recent COVID-19 Pandemic. Schools also put many other sources of information on their Web sites, but the information presented on their websites is mostly very incomplete. Social media, such as Facebook,

can be an improved method to address questions on admission. Each school can have its fan page and address queries on the site itself. However, this is inefficient since it can't support and answer all queries promptly due to the inability of humans, so this approach has very poor support, leaving students and parents very dissatisfied. Above, we tried to solve the problem by creating an intelligent chatbot that answers questions about university admissions in Vietnam. In this process, first, we have created a database by collecting inputs from students, parents, and teachers. Humans collect data in order to train intelligent chatbots using the Rasa platform. We tested numerous pipelines to come up with the best combination. After training, the bot will be sent to support the access process. The main contributions of this article are three:

- Questions and answers in Vietnamese, written for the login ID. This is human-added data, used to train intelligent chatbots. This information is also publicly available.
- Authors investigated the Rasa platform for the development of chatbots; this consists of various functions, including target search, location name recognition, and feedback. Furthermore, it will enable us to evaluate various aspects in Rasa about how systems are combined that constitute the best ensembles in the development of a chatbot system.
- Questions sharing and answers sharing around Rasa platform. On this FB host platform, there come up the research answers by the questions from Hung Yen University of Technology and Education.

II. RELATED WORK

The Q&A discussion creation in the field of intelligence has gained much attention due to its increasing relevance to real life. Q&A, which started in the 1960s, has been useful since 2015 with the use of deep learning and the availability of large datasets. One of the best and most powerful ideas for building chatbots is Rasa. Rasa is an open concept that has two major parts: natural language understanding and conversation management. The former manages the distribution targets, resource extraction, and feedback, while the latter manages the next turn of the conversation based on the content. We extend the concept of building chatbots using Rasa because Rasa provides a flexible environment for building pipelines.

Although the area of research has been under extensive research in English– few studies can also be considered in Vietnam. For example, Nguyen and Shcherbakov propose a conversational intelligence robot using the seq2seq network for monitoring purposes in Vietnamese. By contrast, Nguyen et al. employed knowledge-based methodology in order to develop a really intelligent robot which is able to solve mathematical problems at highschool level. Automatically, the system gives the instructions and periodic instructions to the secondary school students.

Nguyen and Shcherbakov, probably the most important work for us, proposed a Vietnamese chatbot using Rasa NLU with a pipeline of two pre-trained models, namely FastText and BERT, and obtained quite good performances. Although we share quite a similar idea of doing a chatbot using the Rasa framework, it differs from our system in two important ways:. First, in the introduction, using Rasa, we built an intelligent robot without naming it. Second, Rasa introduces a scope where six pipes are defined and can be modified by just showing our basic pipes.

III. THE CHATBOT SYSTEM

A. Data Collection and Notes

The section explains the data collection and preparation that is used to build our chatbot system.

1. Data collection: For building the chatbot system, data were collected from two sources of school websites and fan pages over the past two years. We do this by hand, as no tools are available. The archive includes information and discussions on access. We clean the archive of questions that were not answered and used 400 interviews including 8,500 questions and 6,500 answers. Data cleaning in the project involved the removal of ambiguous and vague

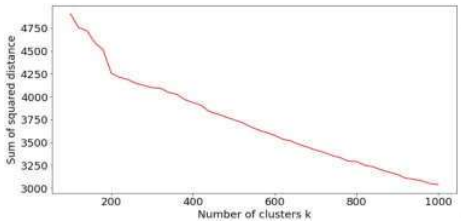
questions, after which the data cleaning used regular instructions like removing basic junior numbers or characters.

2. Annotating the documents: Then, we annotated targets and connotations in NLU material of Rasa. It is said that at least 10 examples of each requirement have to be present to effectively train NLU. This takes lots of time in case it's done by hand.

Since now we actually used k-means just so that it generates the hypotheses of the target—actually putting into a small opinion piece against the written question is what happened. First and foremost, represent the problem as such, in TF-IDF. Continue afterwards by using the technique of Elbow in desire to find our optimized desire with respect to the amount given by k-Value. Specifically, we vary k-means from 100 to 1000, with a step of 20. We further sub-divide the input question into 200 hypotheses like in Figure 1. We shall be changing the intent of the group manually by deletion of duplicate intent instances therein. We are also adding instances in those thoughts which have lower frequency so that all items don't become disjoint. It will satisfy the target audience's needs for NLU training. Finally, we get a final dataset with 160 hypotheses having more than 10 instances for each hypothesis.

We take into consideration the quality of the target language as well by asking four Vietnamese annotators with data annotation and NLP background. Each author reads a total of 4127 examples of 160 hypotheses. Agreement is set to 1 if each model agrees with the annotations given in its label and 0 otherwise.

Rasa NLU, besides the recognition purpose, does need Name Recognition or NER. Because education policy predicts the next steps based on the connection between the goals and institutions. Therefore, we scored the locations of the input data. In this study, we consider five areas that students and parents ask about: location, size, organization, person and time. Using the same goal description process for all types of sites, the consistency of the site description was calculated as 0.80. Statistical data for location descriptions are given in Table 1.



STATISTICS OF ENTITY ANNOTATION

NER	train	test	total
Location	193	41	234
Major	510	139	649
Organization	903	226	1129
Person	9	2	11
Time	102	39	141

We also narrated the stories that the chatbot model was trained on. The system is therefore able to generalize interactions that it has never seen before. First, we wrote the stories by combining one goal and one action to make 160 storylines. We then enhanced the details of the conversation by adding multi-layered stories and events from real conversations. The total number of descriptions is 211.

B. Chatbot

This section is intended to give an overview of the implementation of our chatbot using Rasa. The main reasons why we opted to work with Rasa are as follows: it is an open-source software for building chatbots, and it proposes a number of effective products to train and handle sessions within NLU. We first describe the general architecture of Rasa; afterwards, we show our component research with Rasa to build our chatbot.

1) Rasa platform:

The interaction process between the Rasa assistant and the human is illustrated:

- **Receive messages:** Messages are sent to the translator, which analyzes the language according to different data types, including raw text, target, and entities.

- **Session tracking:** The message is sent to the tracker, which continuously monitors the session state to determine the current state.
- **Event handling:** Events are processed using machine learning and rules to guide the conversation's next steps.
- **Policy selection:** The system selects the most reliable policy for the next action.
- **Execution:** Options are closed by the viewer.
- **Response generation:** The response is sent to the user.

This process is realized using two Rasa modules: **Rasa NLU** (Natural Language Understanding) and **Rasa Core**. Rasa NLU interprets the query by extracting pre-organized entities, while Rasa Core selects the chatbot's actions based on a probabilistic model using the data analyzed by Rasa NLU.

2) Natural Language Understanding (NLU):

The NLU module's primary role is to interpret the user's intent and convert redundant information into structured data. For instance, the intent behind the question "I live in Tandan, how to get an acceptance letter" is ask_offer_letter. The address is Tandan, and the chatbot determines whether to contact the nearest office to get the letter or report its status if unavailable. In this study, we utilize the **DIET model** for the NLU module. Figure 2 illustrates the NLU flow, including tokenization, behavior analysis, name recognition, and target allocation stages.

3) Negotiation management:

Negotiation management relies on three main strategies to determine the next action:

- **RulePolicy:** If the session matches the specified rule, RulePolicy predicts actions based on the rules in the rules.yml file.
- **MemoizationPolicy:** Memorizes stories from the training data and predicts the next task based on matching stories in the stories.yml file.
- **TEDPolicy:** Uses machine learning to predict the most optimal next action based on probabilities.

This structured approach ensures efficient chatbot interactions and enhances overall user experience.

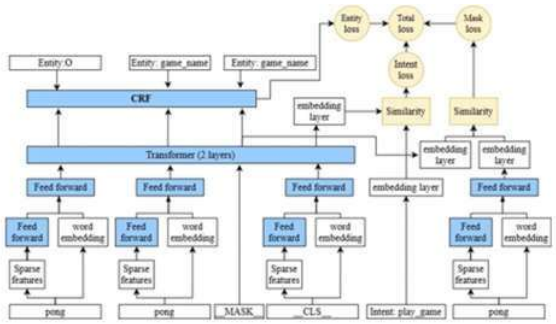


Figure 2. The DIET architecture for joint intent classification and NER [15].

C. Custom System Pipeline

The pipeline is customized as an NLU product. The goal is to find the correct combination to build a robot. Specifically, as shown in Table II, we define six pipelines with differences in tokenizers and feature generators, while sharing identifiers and checkpoints using DIET and session management.

- The **first pipeline** uses VNCoreNLP for tokenization and employs regular expressions and enumeration vectors as features.
- The **second pipeline** replaces VNCoreNLP tokenization with whitespace tokenization.
- The **third pipeline** applies whitespace for tokenization and uses BERT for embedding (BERT's polyglot for Rasa).
- The **fourth pipeline** utilizes VNCoreNLP for tokenization and raw BERT polyglot for embedding.
- The **fifth pipeline** combines features from PhoBERT, regular expressions, and computed vectors to enable hidden agents.
- The **last pipeline** replaces PhoBERT with BERT (for Rasa).

IV. SETTINGS AND EVALUATION METRICS

A. Settings

The dataset was split with an 80-20 ratio for training and test, respectively. 4-gram count features of the character are used (word frequency). The DIET classifier uses a two-layer transducer with relative supervision. The vector size is kept at 768 and is trained 50 times. The selected answer was trained 100 times. The pipeline uses a fallback method which has a default of 0.5. All the pipelines were trained using a single GeForce RTX 2080 Ti GPU.

B. Evaluation Metrics

The main metrics applied for the assessment of the performance of the detection and NER tests were precision, recall, and F-score.

$$Precision = \frac{TP}{TP + FP}; \quad Recall = \frac{TP}{TP + FN}$$

$$F - score = \frac{2 * P * R}{P + R}$$

- TP is the number of predicted models.
- FP is the number of patterns that the model predicted correctly but had incorrect text.
- FN: this represents the number of samples for which the model has made an incorrect prediction and got a correct label.

V. RESULTS AND DISCUSSION

This section first shows the comparison of six pipelines and actual control of the discussion and later publishes ablation studies, with the system discovery at the end.

A. Preliminary

Results 1) NLU

Output:

a) Pressure Results Distribution:

For comparison purposes, the results of the usage of the pipeline are reported. To have a correct comparison, the pipeline was trained using 5-fold cross-validation on the training data and then retrained on the entire training set to predict the test results.

From Table III, the pipeline in position six consistently outperforms the rest. This result is brought about by two factors: it incorporates various operational techniques, including BERT, regular

expressions, and computed vectorized features, which improves emotion representation. Additionally, it utilizes a Vietnamese tokenizer. However, the difference in the score between the sixth pipeline, which was the best, and the fifth pipeline, which was the second best, is minimal. This is because both share similar components except for the language structure. This observation shows that PhoBERT may be more suitable for detection tasks.

Interestingly, pipelines with simple features, such as the first and second, achieve commendable results. On the contrary, the third and fourth pipelines, which use BERT (multi-language BERT and Rasa-adapted BERT), do not outperform the simpler pipelines. This result highlights the importance of N-gram features in objective classification tasks.

Table III

THE PERFORMANCE OF PIPELINES FOR INTENT DETECTION.

Pipeline	Train set			Test set		
	Precision	Recall	F-score	Precision	Recall	F-score
1	96.5	96.3	96.0	85.9	85.4	84.5
2	96.6	96.4	96.2	86.1	85.6	84.7
3	92.3	92.1	91.1	81.1	81.5	79.6
4	92.6	92.7	91.7	81.4	81.1	79.2
5	97.5	97.4	97.2	86.2	85.9	85.0
6	**98.6**	**98.4**	**98.5**	**89.0**	**86.8**	**87.9**

b) Field extraction:

The performances of six different pipelines on the NER task have been compared. The setup mirrors that of visual perception, where the pipeline is trained using 5-fold cross-validation on the training set, and the retrained model is used to predict results on the test set.

Table IV

THE PERFORMANCE OF PIPELINES FOR NER.

Pipeline	Train set			Test set		
	Precision	Recall	F-score	Precision	Recall	F-score
1	96.7	96.0	96.4	**93.7**	**93.0**	**93.3**
2	96.6	95.1	95.5	93.1	91.6	92.2
3	96.7	95.4	95.5	90.9	90.7	90.7
4	96.8	96.1	96.4	92.2	92.2	92.2
5	96.8	**96.2**	**96.5**	93.3	92.8	93.0
6	**97.1**	96.1	96.4	92.6	92.4	92.5

As shown in Table IV, the sixth pipeline was not the best. Instead, the pipeline using PhoBERT on the training side demonstrated strong performance. In the experimental setup, the first pipeline, which utilized traditional materials, proved effective. This is because NER involves fewer training models (as seen in Table 1), while DIET (a deep learning method) requires more extensive training. However, the size of the pipelines remains small on either side.

VI. c) Contribution of Pre-learned Language Patterns

The contribution of pre-learned language patterns was assessed by modifying the language model in the best pipeline (sixth pipeline) feature set. The pipeline was redesigned to calculate F-scores for both training and testing. Due to space constraints, comparisons are presented for informational purposes only.

The results in Table V indicate that the pipeline using BERT achieves competitive results, closely followed by the pipeline using PhoBERT. This highlights that the weighted BERT adaptation for Rasa is more suitable than other pre-trained language models. PhoBERT also demonstrated its effectiveness when adapted for Vietnamese. Other pre-studied language models were less effective due to their limited vocabulary size.

Table V

THE CONTRIBUTION OF PRE-TRAINED LMS.

Pre-LM	Train set			Test set		
	Precision	Recall	F-score	Precision	Recall	F-score
XLNet [17]	97.3	96.3	96.8	84.6	80.8	82.7
GPT-2 [18]	93.4	91.6	92.5	82.8	79.6	81.2
PhoBERT [19]	97.5	97.4	97.2	86.2	85.9	85.0
RoBERTa [20]	97.0	96.4	96.7	86.0	85.2	85.6
DistilBERT [21]	96.8	96.0	96.4	86.7	83.9	85.3
BERT [22]	**98.6**	**98.4**	**98.5**	**89.0**	**86.8**	**87.9**

d) Training data and accuracy:

We investigated the dependency of classification objectives on the number of training examples. For this, the training data was divided into percentages. The model was then retrained on this data to make predictions on the test set.

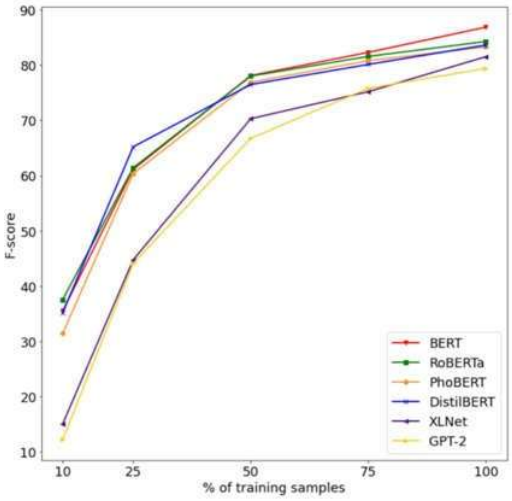


Figure 3. The performance of NLU with different training data sizes.

Figure 3 depicts the performance of NLU concerning the number of training examples. The F-score is low at 10% of the training data but increases significantly between 10% and 50%. Beyond that, the additional gain was minimal. Additionally, BERT, PhoBERT, RoBERTa, and DistilBERT models perform similarly. Pipelines using previously studied LMs consistently outperform those using GPT-2 and XLNet. This finding corroborates the results shown in Tables V and IV.

2) Negotiation Management:

The model demonstrates effectiveness in negotiation and prediction. Conversation outcomes were accurately reported based on Rasa's recommendation.

Table VI

THE PERFORMANCE OF CONVERSATION AND ACTION PREDICTION.

Conversation	Action		
Accuracy	Precision	Recall	F-score
51.2	81.6	83.1	82.1

Table VI illustrates that creating dialogues is a challenging task for bots. This difficulty arises because the bot has only learned 211 stories. Additionally, crafting appropriate conversations is among the most complex tasks in chatbot development. We believe that adding more examples would significantly improve the quality of argument generation. On the other hand, the prediction performance is commendable as it aligns with the expected results indicated by the F-score in Table III.

B. Ablation Study

An ablation study was conducted on the sixth pipeline. All partitions were removed, and the pipeline was reconstructed to estimate the metric. Since DIET predicts both target and location simultaneously, we used SVM (linear kernel, C=1.0, gamma=0.1) and CRF (L1=0.1, L2=0.1, with preset features) as replacements for DIET in target and location detection. F-scores were then calculated on the test set.

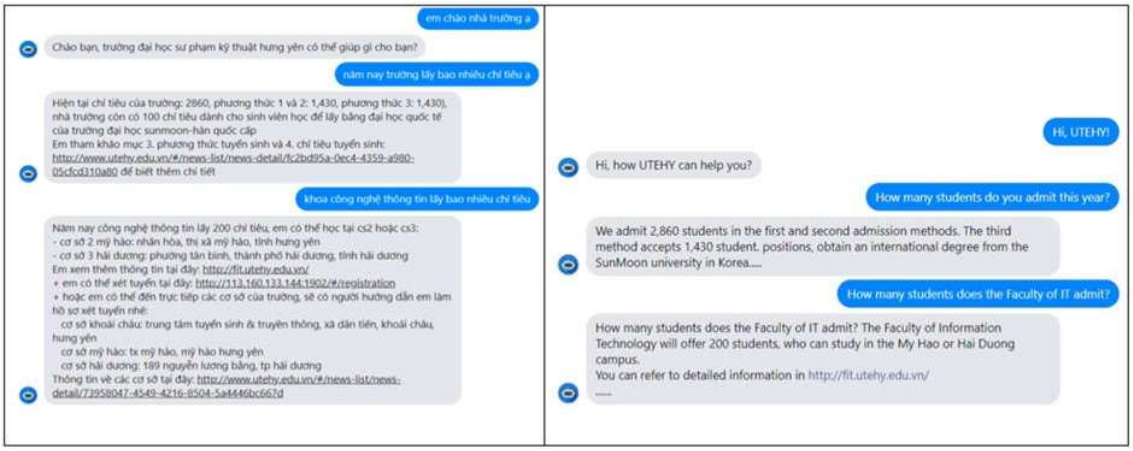


Table VII provides insights into the contribution of each component to the pipeline's execution. The F-score decreases when LM features and location mappers are removed. For instance, removing LM features results in a 3% drop in the F-score, from 87.7 to 84.1, highlighting the importance of LM features in training NLU models. Interestingly, substituting DIET with SVM and CRF slightly increased the F-score. As previously noted, the training dataset is relatively small, and DIET requires a substantial amount of training data. However, the small difference indicates that both DIET and SVM with CRF can be effectively utilized.

Table VII

THE ABLATION STUDY FOR INTENT DETECTION.

Tokenizer		X	X	X	X
Featurizer (LM)		X	X	X	
Classifier (SVM+CRF)				X	X
Entity mapper					X
F-score	84.1	88.8	87.7	87.9

C. System

This system is On Facebook. It promotes access To Hung Yen University of Technology and Education .Figure 4 gives results Of conversation between student and robot. From this image we can see That robot understands user's questions ,and answers correctly. One example is that bot understands second question: number of students accepted In 2022 .Bot can grasp the system. It can keep up with it.

VII. CONCLUSION

This article presents a clever chatbot. It Upholds the admission process of universities. We built the chatbot on the Rasa platform Here we assessed diverse pipelines We searched for the finest NLU component combination .The experiment results reveal three crucial points

First the chatbot uses DIET. An Explanation of NLU competition follows. Second, the chatbot's revenue lessens. Finally ,SVM and CRF yield better DIET results for NLU .The smaller Training data is a key factor.

From the Study we dispatched robots. These robots are headed to Hung Yen University of Science

and Technology .Their mission? To Support an admission process.

Upcoming endeavors will better a dataset. This dataset includes thoughts ,organizations and stories. Enhancing the quality of NLU Is another target .We also aim to advance the management dialogue. Our ultimate aim is to generate the correct response.

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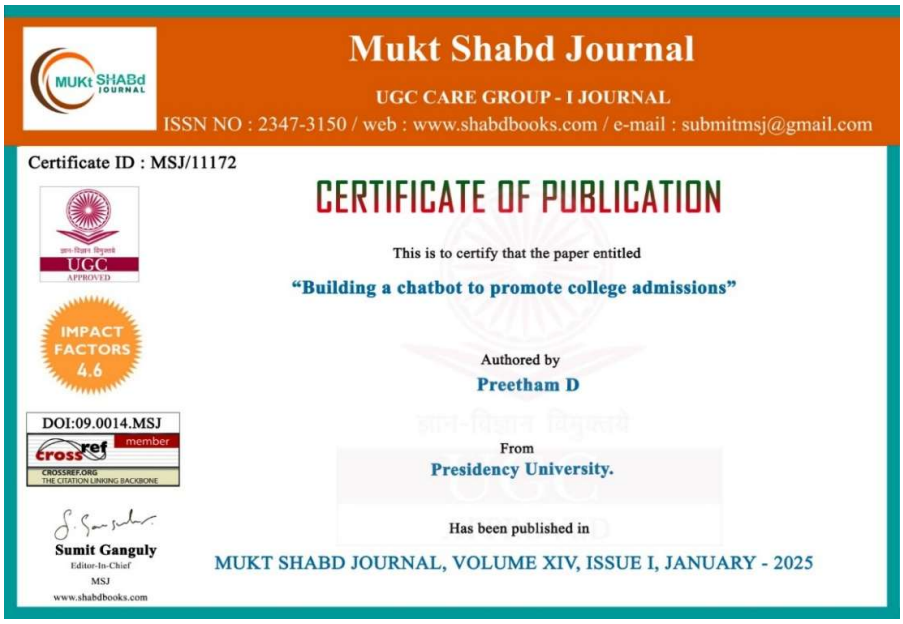

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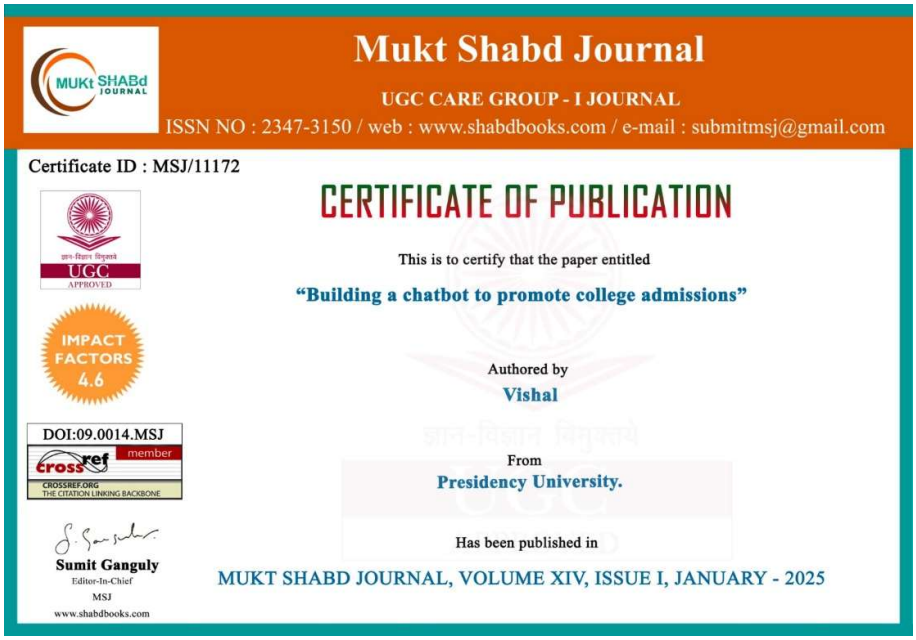

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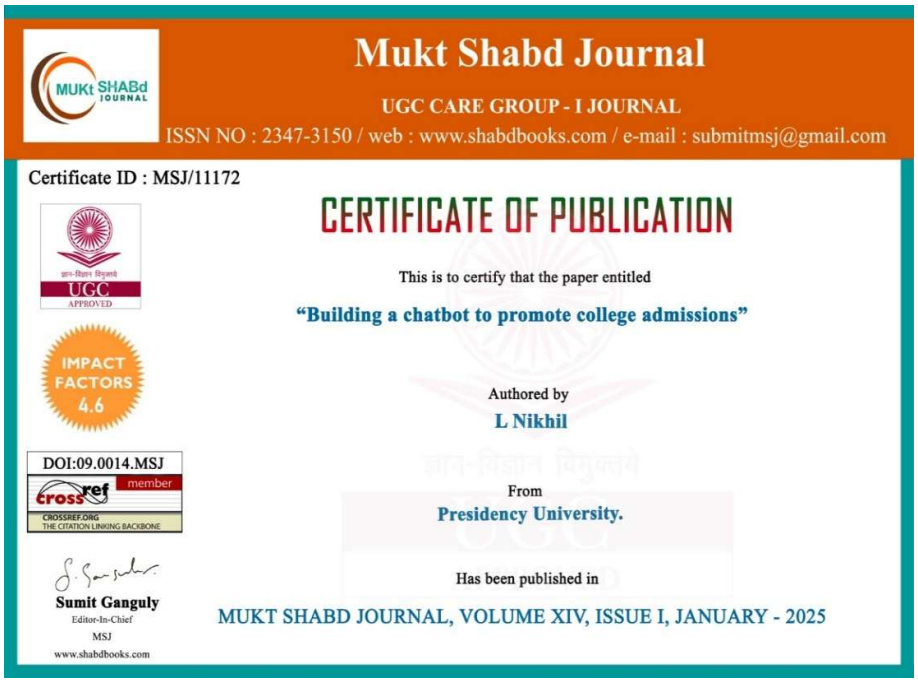

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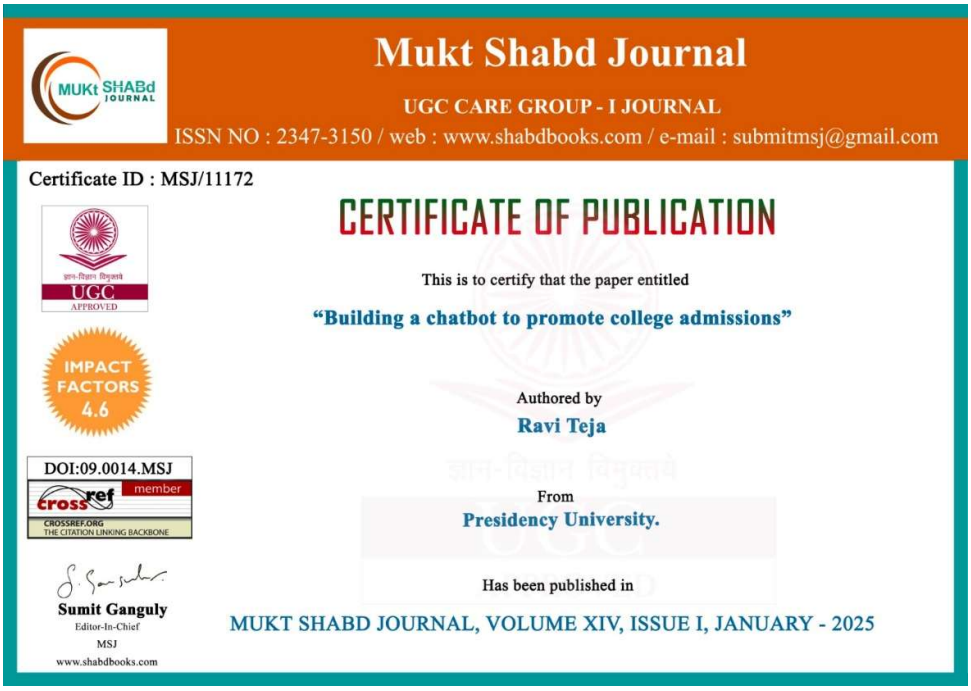

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ISSN NO : 2347-3150 / web : www.shabdbooks.com / e-mail : submitmsj@gmail.com

Certificate ID : MSJ/11172

CERTIFICATE OF PUBLICATION

This is to certify that the paper entitled

"Building a chatbot to promote college admissions"

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Has been published in

MUKT SHABD JOURNAL, VOLUME XIV, ISSUE I, JANUARY - 2025

UGC APPROVED

IMPACT FACTORS 4.6

DOI:09.0014.MSJ

crossref member

CROSSREF.ORG THE CITATION LINKING BACKBONE

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4. Details of mapping the project with the Sustainable Development Goals (SDGs).

Mapping the Project with Sustainable Development Goals (SDGs)

The implementation of a university chatbot aligns with several of the **United Nations Sustainable Development Goals (SDGs)**. Here's a breakdown of relevant SDGs that the chatbot project can contribute to:

1. SDG 4: Quality Education

- **Target 4.1**: Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
  - **Relevance**: A university chatbot can assist students in accessing educational resources, understanding course materials, and receiving academic guidance, thus promoting educational quality and accessibility.
- **Target 4.3**: Ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education.
  - **Relevance**: By providing personalized information, the chatbot can support students in making informed decisions about their academic journey, ensuring equal access to educational opportunities.
- **Target 4.7**: Ensure that all learners acquire the knowledge and skills needed to promote sustainable development.
  - **Relevance**: The chatbot can be designed to offer content on sustainability and help students gain awareness about global challenges, thus fostering sustainable development education.

2. SDG 9: Industry, Innovation, and Infrastructure

- **Target 9.5**: Enhance scientific research, upgrade technological capabilities of industrial sectors in all countries, particularly developing countries, and encourage innovation.
  - **Relevance**: Developing a chatbot for a university is an example of leveraging innovation and technology to enhance educational infrastructure, improve digital communication, and foster a more efficient academic environment.

3. SDG 17: Partnerships for the Goals

- **Target 17.17**: Encourage and promote effective public, public-private, and civil society partnerships.
  - **Relevance**: The development and implementation of a chatbot in a university can involve collaboration between various stakeholders, including university administrators, IT departments, students, and external technology providers. This aligns with the goal of fostering strong partnerships to achieve common objectives.

By aligning the chatbot project with these SDGs, the university can contribute to enhancing education quality, innovation, inclusivity, and partnerships, all of which are key drivers of sustainable development.