

AI-Driven Chatbot for Personalized Student and Parent Support

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Abstract—The purpose of this work is to develop engagement and communication in the context of school. To enhance communication and engagement we offer immediate on demand tailored responses to inquiries made by the student or parent. By combining user roles (profiles) with school records, and contextual information, the system will meet the academic and administrative requirements of the student. The system will provide advice, track the student's journey, foster communications with their parents, and provide an opportunity for collaborative learning. It also provides a feedback system to develop student engagement and on-going learning, a monopoly available as a personal solution for schooling, providing a secure, flexible and scalable solution to Education in the Modern World.

Keywords— Tailored Learning Support, Educational Engagement, Real-Time Support, Student based data, AI, Student- centered Learning.

INTRODUCTION

As the digital landscape frequently evolves, educational institutions are adopting new technologies in ways that aim to enhance the experiences of students and parents. The AI chatbot, which uses Natural Language Processing (NLP) and artificial intelligence (AI), is a creative solution designed to provide personalized assistance in real-time. This project's objective is to create a smart digital assistant that responds to a broad range of academic and administrative needs in the educational context.

The AI chatbot easily integrates with users' profile and existing school platforms, ultimately providing instant replies, personalized suggestions, and persistent support for student engagement and performance. The AI chatbot also leads to increased efficiency of routine administrative tasks while staff focus on high-impact activities. The AI chatbot provides 24/7 on-demand personalized recommendations for students and parents to reach out for help and support anytime, anywhere. The AI chatbot adapts through continuous learning and maintaining quality interactions, offering a scalable, safe, and fast solution for educational issues encountered today. The common aim of improving student experience and educational environments that are more responsive, accessible, and efficient for the students and parents.

An AI-based chatbot is a novel technology that uses artificial intelligence (AI) and Natural Language Processing (NLP) to provide personalized, on-demand support and communication. The goal of the project is to develop an intelligent digital assistant that can take on a range of administrative and academic responsibilities. By integrating back-end interfaces with existing school systems and user accounts, the AI-based chatbot supplies users with immediate feedback, customized guidance, and allows staff members to track students' progress over time. Providing the ability to automate recurring administrative functions means that the chatbot makes people's lives a little better while freeing up employees to perform meaningful work. By being available 24/7, suggesting personalized information, and complementing student engagement strategies, the chatbot ensures that students will be successful.

LITERATURE REVIEW

A. Artificial Intelligence

Artificial Intelligence has become a topic of huge investigation within many disciplines due to its game changing potential. A literature review on AI yields several common strands: historical development, definitions, ethical and social implications, legal implications, economic implications, and regulatory implications. The historical development of AI can be traced to probably the middle of the 20th century where significant contributions came from disciplines such as engineering, mathematics, and philosophy. Milestones in the development of AI include the advancement of machine learning algorithms and the development of neural networks.

Definitional aspects cover the core elements of artificial intelligence; algorithms, data, and processing capacity. Artificial Intelligence systems are designed to carry out tasks that typically require human intelligence, such as language-processing, image recognition, and decision-making. Ethical and social implications of AI are hotly debated, touching on concerns of privacy, bias, job displacement, and other social concerns. Scholars claim the frameworks to guarantee that AI is developed and deployed in a responsible manner. Legal considerations comprise issues of liability, intellectual property, and privacy. As AI systems continue to penetrate society legal frameworks need to change to address these new issues. AI has the potential to provide significant innovation and enhance economic growth; but it can also lead to job displacement and exacerbate economic inequalities. Policymakers and researchers are exploring ways to limit these risks while maximizing the benefits of AI.

Finally, regulatory frameworks for AI are still in their infancy and there are many discussions about the best ways to regulate the development and deployment of AI. Some regulatory structures are application-based, some are principle-based and some are risk-based. Overall, the literature on AI identifies both some enormous potential and some serious challenges, making a strong argument about the need for interdisciplinary research and collaboration to regulate its continued development.

B. Chatbots

Chatbots have changed quite a bit since their earliest origins, starting from rule based systems to AI powered conversational agents. The evolution of chatbots began in the 1960s when artificial intelligence and computer science saw significant developments. The history of chatbots started with ELIZA by Joseph Weizenbaum in 1966. ELIZA was a computer program that was designed to mimic a Rogerian psychotherapist. It employed a methodology of pattern matching and substitution to create the illusion of understanding; though it had no clue about the exchange. ELIZA's ease of use and retention of users' attention incited interest in the potential of conversational bots.

In the early 1970s, another important chatbot called PARRY, was created by psychiatrist Kenneth Colby. PARRY was designed to simulate a person suffering from paranoid schizophrenia. PARRY used a more robust model of human thought and sought to interact via heuristic-based logic, showing a clear shift towards developing chatbots which could mimic increasingly complex human behaviours. The 1980s and 1990s saw the emergence of rule-based specialist systems in a number of circumstances such as technical support and customer service. These systems delivered responses, via a decision tree and rules that had been predetermined. While they were certainly more functional than previous models, they provided little in terms of flexibility and responsiveness to encourage a more natural and dynamic conversation. Significant advances in machine learning and natural language processing (NLP) at the turn of the millennium, produced ever more complicated chatbots. One of the most recognized examples from that period is ALICE (Artificial Linguistic Internet Computer Entity), created by Richard Wallace, who developed a Markup Language for Artificial Intelligence (AIML) be conversational in 1995. Using a pattern matching technique, ALICE produced considerably more meaningful conversations than previous chatbots. Again, although there are limitations to their intelligence, ALICE won the Loebner Prize on multiple occasions. The Loebner Prize is a yearly competition designed for AI programs capable of having human-like conversations.

In the 2000s, when the internet started to grow and messaging platforms were becoming widely available, there was the perfect environment to explore chatbots for customer service, marketing, and overall user engagement. Apple's Siri was introduced in 2010 as a voice-activated personal assistant. Siri was an important milestone in chatbots, as users were getting used to a personal assistant as a part of their daily lives. Siri was the first personal assistant product to use speech recognition and natural language understanding to perform tasks and answer questions. In addition to Siri, machine learning and deep learning methods have transformed chatbot development. Google Assistant was launched in 2015 as an AI-powered assistant with a broader utility to have more specifically, context aware responses; utilizing more advanced natural language processing, machine learning algorithms. Furthermore, in 2015, Alexa was also launched as a voice assistant with Amazon's Echo smart speaker. Alexa became a household name for its ability to control smart home devices with thousands of potential services.

Advancements in neural networks for chatbots have

greatly expanded the possibilities of transformer models, such as OpenAI's GPT-3. GPT-3 helps create more responsive and human-like conversations because of its ability to understand and generate human-like text. For example, with GPT-3, responses can be more contextually relevant, meaning chatbots could engage with an even broader range of topics and engagements. Chatbots are now ubiquitous in various fields like service, healthcare, education, and entertainment; and to provide immediate support, automate repetitive workflow and improve user experience. The COVID-19 pandemic helped solidify the use of chatbots as many organizations were looking for ways to continue to sustain contact and support with customers. The future of chatbots looks promising as they can couple classic AI capabilities such as using sentiment indicators, reinforcement learning, and multi-modal interactions, which will allow chatbots to comprehend and respond to users' emotional states, offer more personalized experiences, and seamlessly integrate between various platforms and device. In summary, the history of chatbots illustrates the rapid progress of artificial intelligence and natural language processing. Chatbots have become an integral part of our daily lives, from the early ELIZA and PARRY to the more modern, AI-driven personal assistants like Siri, Google Assistant, and Alexa. Chatbots will only continue to grow in importance in determining how humans and computers communicate in the future as technology advances.

C. AI-bot for the educational system

Educational systems have captured attention in relation to artificial intelligence (AI) bots in terms of improving student learning outcomes and making teachers more effective. A literature review might demonstrate many themes in relation to historical developments, technological advancements, applications, benefits and challenges and what the potential future holds. AI bots have been used in educational contexts since the earliest days of AI research. AI bots have advanced due to breakthroughs made in Natural Language Processing (NLP) and machine learning (ML). The combined advances made in these disciplines have allowed AI bots to interpret and respond to student questions better. The current AI bots have enhanced capabilities, since they draw on advanced algorithms and large databases, and are capable of delivering individualized learning experiences. The bot can assist students with homework and provide explanations, while also channeling additional online resources, TAs as virtual learning assistants. ES has also taken advantage of AI bots in building learning experiences across various areas from teaching, to providing student support and even administrative tasks. Additionally, AI bots are able to offer individualized education by being able to offer immediate feedback, whether they are on-task with an educational content, answering questions and facilitating scheduling and communication tasks.

AI bots have multiple benefits including creating opportunity for student engagement, decreasing cost, and improving efficiency. Nonetheless, challenges regarding accuracy, ethical issues, and student privacy are still important issues. Future research will focus on several opportunities to improve AI bots' personalization, better response to more complex queries, and connect to other educational technologies for fuller learning contexts. In conclusion, AI Bots have tremendous viability to transform educational systems. However, continual research and thoughtful implementation will be needed to achieve their full potential, and address the challenges that exist.

DATA PROCESSING

Creating an AI chatbot to assist parents and pupils involves processing detailed information that is relevant to each user group's specific needs. First, the chatbot extracts data from a variety of sources, including behavioral reports, attendance tracking, and academic records. This data is important to provide individualized solutions. Students can ask questions about their homework, about exam dates, or if they do not understand a specific topic. For example, if the student asks a question formatted in natural language, the chatbot will use NLP to interpret the question and then answer the question. After establishing the context for the student's question, the chatbot can provide relevant information or related resource.

In contrast, parents are likely to have questions about their child's performance, the school's social and study events, or how to communicate with teachers. The chatbot uses datasets containing data about performance, extracurricular studies, and school policy information to answer questions accurately and on time. The dataset provided by feedback forms and feedback from parent-teacher meetings could also be useful to give the chatbot intelligence to support parents. The principles of using data responsibly have been respected, with serious security measures being in place. Sensitive information is cyphered, and data protection laws are adhered to, such as GDPR. The chatbot anonymizes and aggregates data wherever it can to ensure user privacy. Further, the implementation of machine learning algorithms will be a key feature in improving the chatbot's performance over time. By using the dataset that was built through interactions with users, the chatbot can learn which type of questions they may ask and refine the answers accordingly. This continual improvement will ensure the chatbot can stay relevant and in tune with the timely educational needs of users, as well as, the importance of feedback cycles for the development of the chatbot.

Users are able to rate the chatbot responses, and that user feedback will drive tweaks to the algorithms. The chatbot will be updated and maintained based on user feedback and to fix bugs. All the data capture and processing that an AI chatbot for students and parents requires is complicated and must take into account a multitude of forms both technically and ethically. Using advanced technologies with sensitivity to user privacy, the chatbot can become another valuable piece of the pre-established educational ecosystem that allows for easy communication and support for students and parents.

MODEL DEVELOPMENT

The stages involved in developing a robust AI chatbot model for parents and students start with clearly defined objectives while also understanding the context of user needs. The first step is to conduct a comprehensive aims to uncover the types of two questions and issues that parents and students commonly raise. During this process, the conversational architecture for the chatbot is defined. Building a balanced data set with a variety of questions around academic support for students and admin questions for parents is established. The data is then preprocessed to remove irrelevant information and ensure consistency in terms of the data type. At this point, Natural Language

Processing (NLP) is applied to allow the chatbot to understand language and formulate human-like responses. Machine Learning Algorithms such as sequence-to-sequence models and transformers that perform well with conversational data, are used to build the model. The model is trained using large amounts of text data and is tuned to account for context switching so that follow-up questions generate appropriate responses. While developing the model, it undergoes a series of system testing to uncover any faults and weaknesses, and areas to improve upon. This includes assessing the chatbot's ability to understand questions, and maintain context, as well as providing relevant replies.

The technology has feedback loops set up that allow users to assess the chatbot's performance, as well as suggestions for improvements. This feedback is invaluable and will help to refine the processes for the model algorithms, along with its accuracy. In addition, the creation of a model must incorporate ethics as its foundational position. The goal is to create a platform that grants access to the data protection legislation, and access to confidential information audibly. I take measures to protect the system from abuse and taking reasonable steps to anonymize user data. Also, the model will not be trained to produce hateful or discriminatory information, assuring that users will be in a safe and encouraging environment. It is equally advised to regularly update and maintain and to guarantee the chatbot is consistently keeping up with educational advances and user needs, offers new functions, based on user experiences, and is embedded with new technologies in AI. This ongoing monitoring and evaluation allows me to detect and then respond to potential problems, at an early stage. Overall, the development of an AI-driven chatbot for students and parents is an evolving and iterative process.

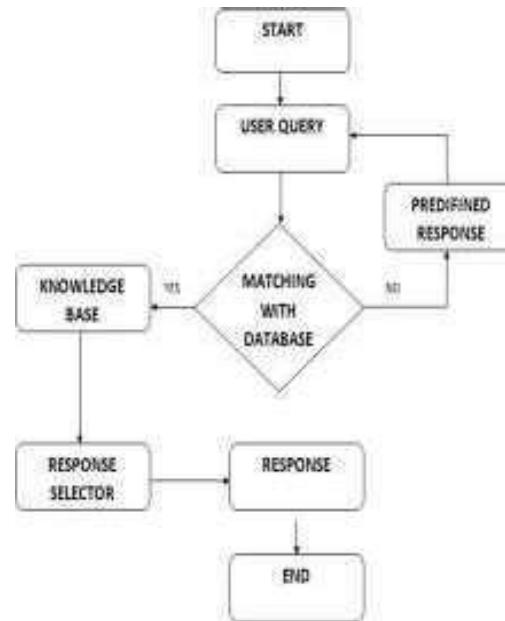


Figure 1: Flow Chart of *AI-Driven Chatbot for Personalized Student and Parent Support system*

Algorithm: Personalized Chatbot Using NLP

- 1: Input: User request Q
- 2: Output: Response from the chatbot
- 3: Procedure: CHATBOTRESPONSE (Q)
- 4: Source information from campus
- 5: Utilize NLP methodologies to clean and pre-process the data sourced.

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6: Train the model using neural network classification.
7: Evaluate the model using performance metrics
8: Initialize the UI for the Chatbot.
9: while the user has requests do
10: Tokenize the user request Q
11: Convert request Q into a x numeric result.
12: Supply the neural network classification model with
the Request Q as an input.
13: Obtain the models prediction P.
14: if P > 0.85 then
15: Select response R at random from the list of responses
linked to that data
16: else
17: Return default response R "Data Not Available"
18: end if
19: output the response R to the user
20: end while
21: end procedure

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RESULT AND ANALYSIS

Implementing an AI chatbot for students and parents has had significant and positive achievements followed by a full analysis of its impact. The biggest success of the chatbot is the greater accessibility to information. Students and parents can receive constant information and responses to questions, which minimizes the reliance on administrators and teachers. This has increased efficiency in educational institutions and allows for a more efficient use of resources. The volume of students and parents the chatbot can access at once has increased the ability for answers to be provided quickly, and students and parents have responded positively which correlates to increased satisfaction and engagement. In education, students have been able to receive personalized learning support from the chatbot. For example, the chatbot can provide tailored assistance to students considering their individual academic performance and preferred learning styles. In cases where pupils might not be doing well in one or two subjects, the chatbot can target problems and provide resources that support conceptual development alongside academic achievement.

Moreover, there is a feedback loop where the chatbot learns from previously entered support into its own academic practice and continues to readjust without being perceived as losing relevance. Parents too, have been able to get a clearer picture of their child's academic development. The chatbot has provided insights on core academic subject development, engagement, attendance and activities at school - so parents feel more comfortable and informed to engage with their child's education too. Educational institutions can use this data to either assuage some underlying concerns like curriculum adjustment, additional resources, or intervention.

Employing a proactive approach in this way allows for resolve likely concerns before they develop into serious issues and improving the educational process. This also allows for building trust with users, creating more usage and interaction with the chatbot. Furthermore, the chatbot has successfully preve

harmful or biased content - thus creating a safe inclusive place for users - through occasional censorship and reasonably consistent updating and maintenance, plus ongoing monitoring, with particular attention to illegal issues (both respecting the users and upholding a presence within the schooling system). In conclusion, the AI chatbot is a useful tool within the educational ecosystem. Ultimately, the chatbot gives students and parents instant support in a personalised way, which increases accessibility, engagement, and satisfaction. The collective data analysis shows a beneficial impact and also identifies avenues for future development, ensuring the chatbot continues to progress, and more significantly, continues to meet the expectations of its users.

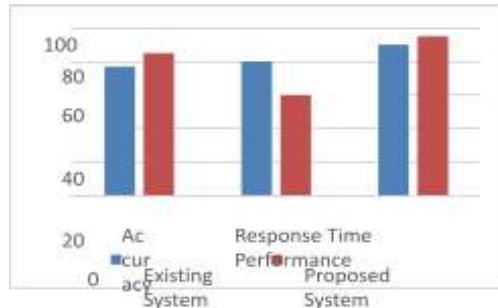


Figure 2: Accuracy, Response Time, Performance of Existing and Proposed System

LIMITATIONS

The AI-enabled chatbot for personalized parent and student support has several limitations as well. First, since it relies on existing data and patterns it may be unable to process complicated or unconventional questions; therefore it may return incorrect answers. Also, the underlying quality of the performance and the reliability of the response are largely impacted by the training data. Biases or faults in the training data may also introduce biases in the chatbot's responses. Since the chatbot will likely utilize sensitive student data, it necessitates specific safeguards against any data breaches and misuse, which complicates ensuring solid data privacy and security. In addition to those limitations, the chatbot won't ever have the human touch and sensitivity when issues come up, as with any delicate or emotional matter. Continuous adjustment and monitoring, updates, and user feedback will be necessary to mitigate these restrictions at the outset and improve the chatbot's performance and reliability over time. While there are challenges to face, this is a huge leap forward for efficient and individualized support in education.

FUTURE ENHANCEMENTS

Future improvements for the AI-based chatbot could enhance its functions and user experience. An important area for enhancement is more advanced personalization, where algorithms predict student needs based on each student's academic history and behavior and provide individualized academic advice and career counseling.

Another important area for improvements is enhanced natural language understanding (NLU), enhanced algorithms using advanced NLP techniques, such as sentiment analysis and contextual understanding, can improve the accuracy of fulfilling complex queries. The chatbot will be enhanced by the incorporation of multimodal interaction, allowing the chatbot to support visual elements such as charts and graphs, images and could possibly even allow the user to interact by video-based and virtual reality (VR) interaction. Emotion recognition and empathy could be achieved with algorithms that detect users' sentiment and then recognize that emotional state and respond in an empathetic way to the sentiment expressed. The chatbot will be significantly enhanced when it can integrate emerging technologies, such as blockchain technology for managing, securely, their personal data, and augmented reality (AR).

CONCLUSION

The implementation of AI-enabled chatbots for educational use is transforming the ways students and parents can receive support by enabling more effective communication and more personalized student learning. AI-enabled chatbots provide quick access to support, customized academic guidance as needed, real-time tailored updates, and are able to be accessible by virtually all students and parents whatever their individual learning needs may be. With chatbots automating and managing a variety of related tasks, educators have the opportunity to instead engage in meaningful, informed interactions that positively impact the student experience and student success. In addition, chatbots will facilitate meaningful parental engagement by providing content related to academic progress, reminders, and support/connection resources. AI technologies will continue to develop and improve, leading to even more diverse opportunities to use AI in education collaboratively with students and parents. The use of AI available to students, parents and educational support staff reflects a willingness to innovate, and understand the importance of creating personalized experiences.

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