settings. The study assesses available AI tools today and how they may affect academic integrity, stressing the need to develop additional means and approaches that would increase the values of integrity, creativity, and responsible use of artificial intelligence (AI). In addition, the study looks into the area of university social responsibility (USR) and how it might help to reduce the risks of GAI in academic settings. Since universities are praising ethical behaviour and the diffusion of information, USR is an essential tool for assisting universities in implementing responsible AI practices. The study results suggest promoting a proactive strategy for addressing the intersection of AI, academic integrity, and USR. Universities should embrace the transformational power of AI while respecting the fundamental principles of academic integrity by fostering a culture of ethical AI usage and active involvement of all stakeholders, thus contributing to the positive evolution of the academic environment in the era of AI.

GENERATIVE AI IN TEACHING AND LEARNING: PROMPT ENGINEERING AND TOWARDS DIGITAL EQUITY

Abhishek Pandey

Manipal University Jaipur
abhishek.pandey@jaipur.manipal,edu

As education increasingly integrates technology, Generative Artificial Intelligence (AI) has emerged as a powerful tool in the realm of teaching and learning. This paper explores the role of Generative AI in educational contexts, with a specific focus on prompt engineering as a key element in enhancing learning outcomes. The study also investigates the potential of Generative AI to

contribute towards digital equity in education, addressing issues related to accessibility, inclusivity, and fairness. The first section of the paper delves into the significance of prompt engineering in leveraging Generative AI for educational purposes. By carefully designing prompts, educators can guide the AI model's responses to align with specific learning objectives, creating a personalized and adaptive learning experience for students. This approach not only facilitates content creation but also enables the customization of educational materials to cater to diverse learning styles and preferences.

The second part of the paper discusses the broader implications of Generative AI in promoting digital equity in education. The digital divide remains a significant challenge, with disparities in access to technology and online resources affecting learners' opportunities and outcomes. Generative AI has the potential to address these disparities by providing adaptive and personalized learning experiences that can be tailored to students with varying levels of access and proficiency. Generative AI can be used to create personalized learning experiences for students with disabilities, or to translate educational materials into multiple languages.

Furthermore, the paper examines the ethical considerations surrounding the use of Generative AI in education, emphasizing the importance of transparency, accountability, and fairness. It discusses strategies to mitigate biases and ensure that AI-powered educational tools contribute to, rather than exacerbate, existing inequalities. In conclusion, this paper underscores the transformative potential of Generative AI in teaching and learning, specifically through prompt engineering. By harnessing the capabilities of AI to generate tailored educational content, educators can enhance the learning experience for students. Moreover, the exploration of how Generative AI can contribute to digital equity highlights the need for thoughtful integration of technology in education, ensuring that advancements benefit all learners, irrespective of their socio-economic background.

Key words: Generative AI, adaptive learning, digital equity.