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INTERNATIONAL JOURNAL OF
MULTIDISCIPLINARY RESEARCH & REVIEWS

journal homepage: www.ijmrr.online/index.php/home

CHATGPT ASSISTED AYURVEDA LEARNING AMONG
AYURVEDA UNDERGRADUATE STUDENTS

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How to Cite the Article: Prachi Pandey Ojha & Richa Pandey (2026). Chatgpt Assisted Ayurveda Learning Among Ayurveda Undergraduate Students. International Journal of Multidisciplinary Research & Reviews, 5(6),1-12.

 <https://doi.org/10.56815/ijmrr.v5i6.2026.1-12>

Keywords	Abstract
<i>Chatgpt, Artificial Intelligence, Ayurveda Education, Undergraduate Students, Blended Learning, Personalized Education, AI In Traditional Medicine.</i>	ChatGPT has revolutionized medical education by incorporating AI tools and techniques. Undergraduates studying Ayurveda have distinct obstacles, such as learning Sanskrit terminology, deciphering ancient writings (Samhitas), and therapeutically applying the intricate ideas of Tridosha, Agni, and Prakriti. This is a narrative evaluation that considers how ChatGPT can serve as an additional tool in the teaching and learning of Ayurveda. It examines the advantages and disadvantages, such as personalized learning, quick answers to questions, and ease of understanding, assistance with clinical reasoning, and the reliability of Ayurvedic information, as well as the potential for hallucination, dependency and ethical concerns. Based on the findings of this study, it can be concluded that the integration of ChatGPT with conventional Guru-Shishya learning and hands-on experience training can be an effective method for the students learning Ayurveda. Also covered are potential future developments in the use of AI in Ayurveda curricula.



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INTRODUCTION

Students in today's schools are not only the ones who absorb information, but also the ones who will benefit most from the rapidly growing field of artificial intelligence. With the ever-changing landscape of education, it is crucial to comprehend how students perceive, are aware of, and use artificial intelligence (AI) technologies for research and learning. The use of artificial intelligence (AI) in education, according to Firat [1], might completely alter conventional methods of teaching, encourage individualised lessons, and help students hone their soft skills.

A lot of people's routines and jobs are going to be changed drastically because of how fast AI is progressing. Automatic processing and generation of natural language is within ChatGPT's capabilities as a kind of natural language processing technology. The technique has received a lot of praise, is considered ground-breaking, and has found several applications. There are many potential uses for ChatGPT in medical education [2-4].

Medical students, in contrast to students pursuing degrees in other professions, are obligated to develop skills in clinical practice in addition to completing the foundational knowledge of specialised areas. Teaching via problem-based learning (PBL) encourages students to think critically and creatively about real-world issues and provides them with the tools they need to investigate and resolve them on their own [5-6]. Students are allowed to completely express their curious and active nature in this technique, which overcomes the limits of conventional lecture-based instruction. Previous studies have shown that medical students' theoretical knowledge and clinical practice abilities may be significantly enhanced by the use of PBL teaching approaches [7-9].

METHODOLOGY

This narrative review aims at exploring the role of ChatGPT in undergraduate Ayurveda education. The primary focus of this study is ChatGPT and other similar Large Language Models (LLMs) and their potential to assist students in learning for their BAMS (Bachelor of Ayurvedic Medicine and Surgery) courses. It also covers the merits and cons of utilising LLMs, as well as some practical applications and future plans.

Search Strategy: An extensive search was carried out in several online databases, such as PubMed, Google Scholar, Scopus, Web of Science, AYUSH Research Portal, DHARA, and ERIC (Education Resources Information Center). Guru-Shishya Parampara and other classical works of Ayurveda on the methodology of education were also examined. We used the following search terms and Boolean combinations: *"ChatGPT," "Artificial Intelligence in Ayurveda education," "AI in traditional medicine education," "ChatGPT and medical education," "Digital tools in Ayurveda learning," "BAMS students," "e-learning in Ayurveda," "Large Language Models in medical education," and more.*



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Review Methodology: Given that ChatGPT was recently released in late 2022, the texts examined were mostly produced between the years 2022 and 2025. We examined empirical studies, opinion papers, review papers and full text articles. In this study, our attention was on the potential of ChatGPT in the conceptualization, clinical reasoning, interpretation of Sanskrit, preparation for exams, and personalized instruction in the field of Ayurveda for undergraduate students. In comparison between conventional and AI-assisted method, classic sources pertaining to the teaching concepts of Ayurveda were referred to. Thematic organization of the findings was done through a narrative process of synthesis.

Data Synthesis: Traditional barriers faced by Ayurveda education, capabilities of ChatGPT in Ayurveda education, overview of learning applications for Ayurveda, advantages and disadvantages of ChatGPT's application in Ayurveda education, ethical considerations, students' perspective on ChatGPT for learning, and suggestions for further development. Striking a balance between using new technology and maintaining Ayurvedic educational principles was a top priority.

Inclusion Criteria: To be considered for inclusion in this review, literature has to fulfil certain requirements:

- Articles that focus on the use of ChatGPT, LLMs, or other AI technologies in the field of health research, traditional medicine, or medical education, in particular.
- Research or articles focusing on how digital tools, online learning, or artificial intelligence can improve the learning process within Ayurveda or BAMS (Bachelor of Ayurvedic Medicine and Surgery) undergraduate programs.
- Articles on benefits/disadvantages of ChatGPT and other AI techniques in Ayurveda education and students opinions regarding the same.
- English-language review articles, editorials, short messages and peer-reviewed journals.
- Articles included are written from 2022-2025 (post-chatGPT) and articles of traditional ayurvedic texts on pedagogy have been included irrespective of the date of publication.

Exclusion Criteria: The review did not include any of the following forms of literature:

- Articles that do not focus on the educational or learning aspects of AI and instead focus on the therapeutic aspects of AI in diagnosis and therapy.
- Applications of artificial intelligence in areas other than engineering, business, and areas that are not related to Ayurveda and medical education.
- Blogs, news articles and social media sites that haven't been peer-reviewed, and have little scholarly value.



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- Studies that is not applicable to undergraduate students studying Ayurveda as they have been conducted on practitioners, postgraduates or non-Ayurveda populations.
- Articles in periodicals in non-English languages.
- Publications that are too alike or that lack a essential conceptual or methodological data.

CHAT-GPT IN LEARNING, RESEARCH AND EDUCATION

Chat-GPT, an AI darling, is a language model that facilitates more conversational and natural interactions between humans and computers [10]. Built on OpenAI's GPT language model technology, it's a public chatbot [11]. The Chat-GPT model, which stands for Generative Pre-trained Transformer, was formally published on November 30, 2022, by OpenAI, after continual advancements [12]. Created by OpenAI, an AI language model can produce natural-sounding text by inferring the meaning of the words that come before it in a phrase [14].

A million people used the platform in the first week alone [15], and it reached 100 million users just two months after launch [16-17]. People started calling it the "next big disruptor of the industry" (Rudolph et al., 2023) because of how well the model was perceived to provide responses. According to an ICIS study by Prof. J. K. Singh, FCS, and Dr. Harjit Singh [18], the main reason for Chat-GPT's increasing popularity is its ability to provide responses to online learners that mimic human speech.

Through the use of machine learning, Chat-GPT is able to continually improve its abilities by learning from the internet. A wide variety of online materials, including books, articles, and websites, were used to train Chat-GPT. These texts included a wide variety of topics such as fiction and news [19]. What makes it all the better is that it was trained with RLHF, which involves humans in the training process [20]. Human input during training enhances the model's understanding of different perspectives and its learning to adapt to new situations. For instance, Chat-GPT has 570 GB of data, equivalent to 300 billion words, and nearly 175 billion parameters, enabling it to perform a variety of modern tasks. The AI chatbot is utilized by millions of individuals every day, thanks to its amazing capacities. It can create web code, learn languages, solve mathematical problems and even think very complicated concepts [10]. It is capable of analysing data, generating new data and generating new types of data, demonstrating its ability to do much more than just move and sort data.

The basic idea with Chat GPT is to provide something called a "prompt" and then get a response, which can take the form of any type of text (questions, statements, etc.). Effective prompting, which sometimes has been called "prompt engineering," can have a profound effect on the usefulness and applicability of the output of a model based on GPT technology [21].

The conversational problems were created taking into account the use of Chat-GPT. Chat-GPT's conversational nature makes it possible for it to refuse excessive requests, answer follow-up



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questions, acknowledge its own errors, and challenge incorrect assumptions. They are used for different tasks such as machine translation, question answering, storytelling, programming problems, etc. [22]. Indeed, Chat-GPT has already been employed to create entire academic journal articles [23] leading to an ethical discussion on the contribution of machines to new knowledge. Thus, it is a powerful tool that could help increase the way people communicate with one another in a natural and intuitive way by enabling more natural and intuitive ways of communicating with technology. It is now under investigation for its possible uses in education to improve student engagement and learning [14]. Today it is used in a variety of ways, such as virtual assistants, language translation software, and customer service chatbots.

New opportunities for education have arisen thanks to Chat-GPT. The use of instruction as a medium to create instructional materials, eliminate language barriers and create individual learning experiences has significantly affected the effectiveness of instruction. One of such is Chat-GPT, a tool for teachers to create customised lessons that include games, simulations, questions, quizzes, and assignments. Furthermore, Chat-GPT has the potential to enable students to tailor their learning experience and get feedback accordingly [24]. Students will be able to make better choices about their education and shift from inefficient to successful practices when they can personalize Chat-GPT to their interests, abilities, and learning style [12].

In addition, the ability to generate words encourages users to participate in meaningful discussions on a range of subjects. One of Chat-GPT's strengths is that it can understand the context of the input prompt and provide relevant answers accordingly. Because of its ability to give users with useful and accurate information in a casual setting, Chat-GPT is a strong tool for research, education, and information recovery. One method Chat-GPT may help education is by answering questions, as discovered by Singh & Singh [18]. This means it may be utilised as a tool to answer enquiries, since students in any setting are certain to have a lot of enquiries on any given subject. With the introduction of Chat-GPT, students may now quickly and easily put in their queries and get accurate, relevant responses.

Researchers may optimise their scientific and academic research activities, find new things, and process massive volumes of data with the aid of Chat-GPT. The following are some of the ways it helps in research paper writing: (a) generating text, (b) summarising text, (c) checking grammar and language, and (d) reviewing literature. Its ability to remember past interactions with researchers in relation to the same prompt and provide information around those replies makes it a useful research tool as well.

However, GPT technology has some drawbacks for Natural Language Processing (NLP) jobs. The fact that GPT models discover patterns from a big text corpus using a statistical technique, which could reinforce pre-existing biases and preconceptions, is one of their key drawbacks [25]. In addition, it is trained with large amounts of data, including potentially biases, inaccurate information,



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or even offensive information, such as information gathered from the internet. Biased or wrong content could pose problems for applications such as customer service chatbots [18]. There are some limitations and the prompt should not become too complex or the program may be bewildered [10]. Using Chat-GPT in the classroom has a number of concerns and risks. Some ethical concerns arise with regard to Chat-GPT's ability to generate scientific articles [26]. This is because it could lead to loss of credibility and uniqueness of research [27] and the determination of authorship.

A potential issue is that students are turning to Chat-GPT to complete assignments on their behalf, which could affect how well they develop their writing abilities and pose challenges for educational institutions reliant on plagiarism tools to uphold academic integrity. Additionally, Chat-GPT's output is not always unbiased or logical, which might result in the spread of false information [31].

AWARENESS, KNOWLEDGE, AND PERCEPTION OF CHAT-GPT AMONGST UNIVERSITY STUDENTS

To understand the role of Chat-GPT in the college students' context, one needs to explore the three related factors: familiarity, knowledge, and application. For this study, the definitions of "awareness" would be the knowledge of Chat-GPT's existence, "knowledge" would be exploring the understanding of how Chat-GPT works, and "utilisation" would be the effective use of Chat-GPT in academic pursuits (Cambridge Dictionary, 2023).

Students need to be made aware of Chat-GPT in order for it to be useful. Their first step in interacting with Chat-GPT is figuring out how it works and what types of academic contexts it might be useful in. To understand the level of students' awareness, knowledge and utilisation of Chat-GPT, it is important to understand the sources and processes that facilitate students' understanding. These can be from online/social media, TV/radio news reports, schools (teachers and school administration) or from peers.

As we go from Awareness to Knowledge, we get a deeper knowledge. This provides us a good idea of the technology behind it, the complexities in operating it and its myriad applications. Utilisation, the last stage of the cycle, is actively using Chat-GPT in academic assignments, moving beyond just awareness and knowledge. It showcases the potential of Chat-GPT and its applications in real-world scenarios that can enhance learning, problem-solving, and other academic activities.

The patterns of the students' participation, effect, views and worries that emerge from their experiences with identifying, understanding and using Chat-GPT can be better understood. The ability of students to understand and utilize Chat-GPT in their academic work (research, information access, etc.) is largely reliant on their self-awareness and understanding of Chat-GPT. Once the students understand the working principle of Chat-GPT, they can use it freely without any problems, which can greatly promote their data collection, research, writing efficiency and calculation. For Chat-GPT to be useful in the classroom, students' understanding and awareness are crucial.



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This study is built upon by new data from Nerdynav [32] which reveals that 43 percent of university students had tried using Chat-GPT or a similar AI tool. Of these, 89% used them for homework, 53% for essays and 48% for tests that they could take at home. Interestingly, millennials and Gen Z (13.5%) are adopting Chat-GPT at a higher rate than Gen X (7.9%) and baby boomers (7.2%). Strangely, whilst 82% of university faculty are familiar with Chat-GPT, only 55% of elementary and secondary school educators are. However, 21% of teachers find value in Chat-GPT, using it as a writing prompt (7%), material delivery (5%) and lesson preparation (4%). In some Danish high schools, Chat-GPT is also being used in classrooms, as teachers in Denmark believe that it can support students in their writing and research.

Another finding from the nationally representative poll commissioned by the Walton Family Foundation and carried out by Impact Research is that 22% of students utilise Chat-GPT at least once a week to help with schoolwork and extracurricular. As 63% of students and 72% of teachers view ChatGPT as the latest leading technology, there is a clear need to update the traditional ways of teaching. Over 1,000 teachers, and 1,002 American youth, ages 12-17, participated and the results were only made public with USA Today [33].

Mohaimenul Islam Jowarder [34] published a research article. The study was conducted at Stony Brook University with 200 undergraduate students in the social sciences as participants. The students were questioned on their awareness of Chat-GPT, its usefulness, what influenced their adaptation process and its impact on their academic performance. The study revealed that the use of Chat-GPT was prevalent, with over 90% of the participants being familiar with it. Some were already acquainted with the notion, others had never implemented the idea. News stories, social media, and suggestions from peers were among the ways that participants who had not used Chat-GPT learned about it. The results are consistent with the results of Xue & Wang [36] and Hou et al. [35] that it has been beneficial for cognitive development and readiness. The study showed that there were several factors that affected the adoption of Chat-GPT. Factors such as effectiveness of the product, ease of use, less options available and social factors were some of the important factors. The study found that although Chat-GPT was helpful for students' academic work, it shouldn't be used as a replacement for critical thinking and self-directed learning. The results of the research show that two of the most important factors are recommendations from fellow users and intuitive interfaces for using new technologies. To responsibly leverage Chat-GPT in the education landscape, it is crucial to understand its various dimensions and effects on academic achievement.

Results from this research show that students are cognisant of Chat-GPT's capacity to save time and provide access to a wealth of information. Some benefits were being able to write proper code for software and app development, learning how to explain theoretical concepts more and having more ideas on how to write. Despite the above 86% satisfaction, students reported some challenges e.g. doubts about reliability of the material; and challenges in formulating good questions. While some



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students had some issues with the use of Chat-GPT, all students showed willingness to continue using Chat-GPT as a study aid.

RISKS AND LIMITATIONS OF USING CHATGPT IN ACADEMICS

Frequently mentioned disadvantages are errors in information, reference issues, outdated data, and the need for elaborating instructions to obtain the correct answers. These limitations are noted by users on all aspects of the AI, emphasizing the need to be aware of where it can and can't be utilized in the classroom and wherever else. New research has found that students may be able to use ChatGPT to cheat on exams. Academic integrity is the main worry when it comes to AI essay-writing systems, especially ChatGPT. Schools are afraid students may cheat on essays and not show what they actually worked on [37]. The problem is that OpenAI's technology is not deemed to be open enough to be considered a "transparent" system. Furthermore, worries about ChatGPT's ability to undermine academic integrity have been voiced because to its skill in producing synthetic information [38]. The ethical challenges arising from ChatGPT's ability to imitate human-generated content. This can be complicated by that fact that users may believe that their interaction with the tool is human-like. As is well known, ChatGPT is a constantly evolving AI tool that is prone to mistakes and should not be relied upon as a substitute for human expertise. To ensure responsible use in educational environments, it is crucial for teachers and instructors to stay updated on ChatGPT's latest developments and implement human oversight measures to monitor its usage. [39].

CONCLUSION

The major distinction from the conventional medical education is the introduction of ChatGPT and other Large Language Models in the curriculum of undergraduate education in Ayurveda. This narrative review highlights the potential of ChatGPT to enhance the learning process of students by simplifying complex Ayurvedic concepts, aiding in the comprehension of Sanskrit shlokas, strengthening clinical decision-making, generating learning resources, and facilitating personalised and self-paced learning. Despite the ongoing challenges in Ayurveda education, including the extensive nature of ancient texts, language barriers, low faculty participation, and students' high workloads, ChatGPT and similar AI technologies could prove to be valuable resources for improving conceptual understanding, engagement, and success.

There are advantages and disadvantages of ChatGPT-assisted learning that need to be considered. It is impossible to ignore worries about the veracity of Ayurvedic information, the possibility of hallucinations, the danger of becoming too dependent, and the decline of analytical reasoning and professional competence. While embracing technology improvements, it is essential to retain the core of Ayurveda education, which is based on the Guru-Shishya Parampara, practical training, and experiential learning.



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AUTHOR(S) CONTRIBUTION

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

CONFLICTS OF INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

PLAGIARISM POLICY

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will take care by all authors. Journal and editors are not liable for aforesaid matters.

SOURCES OF FUNDING

The authors received no financial aid to support for the research.

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