



Artificial Intelligence in Education: Ethical Frameworks for Fairness, Safety, and Accountability

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Abstract

The rapid integration of Artificial Intelligence (AI) into educational systems has transformed pedagogical practices, assessment mechanisms, and institutional management worldwide with new challenges and responsibilities on the whole. While AI-driven tools such as adaptive learning platforms, intelligent tutoring systems, predictive analytics, and automated grading promise efficiency and personalized learning experiences, their deployment raises critical ethical, fairness, and safety concerns. This paper critically examines the moral implications of AI adoption in education, focusing on issues of data privacy, algorithmic bias, transparency, accountability, and psychological well-being. It argues that without appropriate governance frameworks, AI systems risk reinforcing structural inequalities, compromising student autonomy, and institutionalising algorithmic discrimination. Drawing upon contemporary scholarship in AI ethics, educational policy, and human rights discourse, the study proposes a human-centred framework for responsible AI implementation. The paper emphasizes the necessity of inclusive data practices, explainable AI models, regulatory oversight, and AI literacy among educators and learners to ensure equitable and safe integration. By analyzing both potential benefits and inherent risks, this research underscores the need for balanced innovation grounded in ethical integrity. Ultimately, the study contends that AI in education must function as a supportive pedagogical instrument rather than a determinative authority, preserving human agency while enhancing educational opportunity. Responsible AI governance, therefore, becomes essential not only for technological advancement but also for sustaining justice, dignity, and trust within contemporary educational ecosystems. Education system's dependence on AI has restricted the powers of human psyche and creativity to an extent. The concepts which were explored by human beings with great labour and intensity, now, needs a command only but it has harnessed the personal potential for independent thinking, creativity and analytical powers. It has created a wider gap in the study circles. Questions of Moral and ethical dimensions are also at stake. It is also questionable, what type of shape the emerging world will take; this is also a question of future doubt.