

Chapter 3


The Limits of AI in Teaching Partition Literature: A Critical Perspective on the Risks of Algorithmic Interpretation in Sensitive Historical Contexts

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ABSTRACT

The application of generative AI in the classroom is transforming conventional methods of literary analysis and instruction, but it also raises serious concerns and limitations. This chapter critically examines these limitations within the context of teaching the 1947 Partition literature in Indian college classrooms. Using a qualitative and experimental methodology, the chapter analyzes AI-generated responses to the Partition narratives, revealing ChatGPT's inability to capture the historical trauma, moral accountability, and cultural depth embedded in these texts. Findings show that AI-generated interpretations often flatten complex human experiences and reduces them to simplistic patterns or generalized tropes. The chapter argues that such algorithmic interpretations risk distorting historical memory and promoting academic irresponsibility. By exposing these flaws, the chapter contributes to current debates on AI in higher education and calls for human-led literary analysis in contexts marked by deep historical and cultural trauma.

DOI: 10.4018/979-8-3373-0122-8.ch003

INTRODUCTION

Artificial intelligence (AI) has transformed a wide range of sectors, including digital communication, creative arts, writing, healthcare, and finance. In the last few years, AI has also significantly impacted the education sector by providing intelligent tutoring platforms, automated grading systems, and tailored learning experiences. AI-powered solutions such as the language translation models, adaptive learning software, and plagiarism detectors have revolutionized conventional teaching strategies and increased classroom accessibility and efficiency (Oyedokun, 2025; Saeed et al., 2024). The potential of AI in education to absorb vast amounts of data “...from multiple sources for analysis and producing a text and a context that resembles human speech” (Bisht & Pujari, 2024) is one of its primary advantages. The AI-powered tools can also evaluate students’ progress, spot areas where they need more help, and offer materials that are specifically designed to improve understanding.

In the higher education as well, Artificial intelligence (AI) being utilized to the maximum, to help with research, summarize difficult academic papers, and to create essay drafts. This development has prompted a lot of discussion concerning academic integrity and students’ reliance on AI-produced content. As also concluded by Lahby et al., in their book *General Aspects of Applying Generative AI in Higher Education Opportunities and Challenges* (2024),

...the opportunity comes with a challenge: how to encourage individuals to do original creative work in the presence of such a shortcut, how to know whether a piece of data is made by a person or a GenAI model, how much should one care about the provenance of data, and how not to accidentally destroy what remains of the planet wasting electricity at massive computational facilities (that also consume large quantities of water to cool them) in training, fine-tuning, and deploying such models. (Lahby et al., 2024, p. vi)

It might be supposed, therefore, that there are difficulties in incorporating AI into education. Although AI is efficient and accessible, it also presents serious issues with prejudice, accuracy, ethical ramifications, and the possible decline in individual analytical abilities. Because AI-generated solutions are pattern-based as opposed to meaning-driven, they frequently fall short in understanding subtleties, subjectivity, and more difficult intellectual issues (Williamson & Prybutok, 2024).

This constraint is most noticeable in the humanities, where learning is greatly aided by comprehension, cultural context, and personal engagement (Dainys, 2024; Alshahrani & Qureshi, 2024). Hence, examining the effects of AI technologies like ChatGPT across academic disciplines is crucial, especially in literature and history classrooms, as they become increasingly common in higher education. With this framework, the chapter investigates the limitations of using ChatGPT (4o free version) in Indian college classrooms for teaching the 1947 Partition Literature.

LITERATURE REVIEW

One of the most popular educational tools among the numerous AI models currently on the market is ChatGPT. Being an advanced language model, ChatGPT can produce comprehensive descriptions, condense literary works, help with academic writing, and even offer analyses of complicated concepts (Lambert & Stevens, 2023; Bhattacharya et al., 2024; Israni, 2024; Gibson & Green, 2025). Because of this, it has become particularly well-liked by educators and pupils in colleges and universities, where there is a greater need for organized and timely information. Since many students as well as educators

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