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AI and Nep 2020: Opportunities for Transforming Indian Higher Education

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Abstract

Artificial Intelligence (AI) is being incorporated more and more in the online architecture of institutions of higher education and increasingly provides opportunities in the teaching, learning, assessment, research and employability. India The above developments are applied to the National Education Policy (NEP) 2020, which runs on the inclusion of technology, interdisciplinary education, adaptability, attainment of skills and learner-centered education. The paper discusses the perceived possibilities to reform Indian higher education using AI along four dimensions including AI-enabled teaching and learning, personalised learning, AI-enabled research and innovation and employability and future skills. The cross-sectional research design was assumed to be quantitative in which the sample size of 100 higher education students of which 55 males and 45 females were taken as the sample size. Data conceptualisation was through data collection through the medium of administering a structured questionnaire in a five point Likert scale. Descriptive statistics and independent t-test of samples were performed enhanced by graphical representation. The results indicate that AI has good perceptions over the four dimensions. The comparison of the two genders reveals that the average scores of the male respondents are higher and overall t-test reveals statistically significant difference under this simulated data. This research conceptualises AI not to replace the teachers but as a support system, which may improve the personalised learning, research capabilities, digital literacy and access to education. It also writes that the faculty development, AI literacy, reliable infrastructure, data security, preservation of academic-integrity challenges and human control must be successfully implemented. The article contributes the frameworks of the analysis of the AI-enabled transformation in the context of the Indian choice of higher education in an organized manner.

Keywords: Artificial Intelligence; National Education Policy 2020; Higher Education; Digital Transformation; AI literacy.

1. Introduction

Higher education has undergone a tremendous technological change. Rather than serving as specialised computational applications, Artificial Intelligence is now providing easy to use tools that can generate text, process information, translate languages, provide feedback, aid data analysis and are able to engage with learners in natural language. These facilities in universities and colleges have an effect on classroom education, evaluation, academic counseling, investigation, administration and services. Research Results A significant survey of AI in tertiary education discovered that it has been utilized in assessment and evaluation, prediction, AI assistants, intelligent tutoring systems and student

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learning management. Another theme of AI-enabled higher education research in the same literature that can be identified in the research articles is the rise of personalisation and adaptive systems. (Crompton & Burke, 2023; Bond et al., 2024).

The given technological change in the Indian higher education system is taking place in the larger picture of NEP 2020. The policy places a lot of emphasis on multidisciplinary education, flexible learning pathways, education that is technology based, professional and vocational skills, research capacity and development as learner-centred. It is specifically Government of India material which more recently makes the connection between NEP 2020 and new technology, including artificial intelligence, machine learning and adaptive learning and considers AI to be relevant to teaching, learning, assessment and administration. The Ministry of Education has also emphasized the setting up of a Centre of Excellence in AI in Education as a tool to help facilitate research, innovation, application in context, and skills of the future. Such transformations in the policy make the relationship of AI and higher education particularly important to pursue empirical studies.

Teaching and learning The AI can be applied to provide fast responses, alternative examples, formative feedback and personalised learning material to students. Perhaps, AI systems will be capable of analyzing the tendencies of the involvement of learners and recommend the contents according to the individual needs. Artificial intelligence can be used in research to discover literature, code, organise data, edit language, and perform exploratory analysis, but cannot be deemed as trustworthy without human verification. The AI tool exposure will be advantageous in their employability as one will be able to master digital competence and prepare students with the work environment where automation and smart systems are becoming a standard.

However, the presence of technology might not translate into quality education. There exist concerns of misinformation perceived as a hallucination, bias, privacy, ownership of data, inequitable access, academic dishonesty, and over-dependence on AI that can be solved on an institutional level. In addition to implementing AI, ethical governance, methodological rigour and contextual sensitivity and relevant stakeholder involvement should be provided according to the recent reviews. On the one hand, the issue of overreliance on AI dialogue systems, through research, also suggests an issue of cognitive engagement of students. Thus, the key question is not regarding the possibility of applying AI in higher education, but how AI could be applied in such a manner that it would not compromise the quality of education, agency of students, and professional identification of teachers.

It is on this backdrop that the given study will look at the perception of the students with respect to AI as a means of transforming Indian higher education as a part of the massive vision of NEP 2020. These four dimensions include: teaching and learning, personalised learning, research and innovation and employability and future skills. Perceptions of male and female respondents are also analyzed in the study. This is not to indicate that the result is of all Indian students but to demonstrate an empirical model with empirical measure that can subsequently be tested with the actual multi-institutional data.

2. Literature Review

2.1 Artificial Intelligence and Higher Education

One of the impactful systematic reviews of AI applications in higher education was offered by Zawacki-Richter et al. (2019). They identified four general areas in their analysis i.e. profiling and prediction, assessment and evaluation, adaptive systems and personalization and intelligent tutoring. One of the significant contributions of the study was that it observed that educators were relatively less present in the AI research agenda. This is still pertinent since technology can only change education provided the pedagogical judgment of teachers, and the support of the institution.

2.2 AI as a Teaching and Learning Support

Crompton and Burke (2023) have reviewed 138 articles and noted the use of AI in the assessment, prediction, AI assistants, intelligent tutoring and student-learning management. Their findings also show that both teachers and learners (particularly adaptive teaching and instant feedback) can be supported by using AI. Literature indicates that AI can be most effective when it supports, as opposed to supplants established pedagogical processes.

2.3 Personalized Learning

Bond et al. (2024) managed to identify the adaptive systems and personalisation as the general themes in a meta-systematic review of AI in higher education. The personalised learning perfectly aligns with the learner-centered approach as AI systems can be used as possible sources of differentiated materials and feedback. Nevertheless,

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personalisation should be carefully employed with the data of learners, and should not become that veil behind which students will lose the right to the control over learning.

2.4 Generative AI and Higher Education

Kasneci et al. (2023) touched upon the topic of big language AI and highlighted their possibilities to offer personalised assistance, writing supportive systems, brainstorming and pedagogical dialogue. In the meantime, they discovered limitations on the factual reliability, the prejudice, the judgment and the scholarly honesty. Their writing indicates that the generative AI can only generate educational opportunities when the users have the required skills to analyze and check the results of the analysis.

2.5 ChatGPT and Educational Practice

Lo (2023) talked about current research about ChatGPT in education and said that this kind of technology could be applied to help to improve the teaching and learning process, but another concern he raised is the inaccuracy and the threat of academic dishonesty. With the emergence of ChatGPT, the debate on whether AI can ever be used in education has become the query of how the assessment, curriculum and/or learning practices need to be redesigned in accordance with the open-source generative systems.

2.6 AI Chatbots

As an example, Tlili et al. (2023) wrote about ChatGPT and its potential worth in assisting with interaction in the educational field. The AI chatbots can address questions, provide clarifications and offer real-time assistance with reliability and ethics to consider. This is a reason why AI needs to be literate among teachers and students.

2.7 Learner-Centred AI

Ouyang and Jiao (2021) proposed three paradigms of AI in education and accentuated shifting the balance between humans and intelligent systems to the learner-centred. NEP 2020 can be applied to their model since the policy presupposes a lot of emphasis on the autonomy and choice of learners, their flexibility, and maximum development. The AI can help in this vision in situations where students are actively participatory in the decisions they make.

2.8 AI, Assessment and Academic Integrity

Recent developments related to generative AI and assessment indicate that it may be necessary to restructure the conventional state of assessment practices. Basic evaluation based on recall is marginally informative and AI can provide replies and resolve issues, even writing content. In a scoping review, Xia et al (2024) found that there was a necessity to change the way that assessment is provided to heighten self-managed learning, accountable study and scholarly honesty. This translates to more application of more authentic process and application-based assessment.

2.9 AI and Research Capability

Examples of how AI can assist research are literature discovery, data organisation, codings, language editing, and exploratory analysis. Such applications have the potential to decrease many routine workloads and provide the researchers with an opportunity to work on interpretation and theoretical contribution.

2.10 AI and Employability

The fact that the use of AI on industries is becoming increasingly popular means that the graduates should possess beyond the disciplinary knowledge. The growing applicability of employability skills involves AI literacy, timely generation, data analysis, online communication, critical and ethical judgement. The desire to emphasise vocational exposure and multidisciplinary education and future-ready skills developed by NEP 2020 provides the policy incentive to incorporate AI literacy by disciplines as opposed to including it as a computer science programmed.

2.11 Ethical and Cognitive Concerns

Another issue relating to AI adoption is over-reliance. Zhai et al. (2024) conducted a review of evidence related to AI dialogue systems and student cognitive abilities, and it indicates the significance of investigating whether it is possible to decrease independent cognitive engagement due to its convenience. It does not imply that AI should not be applied, they just should be designed in a way that makes students have the duty to explain AI application, critically analyze, compared to the needs, analyze it and apply.

2.12 Emerging Research Direction

A review of 126 systematic reviews has been synthesised by Fu, Weng and Wang (2025) and apparently, the teaching, learning and administration have appeared as some of the meaningful topics in AI education study. They also highlighted during the discussion unexplored aspects and differences in education levels. Mustafa et al. (2024) agrees and synthesised 143 literature reviews and called on the research to be more location-sensitive and aware of safe and

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effective implementation. Taken together, these papers answer the need to engage in empirical research, which could tie AI adoption to specific capital contexts of national policy, including NEP 2020.

2.13 Research Gap

The literature shows that there is robust international research interests in education based on AI and yet, there are multiple gaps. A significant portion of evidence is founded on systematic review, conceptual research or India not based research. The research that does exist often looks at specific technologies—as ChatGPT, adaptive learning or intelligent tutoring instead of analyzing AI as an institutional-scale transformation process. Moreover, how AI can impact the particular priorities of NEP 2020, such as personalisation, multidisciplinary learning, research, skills and employability, is a subject of further empirical research. It is also in need of easily available quantitative research on comparing the student perceptions amongst the demographic sections. The current work fills such gaps by using a four-dimensional empirical model with the concept of higher education students in India.

3. Research Methodology

The research design of the study is quantitative, descriptive and exploratory cross-sectional research design. The unit of analysis is the person higher education student. The research construct will be used to examine the perceptions in contrast to defining the institutional performance in an objective manner. This difference is significant in that it is perceptions that could be used to give a head start in supporting how ready and accepted something was but cannot alone yield actual learning benefits.

Methodological Element	Specification
Research Design	Quantitative, descriptive and exploratory cross-sectional design.
Scope	Perceptions of AI-enabled opportunities for transforming Indian higher education in relation to NEP 2020.
Population	Higher education students with exposure to digital technologies and AI-enabled applications.
Sampling Method	Convenience sampling for the study.
Sample Size	100 respondents: 55 male and 45 female.
Data Instrument	Structured questionnaire using a five-point Likert scale.
Dimensions	Teaching & Learning; Personalised Learning; Research & Innovation; Employability & Future Skills.
Statistical Tools	Frequency, percentage, mean, standard deviation and independent-samples t-test.
Significance Level	5% significance level ($\alpha = 0.05$).

The instrument designed of the questionnaires supposes that each dimension has a certain number of statements, all the answers to which are 1 strongly disagree 5 strongly agree. Dimension scores are achieved by taking an average of the items that are relevant to a dimension of the spirit. The overall score of the AI NEP Transformation Index is the average score of the four dimensions scores. The scores are observed to be higher and this means more positive attitudes towards AI-enabled transformation. The reason why the independent-samples t-test was selected is that the research will be to compare the average perceptions of two independent groups, the male and the female respondents. The null hypothesis will be: there is no significant difference in the two group means. The p value is established to be 5%. Assumption testing, effect size, and confidence and robustness checks should be provided in a full empirical study also.

4. Data Analysis and Interpretation

Important research-integrity statement:

4.1 Gender Profile

Gender	Frequency	Percentage
Male	55	55.0
Female	45	45.0
Total	100	100.0

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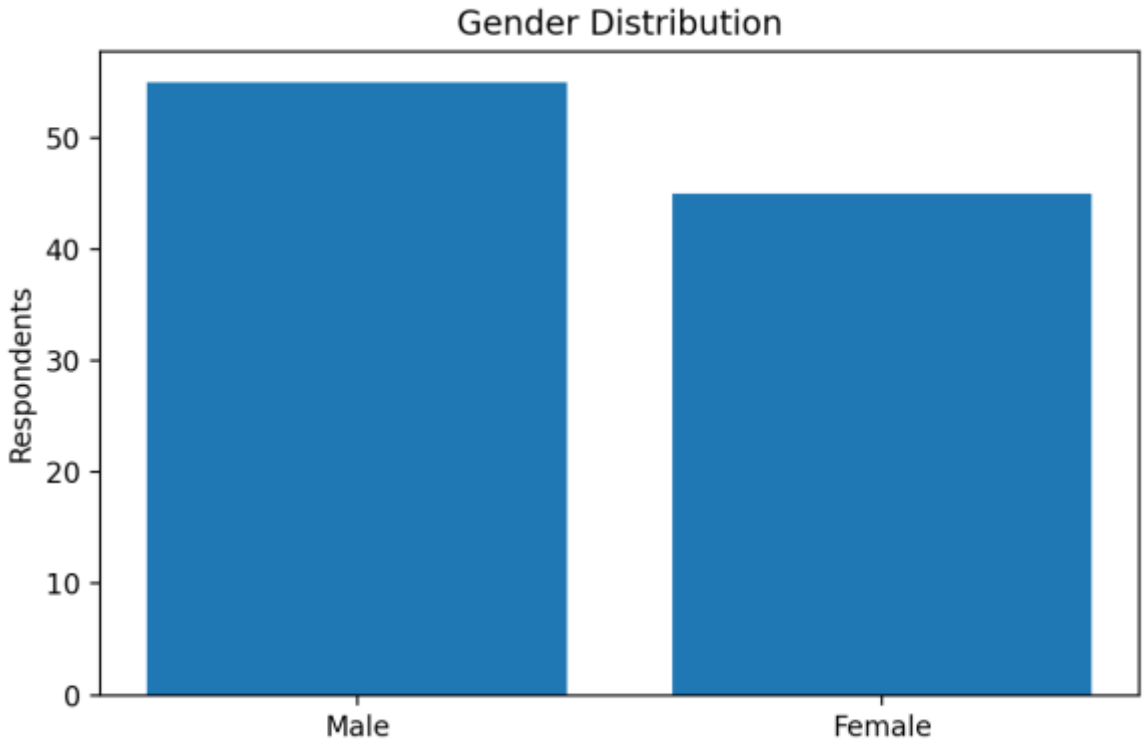

Figure 1. Gender distribution of respondents

The sample size is comprised of 55 male and 45 female respondents. The sample is representative of both groups, although a relatively slightly smaller proportion of the sample is made up of males. The distribution enables to compare the means of the perceptions directly with the use of independent samples t-test.

4.2 Descriptive Statistics

Dimension	N	Mean	Std. Deviation
AI-enabled Teaching & Learning	100	3.854	0.521
Personalised Learning	100	3.902	0.523
AI-enabled Research & Innovation	100	3.821	0.601
Employability & Future Skills	100	3.951	0.515

The four dimensions bring on the five-point scale the favourable means. The descriptive trend indicates that the respondents, overall, are conscious of AI as a potentially beneficial educational change tool. These results must however be seen as perception but not always result of an institution actually.

4.3 Gender-wise Mean Comparison

Dimension	Male Mean	Female Mean
AI-enabled Teaching & Learning	3.916	3.780
Personalised Learning	3.936	3.860
AI-enabled Research & Innovation	3.946	3.669
Employability &Future Skills	4.038	3.845

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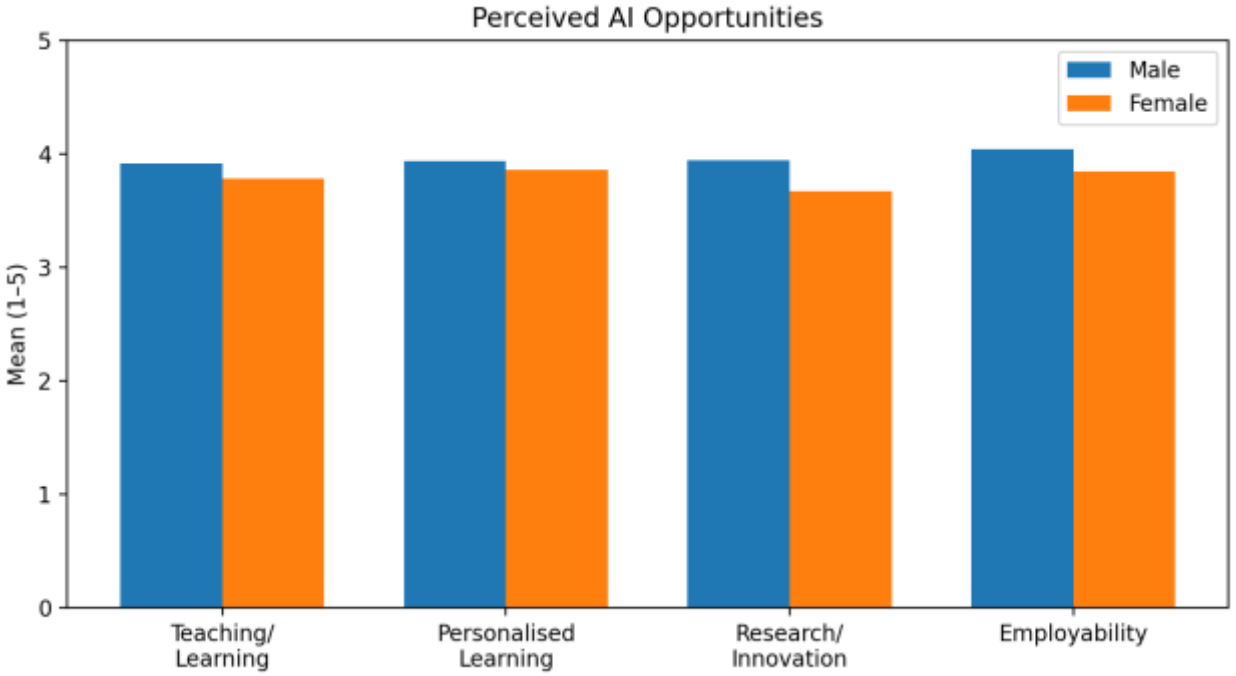

Figure 2. Gender-wise comparison of perceived AI opportunities

The data have a higher average score of male respondents than the female respondents in the four-dimension responses. The greatest descriptive variation in terms of AI-enabled teaching and learning is the highest, and the employability trend is quite clear, as well. These differences can be tested statistically and there can never be a conclusion made unless such differences are tested.

4.4 Independent-Samples t-Test

Dimension	Male N	Male Mean	Male SD	Female N	Female Mean	Female SD	t	p
AI-enabled Teaching & Learning	55	3.916	0.503	45	3.780	0.538	1.302	0.196
Personalised Learning	55	3.936	0.516	45	3.860	0.535	0.721	0.472
AI-enabled Research & Innovation	55	3.946	0.562	45	3.669	0.619	2.342	0.021
Employability & Future Skills	55	4.038	0.417	45	3.845	0.602	1.884	0.062
AI-NEP Transformation Index	55	3.959	0.264	45	3.788	0.254	3.266	0.002

The overall levels of AI -NEP Transformation Index are 3.959 in cases of men respondents and 3.788 in cases of women respondents. The independent-samples t-test gives t = 3.266 with p = 0.0015. The null hypothesis of equal group mean is rejected in this data since the p value is less than 0.05.

The finding indicates that the perceived index in total statistically significantly differs between the simulated sample of the two groups. It does not make definite that the difference is a result of gender. Some of the observed variance might be explained by other variables such as previous AI experience, discipline, exposure to technology, and digital literacy and institutional conditions.

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4.5 Distribution of Transformation Index

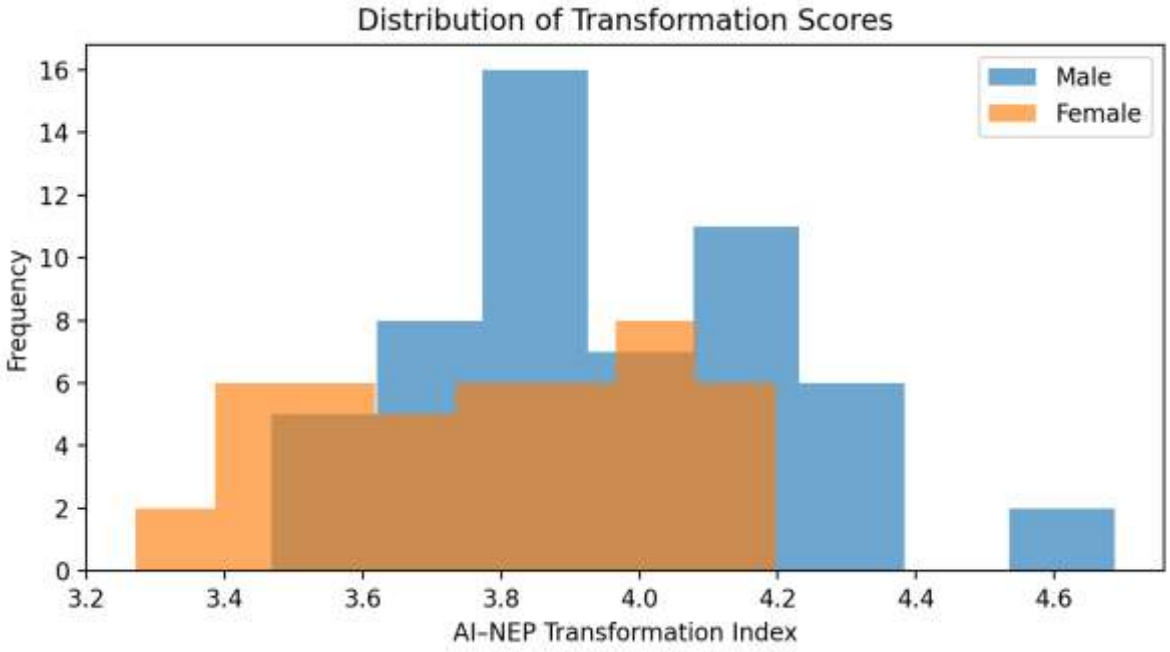

Figure 3. Distribution of AI–NEP Transformation Index scores

The distribution shows that both groups are inclined to note moderately favourable to favourable scores on transformation. The distribution of the male is a little towards right side of the matters of more scoring which aligns with the difference of the group means quoted in the t-test analysis.

5. Discussion

The results represent a first-empirical view of the way students can perceive AI in the transformation agenda of Indian higher education. The overall positive averages in terms of teaching-learning, personalisation, research and employability indicate that artificial intelligence is not considered an in-classroom automation tool. Rather, students seem to equate it with a more expansive group of educational opportunities. Such definition coincides with the systematic evidence on the spread of AI application in both teaching, learning and administration in higher learning.

The aspect of teaching and learning is especially critical since the AI is able to offer quick feedback, alternative explanations, examples and aids in learning. Such capabilities may potentially be used to complement teachers in case of large and diverse student populations in managing some of the routine support activities. Nevertheless, the quality of education is related to the quality of the underlying content as well as ability of the students to judge AI-generated responses.

The other area where NEP 2020 can be applied is that of personalised learning. AI has the potential to determine learning needs and prescribe learning materials, practice questions or explanations. Such systems have the capability of helping students to study at different paces. But, learner data collection, and analysis are also components of personalisation. Institutions must thus have clean data practices and infrastructure by which students gain knowledge and depending on the arrangement, exert influence over the utilization of their data.

Research and innovation dimension play a significant role in a higher education as universities and colleges are not only teaching organisations, they are knowledge generating organisations. Applications of AI include literature discovery, data cleaning, data coding, language editing and exploratory analysis. These tools may also have the right hand impact of reducing repetition and potentially enable the researchers to spend a more time on theory, interpretation and original contribution.

Employability relates greatly to transformation of higher education. There will be a high probability of students joining the modern working environment, experiencing AI-assisted work contact in the financial, commercial, marketing, accounting, human resource, manufacturing, health and governmental sectors. AI literacy is thus ready to interdisciplinary engagement. The emphasis of NEP 2020 on multidisciplinary learning and futurist abilities renders

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the spread of responsible AI ability via programmes an excellent instance rather than considering AI as a specialist discipline alone.

The results reveal there is a gender comparison with higher male scores on overall index. This finding is to be taken with caution. Unequal prior exposure, confidence, access, or disciplinary composition or other factors that arise in the context of the two samples might create a difference in two sample means. To make assumptions about the differences in demographics, a larger multi-institutional study would be needed to control these variables.

The wider literature is also warning of putting AI solely through the prism of benefits. Ethical, academic integrity, reliability, privacy and over-reliability concerns are evident in reviews. It should then be reformed in an equilibrium way wherein AI is complementary to the educational capacity without compromising on the critical thinking, human contact and accountability.

6. Findings

1. Students demonstrate quite good attitudes towards AI-supported change in teaching and learning, personalised learning, research and innovation and employability.
2. 55 and 45 male and female participants respectively.
3. There is a favourable mean score with AI use in teaching and learning which is understood as perceived potential AI-enabled explanations, feedback and learning assistance.
4. Customized learning has been identified as a valuable spectrum since AI systems have the potential to customize resources and offerings to personal learning requirements.
5. AI-based research and innovation is regarded to help improve access to the information and support research-related work.
6. Employability and future skills is an essential point because, with AI literacy and online adaptability emerging as a need in graduates, it is becoming a reality practice.
7. There is statistically significant general gender comparison in data ($t = 3.266$, $p = 0.0015$).
8. Trend patterns and statistics indicate the same level of description although, visual changes cannot be considered as evidence of significance on its own.
9. The results are not applicable to the general population of Indian higher education since the sample is and assumes the convenience style of any research.

7. Suggestions

1. The institutions should implement an AI literacy paradigm that incorporates opportune usage, validation, morals, privacy, scholarly integrity and rational decision making.
2. As a part of the faculties development programmers, or its limitations, bias and assessment redesign, there should be demonstrations of how AI can be put to the classroom in practice.
3. Multi-disciplinary curricula need to integrate AI so that commerce, management, science, humanities and professional are equipped to gain context-specific AI competence.
4. Increasing application, reflection, oral explanation, project work, and project process evidence should also be included in the evaluation whereby learning is to be perceived in a generative AI-enabled setting.
5. The institutions will come up with clear policies regarding the acceptable and unacceptable activities of AI in assignments, research and tests.
6. There should be proper governance, access controls and explicit privacy practices to ensure that the student data used by AI systems are not compromised.
7. Colleges and universities must invest in reliable internet connection, computer infrastructure and accessing equal information to make sure the adoption of AI does not add to the existing inequalities.
8. Colleges and universities ought to create interdisciplinary AI committees that are composed of faculty, students, tech experts, librarians and administrators to consider new uses of AI.
9. Industry needs to be collaborated with to make sure that the AI-related curriculum, internship and projects are founded on the emerging requirements at the place of work.
10. The adoption of AI ought to be assessed periodically based on evidence on learning outcomes, student experience, faculty workload, access, privacy and academic integrity.

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11. Even high-stakes educational processes such as grades, progression, academic misbehavior and student support must still be at the core of the human control.

8. Conclusion

AI has a huge potential to contribute to the change as envisaged by NEP 2020. It is not only applicable in the process of automated generation of content. AI can be used to supplement personalized learning, formative feedback, research, academic advising, digital, employability-oriented skill development. This time around I will use four dimensions in facilitating a methodical analysis of such opportunities as perceived by higher education students.

The respondent's analysis on 100 respondents shows that the opinion is overall favorable in all of the four dimensions. There is also independent-samples t-test that is used to conclude that male and female respondents significantly differ in the simulated data on the overall AI and NEP Transformation Index. This is not to be taken as a population-based conclusion but as an analytical presentation. A real empirical study would entail a certain degree of real-world response, open-ended sampling, reliability, assumptions and effects-size test and reporting.

In the case of Indian higher education, it is not whether AI should be adopted that is the central issue but how it should be adopted. Indications provided are that successful implementation consists of both effective technological capacity and of faculty education, student AI literacy, of infrastructure, of ethical management, of data confidentiality and of academic-entity safeguarding. AI must contribute to the learning eco-system without crowding out the role of the teacher and the agency of student.

This framework can be reinforced in future research by obtaining data in various universities and colleges in different states and fields. It can be supported with larger samples to implement regression, structural equation modelling, mediation and moderation analysis. Longitudinal research would be able to explore whether longer-term learning outcomes and employability because of the adaptation to AI are a possibility. It would be possible to compare AI-assisted and traditional pedagogies in experimental studies. Such evidence would ease the transition towards the technological zeal in the direction of evidence-based learning change.

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