



PROSPECTS OF ARTIFICIAL INTELLIGENCE (AI) AND PERSONALIZED LEARNING IN INCLUSIVE EDUCATION INTEGRATED TO THE NATIONAL EDUCATION POLICY (NEP) - 2020

VOLUME - I

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Dr.M.Shanmuga Priya | Dr.R.Ramya



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Sponsored by

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR-SRC)
Hyderabad.

Organized by

DEPARTMENT OF COMMERCE (CA)

NALLAMUTHU GOUNDER MAHALINGAM COLLEGE

An Autonomous Institution Affiliated to Bharathiar University

Re-Accredited with A++ by NAAC & ISO 9001:2015

Certified NIRF Ranking 101-150 Pollachi,

Coimbatore - 642001 Tamil Nadu

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ISBN: 978-93-94004-29-0

Price: Rs. 650.00/-

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Printed at

SHANLAXPUBLICATIONS

61, 66 T.P.K. Main Road

Vasanthanagar

Madurai - 625003

Tamil Nadu, India

Ph: 0452-4208765

Mobile: 7639303383

[email:publisher@shanlaxpublications.com](mailto:publisher@shanlaxpublications.com)

[web: www.shanlaxpublications.com](http://www.shanlaxpublications.com)

PREFACE

The National Education Policy (NEP) 2020 emphasizes integrating Artificial Intelligence (AI) across all education levels to foster digital literacy, critical thinking, and future skills, viewing AI as crucial for personalized learning, efficient management, and teacher support through tools like adaptive platforms, chatbots, and data analytics, aiming for a learner-centric, inclusive, and future-ready system, with initiatives like the "AI for All" course promoting basic understanding among citizens. AI supports research, innovation, and the creation of innovative instructional technologies at the tertiary level. Furthermore, examined is AI's contribution to the National Educational Technology Forum (NETF), highlighting its significance in advancing legislative ideas along with the goals of NEP 2020. The National Education Policy (NEP) 2020 is a foundational shift in India's education system, aiming for holistic, flexible, and skill-based learning from school to higher education. It prioritizes foundational literacy, critical thinking, mother-tongue instruction, and multidisciplinary curriculum, aiming to foster innovation and equity, preparing students for a rapidly changing global landscape.

The edited volume of the book is a collection of research papers from eminent scholars, students, and academicians presented at the ICSSR-SRC Sponsored One Day National seminar on "Prospects of Artificial Intelligence (AI) And Personalized Learning in Inclusive Education Integrated to the National Education Policy (NEP) - 2020". This book is intended for scholars, industry professionals, and students who seek to understand the intersection of AI, Education Policy, and NEP 2020. We sincerely thank the Indian Council of Social Science Research ICSSR-SRC, Hyderabad, for conducting this National Seminar through sponsor. We extend our gratitude to the researchers, contributors, and industry experts, whose insights have shaped this work. We hope it serves as a valuable resource and a reminiscence master-piece for fostering responsible AI integration and driving sustainable innovation in the Education sector.

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TRANSFORMING EDUCATION FOR THE AI ERA: PEDAGOGICAL REFORMS AND 21ST CENTURY SKILL DEVELOPMENT IN THE NEP 2020 FRAMEWORK

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Abstract

The rapid propagation of Artificial Intelligence (AI) demands a drastic shift in educational priorities. NEP 2020 provides the scheme for this transformation, emphasizing the development of human-centric skills that complement, rather than compete with, machine intelligence. The progression of Artificial Intelligence (AI) is reshaping economies, workplaces, and societal structures, compelling a fundamental rethinking of educational paradigms. The National Education Policy (NEP) 2020 recognizes this shift and advocates for competency-based, learner-centric, and future-ready education aligned with 21st century skills. This paper examines the need to redesign pedagogical paradigms in the context of an AI-driven world and analyzes how NEP 2020 provides a strategic framework for fostering critical thinking, creativity, collaboration, communication, digital literacy, and ethical reasoning, within the Indian education framework, aligning with the NEP's focus on multidisciplinary, holistic education. Adopting a qualitative, conceptual, and policy-analytical research design, the study synthesizes existing literature, policy documents, and global best practices to propose an integrated pedagogical framework aligned with NEP 2020. The paper highlights the role of AI-enabled pedagogies, interdisciplinary learning, experiential education, and assessment reform in nurturing holistic learner competencies. It also discusses implementation challenges, ethical considerations, and implications for educators, institutions, and policymakers. The study concludes that redesigning pedagogy through NEP 2020 is essential for preparing learners to thrive in an AI-driven knowledge society and contributes to ongoing scholarly discourse on education transformation.

Keywords: Pedagogical Paradigms, 21st Century Skills, Artificial Intelligence, NEP 2020, Education Transformation, Future-Ready Learning

1. Introduction: The AI-Driven Framework and NEP 2020

The Fourth Industrial Revolution is marked by AI, requiring a workforce capable of adapting to rapid technological changes. NEP 2020 addresses this by promoting "conceptual understanding" over rote learning, ensuring students are future-ready. It highlights the intersection of AI with education, focusing on enabling a "vibrant knowledge society".

The 21st century is categorized by unparalleled technological disruption, with Artificial Intelligence (AI) emerging as a transformative force across sectors. Automation, intelligent systems, and data-driven decision-making are redefining the nature of work and knowledge creation, thereby altering the competencies required for individual and societal progress. Traditional pedagogical models, largely centered on rote memorization and content transmission, are increasingly inadequate for preparing learners for this dynamic and complex environment.

Identifying these challenges, the National Education Policy (NEP) 2020 envisages a comprehensive overhaul of India's education system, emphasizing holistic development,

critical thinking, creativity, and lifelong learning. NEP 2020 explicitly underscores the importance of 21st century skills and the integration of emerging technologies, including AI, into teaching and learning processes. However, the effective realization of these goals requires a fundamental redesign of pedagogical paradigms.

While global literature extensively discusses 21st century skills and AI in education, limited scholarly work critically examines how pedagogical redesign under NEP 2020 can systematically foster these competencies in the Indian context. This paper addresses this gap by exploring the prospects of reimagined pedagogies aligned with NEP 2020 to prepare learners for an AI-driven world.

2. Literature Review

2.1 21st Century Skills and Education

21st century skills broadly incorporates cognitive, interpersonal, and intrapersonal competencies, including critical thinking, problem-solving, creativity, communication, collaboration, digital literacy, and adaptability. Contemporary educational research emphasizes that these skills are essential for navigating complex, technology-mediated environments and for sustaining employability in rapidly evolving labor markets.

2.2 Artificial Intelligence and Pedagogical Transformation

AI has introduced new possibilities for teaching and learning through adaptive learning systems, intelligent tutoring, learning analytics, and automated assessment. Studies suggest that AI-enabled pedagogies can support personalized learning, formative feedback, and data-driven instructional decision-making. However, scholars caution that technology must be embedded within sound pedagogical frameworks to ensure meaningful learning outcomes.

2.3 NEP 2020 and Pedagogical Reform

NEP 2020 advocates for competency-based education, experiential learning, interdisciplinary curricula, and formative assessment. The policy aligns closely with global education reform agendas and positions technology as an enabler rather than a replacement for teachers. Despite its progressive vision, empirical and conceptual studies analyzing pedagogical redesign under NEP 2020 remain limited, highlighting a critical research gap.

3. Research Gap and Objectives

Although NEP 2020 articulates the need for future-ready education, there is insufficient academic analysis of pedagogical paradigms that integrate AI and 21st century skill development in a coherent manner. Existing studies often examine policy, skills, or technology in isolation.

Objectives of the Study:

1. To examine the significance of 21st century skills in an AI-driven world.
2. To analyze NEP 2020 deliveries related to pedagogical reform and skill development.
3. To explore the role of AI-enabled pedagogies in fostering future-ready competencies.
4. To propose an integrated pedagogical framework aligned with NEP 2020.

4. Research Methodology

This study adopts a qualitative, conceptual, and policy-analytical research design. Secondary data sources include the NEP 2020 document, reports from international organizations, peer-reviewed journal articles, and scholarly books on AI and education. A thematic analysis approach is used to synthesize insights and develop a conceptual framework linking pedagogical paradigms, AI integration, and 21st century skills.

5. Restructuring Pedagogical Paradigms under NEP 2020

5.1 Learner-Centric and Competency-Based Pedagogy

NEP 2020 emphasizes shifting from content-heavy curricula to competency-based learning. Pedagogies such as inquiry-based learning, problem-based learning, and project-based learning promote critical thinking, creativity, and learner autonomy.

5.2 Interdisciplinary and Experiential Learning

The policy encourages multidisciplinary education and real-world learning experiences. Integrating STEM with arts, humanities, and social sciences fosters systems thinking and innovation, which are crucial in an AI-driven society.

5.3 AI-Enabled Teaching and Learning

AI-driven tools can support personalized learning pathways, adaptive assessments, and real-time feedback. When aligned with pedagogical goals, these tools enhance engagement and enable teachers to focus on higher-order facilitation and mentoring.

5.4 Assessment Reform

Formative, competency-based assessments supported by AI analytics align with NEP 2020's vision of continuous evaluation. Such approaches move beyond rote testing to assess problem-solving, collaboration, and creativity.

6. Conceptual Framework

This study proposes a conceptual framework wherein NEP 2020 acts as the policy foundation, pedagogical paradigms function as the instructional core, AI serves as an enabling tool, and 21st century skills constitute the learning outcomes. The framework emphasizes ethical AI use, teacher empowerment, and learner agency as cross-cutting dimensions.

7. Implementing NEP 2020 for AI Readiness

- **Multidisciplinary Approach:** Breaking silos between technical and humanistic studies allows students to apply AI ethically in diverse fields.
- **Experiential Learning:** Internships and industry-linkage programs help bridge the gap between academic theory and industry demands.
- **Empowering Teachers:** Utilizing AI for administrative efficiency, allowing teachers to focus on mentorship and personalized learning.

8. Discussion

Redesigning pedagogy for an AI-driven world requires systemic change rather than isolated technological interventions. NEP 2020 provides a conducive policy environment, but its success depends on teacher capacity building, institutional readiness, and contextual adaptation. AI should augment human-centered pedagogy, fostering higher-order skills rather than reinforcing mechanistic learning.

9. Challenges in Implementation and Ethical Considerations

Key challenges include the digital divide, limited AI literacy among educators, infrastructural constraints, and concerns related to data privacy and algorithmic bias. Ethical integration of AI, guided by transparency and inclusivity, is essential to prevent new forms of exclusion.

10. Implications for Policy and Practice

The findings suggest that policymakers should prioritize teacher professional development, invest in digital infrastructure, and promote research-informed pedagogical innovation. Educational institutions must foster a culture of experimentation and interdisciplinary collaboration to realize NEP 2020's vision.

11. Conclusion and Future Research

This paper argues that redesigning pedagogical paradigms is imperative for fostering 21st century skills in an AI-driven world. NEP 2020 offers a robust framework for this transformation, but its implementation must be supported by pedagogical innovation, ethical AI integration, and sustained institutional support. Future research may include empirical validation of the proposed framework and longitudinal studies on learning outcomes. NEP 2020 provides a robust framework for preparing Indian students for the AI era. By focusing on essential human skills and integrating AI into the pedagogical process, India can cultivate a future-ready generation capable of navigating and prominent in an AI-driven world

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