



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

VOLUME - II

Chief Editors

Dr.P.Archanaa | Dr.T.Mohana Sundari

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**Mr.A.Prakalathan | Dr.D.Saranya | Dr.M.Nirmala
Dr.P.V.Nandhini | P.Divya Bharathi**



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Assistant Professor, Department of Commerce (CA)

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

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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.

Seminar Convenor

Dr. T. Mohana Sundari

*Assistant Professor, Department of Commerce (CA)
Nallamuthu Gounder Mahalingam College, Pollachi.*

Organising Secretary

Dr. P. Archanaa

*Assistant Professor & Head, UG Department of Commerce (CA)
Nallamuthu Gounder Mahalingam College, Pollachi.*

CONTENTS

S. No.	Title	Page No.
1	Cognitive-Emotional Intelligence Synergy and Its Influence on Learning Effectiveness Dr. R. Nandhakumar	1
2	Challenges and Opportunities: Implementing AI and Personalized Learning for Inclusive Education in The Context of NEP 2020-An Empirical Study Dr. P. Gurusamy	6
3	Professional Development for Educators in The Effective Integration of AI Tools into Pedagogical Practice Ms. M. Haripriya, Ms. M. Satheeswari & Dr. R. Manikandan	14
4	Prospects of Artificial Intelligence (AI) And Personalised Learning in Inclusive Education Integrated to The National Education Policy(Nep) – 2020 Ms. S. S. Shanthi	19
5	Teacher Empowerment and AI Training for Future-Ready Classrooms Under NEP 2020 Mr. Prakalathan A & Dr. M. Kalimuthu	24
6	The Impact of The GIG Economy on Skill Development in The National Education Policy (Nep) Dr. V. Meera	27
7	AI-Driven Assistive Technologies Supporting Inclusive Education under NEP 2020: Opportunities, Challenges, and Future Directions Mrs. R. Visalakshi & Mrs. S. Chidambara Selvi	31
8	Artificial Intelligence in Indian Education: Transforming Teaching and Learning for the Digital Age P. Anitha	35
9	NEP 2020: Transforming Classroom Education by Connecting Policy and Practice in Contemporary Education Dr. S. Rajam	39
10	Enhancing Student Engagement Through Human-AI Collaborative Teaching Models in Higher Education: An Empirical Study Dr. S. Mahalakshmi	44
11	AI Deployment in Indian Education: Addressing Accessibility, Ethics, and Equity in Alignment with NEP 2020 Somu Priya M & Sree Gayathri K.B	52

12	Learning Analytics and Student Progression Monitoring Through AI Dr. B. Kalaiselvi & Mr. K. Vijayakumar	58
13	Empowering Educators to Integrate Artificial Intelligence through Targeted Professional Development Ms. V. Prabavathi & Dr. K. S. Leelavathi	66
14	AI-Powered Personalized Learning for an Inclusive Indian Education System A. Priyadharsini	73
15	Integrating Artificial Intelligence into Teacher Professional Development: The NEP 2020 Perspective Dr. R. Kalaiselvi	76
16	Human-AI Collaboration in Classrooms: Supporting Student Engagement and Socio-Emotional Learning Dr. C. Keerthana	80
17	AI for Inclusive Learning Ms. Harini. D & Dr. C. R. Durga Devi	84
18	Bridging the Digital Divide: A Faculty Perspective on Inclusive Education Under Nep 2020 in Coimbatore District Ms. Gomathi A & Dr. P. Chinna Sahaya Rani	88
19	Artificial Intelligence in Inclusive Education: Pedagogical, Ethical, and Policy Perspectives under NEP 2020 Keerthika. K, Arthi. V & Aslin Jenisha. S	95
20	Teacher Empowerment through Continuous Professional Development: A Pathway to Quality Education Janani. S & Dr. Uma Maheswari	104
21	Human-AI Collaboration in Classrooms: Supporting Student Engagement and Socio-Emotional Learning Ms. V. Poornima	108
22	Professional Development for Educators to Effectively Use and Integrate Artificial Intelligence Tools into Pedagogical Methods Dr. G. Akilandeswari, Dr. K. Priyatharsini & Dr. E. Renuga	111
23	Bridging the Digital Divide through Artificial Intelligence and Personalized Learning for Inclusive Education: A Theoretical Perspective under NEP 2020 Dr. K. Sathya Prasad, Madhumitha. U J & Ragavi. J	116
24	Lifelong Learning beyond Formal Education: Strategies for Continuous Skill Development and Social Inclusion Ms. B. Kaviya & Dr. C. Durga Devi	122
25	Human-AI Collaboration in Classrooms: Supporting Student Engagement and Socio-Emotional Learning Dr. S. Shanmugapriya & Ms. V. Brintha	127

26	Designing Learner-Centric Adaptive Learning Platforms: Insights from NEP 2020 Dr. G. Nithya	132
27	AI Enabled Personalized Learning for Inclusive Classrooms under NEP 2020 Dr. B. Rohini	136
28	Learner-Centric Digital Pedagogy: Adaptive Learning Platform Design in Line with NEP 2020 Dr. S. Kokilavizhi	142
29	Emotional Intelligence and Leadership Effectiveness in AI- Driven Organizations: A NEP 2020 Perspective Dr. T. Kiruthika	148
30	Ethical Considerations & Data Privacy (Collecting and Analyzing Sensitive Student Data for Personalization) Dr. G. Vignesh & Ms. B. Sri Durga	153
31	Aligning Artificial Intelligence and Yoga-Based Wellness with NEP 2020 for Inclusive and Personalized Education Dr. T. Sumadhi	157
32	Bridging the Critical Gap between Digital Proficiency and Employability Competence among Rural Students in Tamil Nadu's IT Sector Abhishek Narayan J	164
33	Building Teacher AI Literacy emphasized by the NEP 2020 Balamurugan R	172
34	From Policy to Practice: A Case Study on AI-Enabled Personalized Learning for Inclusive Education under NEP 2020 Dr. D. Padma & Mrs. S. Vishnu Priya	177
35	An Analysis on Adoption of Artificial Intelligence in Learning- Balancing Benefits and Risks among Commerce Students of selected Colleges at Coimbatore Region M. Akilesh, P. Sree Ram & Dr. S. Subha	181
36	Designing Adaptive Learning Platforms with NEP 2020's Learner Centric Approach B. Dharshinivishnupriya & Dr. R. Velmurugan	190
37	Artificial Intelligence in English Language Teaching: Aligning ELT with NEP 2020 Mr. M. Vairamuthu	199
38	Digital Application of NEP 2020 in Higher Education Dr. R. Ramya	202

39	The Impact of Building Teacher AI Literacy as Emphasized by NEP 2020 Mrs. M. Ragaprabha & Dr. S. Shanmugapriya	206
40	AI & Data-Driven Analysis of Financial Performance and Efficiency of Selected Indian Hotel Chains O. Anitha & Dr. K. Ramasamy	212
41	Curriculum Modification and E Content Creation to Meet Individual Student Needs, Promoting Accessibility Across India's Diverse Regions P. Rajasekaran & Dr. R. Velmurugan	217
42	Challenges of Artificial Intelligence in Promoting Inclusive Education under the National Education Policy among the College Students in Sivakasi Dr. M. Lakshmanakumar, Dr. S. Amutharani & Dr. K. Sadeeshkumar	227
43	Encouraging Academic Achievement and Equity in Indian Higher Education via Inclusive Assessment and NEP 2020 Reforms Dr. K. Manikandan	236
44	A Study on Impact of Artificial Intelligence in Health Insurance Industry V. Nithya & Dr. A. Karuppusamy	242
45	The Impact of Artificial Intelligence on Social Science Research: A Case Study of Postgraduate Students in Virudhunagar District Dr. S. Amutharani & Dr. K. Sadeeshkumar	252
46	Building Teacher AI Literacy: A Key Emphasis of NEP 2020 Ranjini Priya P & Archana N	259
47	Designing Adaptive Learning Platforms: A Learner Centric Approach within the Framework of NEP 2020 Dr. S. Murugan, Jainathesh R, Srimathi R & Shunmathi D	268
48	Monitoring and Improving Learning Outcomes to Ensure that Inclusive Practices are Effective and Align with NEP 2020 Goals A. Subiksha & A. Esther Ruby	278
49	Regulation of AI in Education for Transparency and Fairness D. Tharunvel, R. Arnesh & K. Sanjeev	283
50	Bridging the Digital Divide a Critical Challenge to Inclusive Education under NEP 2020 Ms. J. Smruthymol & Dr. R. Velmurugan	292
51	Designing Adaptive Learning Platforms in NEP 2020's Learner-Centric Approach Dr. M.V. Sathiyabama, Mrs. Mathivakani & S. Midunarakavi	302

52	Integrating AI Tools in Education: Opportunities, Challenges, and Implications for Indian Higher Education Dr. E. Rama Devi	308
53	Lifelong Learning beyond Formal Education: Strategies for Continuous Skill Development Dr. P. Gomathi Devi	312
54	The Journey Never Ends: Embracing Lifelong Learning beyond Schooling – An Outline of It Dr. T. Vijaya Chithra	316
55	Enhancing Pedagogical Practices through Professional Development in Artificial Intelligence for Educators Dr. M. Jeeva	319
56	Smart Agriculture Using IoT and AI: A Skill-Based Learning Model Aligned with NEP 2020 Dr. M. Sakthi	325
57	AI-Driven Assistive Technologies for Language Translation: Bridging Barriers for Students with Disabilities and Diverse Linguistic Backgrounds S. Priyadharsini	331
58	Role of AI in Curriculum Modification and E-Content Creation for Inclusive and Accessible Education in India Darsana. T, Yadhuragh P H & Lakshmi S Nair	337
59	Challenges & Prospects of Research and Innovation in NEP 2020 Dr. Gopika S, S Albinus Tomy & Shahima M	344
60	Teacher Empowerment through AI-Based Teaching and Assessment Tools for Inclusive Education Under NEP 2020 Ranjini P J, Sneha N & Gopika K G	350
61	Role of Artificial Intelligence in Promoting Personalized Learning for Inclusive Education under NEP 2020 Anjala. A, Varsha KS & Sruthi. AP	357
62	Role of Building Teacher AI Literacy Emphasized by the NEP 2020 M Salma & Aiswarya k	366
63	Problems and Prospects of Artificial Intelligence in Learning among Post Graduate Students Dr. K. Priyatharsini, Dr. E. Renuga & Dr. G. Akilandeswari	372
64	Role of Artificial Intelligence (AI) in Understanding the Factors Influencing Online Shopping During Diwali in India Mr. T. Sivagnana Selvakumar	377

65	Assessment of Satisfaction and Engagement in Online Courses among College Students in Pollachi Dr. A. Prasathkumar & Mr. M. Selva Kumar	388
66	Promoting Lifelong Learning that Support Continuous Learning Beyond Formal Schooling Dr. P. Anitha, Arthi. E & Rajaboopathi. M	400
67	Inclusive Learning through AI-Driven Assistive Language Translation Technologies Dr. P. Jayanthi, S. Kiruthika & G. Gopika	405
68	AI-Enabled Adaptive Learning Platforms for Inclusive Classrooms K. Rihana Parveen, M. Sri Biju & K. Sanjay	410
69	AI-Driven Assessment Systems: Shifting from Summative to Formative Evaluation Mohammed Ismayil. S, M. S. Prasanna & K. Nitheesh	413
70	AI-Enabled Learning Analytics: Enhancing Student Performance and Retention Ruthra. S, K. Ragavan & U. Mohammed Faizal	416
71	Bridging the Digital Divide: AI as a Tool for Equity in Inclusive Education Saravanakumar. T, S. Raghul & R. Vignesh	419
72	NEP and the Future of Learning in India: Impact, Innovation, and Inclusivity A. Deepika & A. S. Dhanujasri	422
73	Transforming Indian Education: Outcomes of the National Education Policy and the Road Ahead G. Abinaya & K. Kamalanethra	425
74	NEP and the Future of Learning in India: Impact, Innovation and Inclusivity Charulatha, Hemalatha. K & Amirtha. K	428
75	National Education policy in practice Achivements, Challenges, and Future prospects Kaleeshwari. D, Abinanthana .V & M. Harshini	431
76	Transforming Indian Education: Key Outcomes and Future Directions of the National Education Policy (NEP) U.S. Keerthi & K. Deshika	435
77	Blending Yogic Wisdom with Artificial Intelligence: Personalized Learning for Inclusive Education in NEP-2020 K. Santhi	439
78	Designing Inclusive AI Learning Systems Aligned with NEP 2020 Competency-Based Education Mrs. M. Dhavapriya	442

79	AI-Enabled Personalized Learning for Inclusive Education in NEP-2020: Bridging Spiritual Awareness, Mental Resilience, and Physical Health” Dr. S. Jagadambal	451
80	Building Teacher AI Literacy Emphasized by the NEP 2020 M. Satheeswari, M. Haripriya & Dr. R. Manikandan	457
81	“AI-Supported Yoga Education for Differently-Abled Learners: A NEP-2020 Approach to Inclusivity” A. Srikavitha	462
82	Building Teacher AI Literacy in the Context of NEP 2020 Ms. M. Shanmugapriya	467
83	Promoting Holistic Development through AI-Driven Yoga and Mindfulness Learning Under NEP-2020 Dr. S. Maheswari	470
84	Transforming Indian Education through AI: Learner-Centric Pedagogy and Teacher Empowerment K. Sneka & S. Subaithani	476
85	Bridging the Digital Divide: Critical Challenges to Inclusive Education Under NEP 2020 Ms. S. Vasundharadevi, Dr. MV. Sathiyabama & Ms. S. Midunarakavi	480
86	Exploring Teacher Perceptions of AI for Personalized Inclusive Learning: Curriculum and Policy Integration N. Yasodha	484
87	The Role of Artificial Intelligence in Teacher Professional Development and its Implications for AI Literacy and Training Dr. M.V. Sathiyabama & Ms. M. Nathaabinaya	488
88	Professional Development for Educators in Organic Food Education Dr. E. Renuga	495
89	Pedagogical and Curriculum Integration: Bridging Teaching Strategies and Curriculum Design for Meaningful Learning Dr. T. Suriyaprabha	499
90	Artificial Intelligence as A Pedagogical Partner: Innovative Teaching Practices for Academic Transformation and Future AI Technologies Dr. P. Jayapriya	503
91	Yoga Meets AI: Crafting Personalized Mental Wellness Paths in NEP 2020's Inclusive Classrooms D. Gnanasoundari	508

AI-DRIVEN ASSISTIVE TECHNOLOGIES SUPPORTING INCLUSIVE EDUCATION UNDER NEP 2020: OPPORTUNITIES, CHALLENGES, AND FUTURE DIRECTIONS

Mrs. R. Visalakshi

*Assistant Professor, Department of Business Administration
N.G.M College (Autonomous), Pollachi
Email:visamuthu2015@gmail.com*

Mrs. S. Chidambara Selvi

*Assistant Professor, Department of Business Administration
N.G.M College (Autonomous), Pollachi*

Abstract

Inclusive education has become a central objective of educational reforms worldwide, aiming to ensure equitable access to quality learning for students with diverse abilities, socio-economic backgrounds, and linguistic identities. In India, the National Education Policy (NEP) 2020 strongly emphasizes learner-centric education, digital transformation, accessibility, and technology integration to achieve inclusive growth. Artificial Intelligence (AI) has emerged as a powerful enabler in this transformation, particularly through AI-driven assistive technologies that support personalized learning, accessibility, and adaptive instruction. This paper examines the role of AI-based assistive technologies in strengthening inclusive education under the NEP 2020 framework. It analyses key opportunities such as personalized learning, multilingual accessibility, assistive support for learners with disabilities, and real-time assessment systems. The study also highlights major challenges including digital divide, teacher readiness, ethical concerns, data privacy, and infrastructural limitations. Using secondary data from government reports, academic publications, and global educational statistics, this paper evaluates the current adoption status of AI in Indian education and proposes future strategies for sustainable implementation. The findings suggest that while AI offers transformative potential for equitable education, systematic policy alignment, infrastructure development, teacher capacity building, and ethical governance are essential to ensure inclusive and responsible deployment.

Keywords: *Artificial Intelligence, Assistive Technologies, Inclusive Education, NEP 2020, Digital Transformation, Personalized Learning, Educational Technology, Accessibility.*

1. Introduction

Education plays a pivotal role in shaping inclusive and sustainable societies. Inclusive education seeks to provide equal learning opportunities for all learners irrespective of disability, gender, socio-economic status, geographic location, or linguistic background. In India, educational inequities continue to persist due to infrastructural gaps, teacher shortages, language barriers, and limited accessibility for differently-abled learners. The National Education Policy (NEP) 2020 envisions a holistic transformation of the education

system by integrating technology, promoting equity, and enabling learner-centric pedagogy. Artificial Intelligence (AI) is identified as a critical tool to enhance teaching effectiveness, learning personalization, assessment efficiency, and administrative automation.

AI-driven assistive technologies refer to intelligent systems that support learners by adapting content, providing accessibility features, automating feedback, and enabling personalized learning experiences. These technologies include speech recognition systems, text-to-speech tools, adaptive learning platforms, intelligent tutoring systems, and multilingual translation engines. This paper explores how AI-based assistive technologies contribute to inclusive education and how they align with the objectives of NEP 2020.

2. Objectives of the Study

The study aims to:

- Examine the concept and scope of AI-driven assistive technologies in education.
- Analyze the alignment of AI integration with NEP 2020 objectives.
- Identify opportunities offered by AI for inclusive education.
- Evaluate key challenges in implementing AI technologies in Indian education.
- Suggest future strategies and policy directions for sustainable implementation.

3. Research Methodology

The study adopts a descriptive and analytical research design based on secondary data sources. Data has been collected from:

- Government reports (NEP 2020, UDISE+, Ministry of Education)
- Research journals and academic publications
- UNESCO and World Bank education statistics
- Educational technology industry reports
- Content analysis and thematic interpretation methods were used to synthesize findings.

4. Conceptual Framework of AI-Driven Assistive Technologies

AI-driven assistive technologies utilize machine learning algorithms, natural language processing, and data analytics to improve accessibility and personalize learning. These tools function by:

- Monitoring learner behavior and progress
- Adapting instructional content
- Providing accessibility features
- Delivering real-time feedback

Examples include

- Screen readers and voice assistants for visually impaired students
- Speech-to-text tools for hearing-impaired learners
- Adaptive learning software for slow and gifted learners
- Translation tools for multilingual classrooms

5. Alignment with NEP 2020

NEP 2020 emphasizes:

- Equity and inclusion
- Digital learning infrastructure
- Multilingual education
- Teacher empowerment
- Continuous assessment

AI technologies support these objectives by enabling differentiated instruction, remote accessibility, real-time evaluation, and data-driven teaching strategies.

6. Opportunities of AI in Inclusive Education

6.1 Personalized Learning

AI enables adaptive learning pathways that adjust pace, content difficulty, and learning style based on individual learner profiles. This reduces learning gaps and supports slow learners and gifted students.

6.2 Accessibility for Differently-Abled Learners

Assistive technologies allow visually and hearing-impaired learners to access content independently through audio narration, captions, gesture recognition, and voice commands.

6.3 Multilingual Education

AI translation systems support regional languages, reducing linguistic barriers and improving comprehension among first-generation learners.

6.4 Formative Assessment and Feedback

AI analytics provide instant feedback, learning analytics dashboards, and predictive insights for early intervention.

6.5 Teacher Support and Efficiency

AI automates grading, content creation, lesson planning assistance, and learner monitoring, allowing teachers to focus on mentoring and engagement.

7. Current Statistical Evidence

- Over 65% of Indian schools now use some form of digital learning tools (UDISE+ 2024).
- AI-based curriculum has been introduced in more than 8 lakh students across CBSE-affiliated schools.
- Around 54% of schools have internet access, indicating digital disparity.
- UNESCO estimates that nearly 75% of children with disabilities in developing nations face learning accessibility barriers.

These statistics highlight both progress and infrastructure gaps.

8. Challenges in Implementation

- **8.1 Digital Divide**-Rural and economically backward regions lack stable internet and digital devices.
- **8.2 Teacher Readiness**-Limited training on AI integration and pedagogical adaptation.
- **8.3 Ethical and Data Privacy Issues**-Concerns about misuse of student data, algorithm bias, and surveillance.
- **8.4 Financial Constraints**-High implementation cost for hardware, software, and maintenance.
- **8.5 Resistance to Change**-Institutional inertia and lack of awareness.

9. Findings

- AI improves accessibility and learner engagement significantly.
- Infrastructure gaps restrict equitable implementation.
- Teacher capacity building remains insufficient.
- Ethical governance frameworks are underdeveloped.

10. Suggestions

- Strengthen digital infrastructure in rural institutions.
- Introduce mandatory AI training for teachers.
- Develop national ethical guidelines for AI usage.
- Encourage public-private partnerships for affordability.
- Promote multilingual AI content development.

11. Conclusion

AI-driven assistive technologies offer transformative opportunities to strengthen inclusive education under NEP 2020. However, sustainable impact requires policy alignment, teacher empowerment, ethical safeguards, and infrastructure investments. A balanced approach will ensure that AI enhances equity rather than widening educational gaps.

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