THE INFLUENCE OF GENERATIVE AI ON THE EDUCATION SYSTEM IN INDIA – A SYSTEMATIC APPROACH TO TRANSFORMATION, CHALLENGES, AND POLICY IMPERATIVES

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ABSTRACT

The systematic literature review emphasises how Generative Artificial Intelligence (GenAI) tools, such as ChatGPT, Gemini AI, Grok, Perplexity, etc., shape an educational system in India by presenting opportunities and application challenges. In line with the National Education Policy **(NEP)** 2020, GenAI supports scalable, personalized, and adaptive learning, essential for a diverse population and high teacher-to-student ratios **(Sharma, 2023; Tambat, 2024).** The AI tools improve the best content delivery by enabling instant translation and producing quality materials in regional languages while streamlining administrative tasks for educators **(Reddy, 2024).**

The study identifies significant blockades to equitable adoption of AI tools. The digital gap remains a primary concern, as rural India's inadequate infrastructure and low digital literacy may worsen socio-economic disparities by restricting access to AI various resources for marginalized students **(Lourdu et al., 2025; PMC, 2023).** Risks to academic integrity from easy content generation and concerns about student over-reliance and reduced critical thinking require prompt institutional action **(Gupta, A.; Mahaseth, H.; Bajpai, 2025).** Data privacy and algorithmic bias also present ethical challenges that demand effective governance **(A. Damodaran & Shiva Kanwar, ICRIER, 2025; Kadam, 2025).** An AI Preparedness Framework is recommended to focus on infrastructure investment, mandatory AI literacy for students and teachers, and a transition to competency-based assessments to uphold educational standards. Thus, integrating GenAI in the education system successfully in India requires a vigilant, human-centered, and policy-led approach to ensure equitable educational development and to enhance students' knowledge across the various disciplines **(Lulu Gao, 2025).** Since India has been advancing in the technology arena and aiming to achieve Vikasith Bharath by 2047, the strategic integration of GenAI could bridge the gap between academia and industry. This article illuminates various aspects of GenAI and its contribution to education to enlighten young minds.

Key Words

Gen AI, National Education Policy, ChatGPT, Gemini AI, Vikasit Bharath

1. PROLOGUE

The development of generative artificial intelligence represents a paradigm shift in global technological applications, and its integration into the current education system is neither incremental nor optional. The adoption of GenAI is required by national education policy and driven by demographic and socio-economic needs. This research article systematically analyzes and reviews the current landscape of GenAI in the Indian education system, exploring its transformative potential, institutional readiness for AI implementation, and the key policy challenges that must be addressed to ensure equitable and responsible integration.

1.1.   India's Demographic Dividend and the Vision of NEP 2020

India has the world's largest young population and is on the verge of significant demographic opportunities. It has been providing universal access to education with global standards to scale up the quality of education, enriching young talents, and ensuring continued economic ascent. Under the tagline of 'Viksit Bharat', the country has been striving to fulfill its vision of national development and global leadership **(NEP, 2020).** The strategic steps are formalized in the National Education Policy (NEP) 2020 to explicitly mandate the integration of AI, digital literacy, language coding, computational intelligence, and other technical aspects across all educational spheres to achieve a global standard **(AI in Indian Education, EY India, 2025).** This fundamental step acknowledges the global transformation in which scientific and technological advancements, such as AI and Machine Learning, Advanced Computational Devices, etc., are rapidly displacing many semi-skilled and unskilled labor worldwide. Consequently, there is an acute demand for a highly skilled workforce proficient in computer science, data science, blockchain technology, and other complex abilities that transcend conventional academic boundaries **(NEP, 2020).**

1.2.   Generative IA Ecosystem in Indian Education

Generative AI, encompassing tools such as ChatGPT, DeepSeek, Grok, Perplexity, Google Gemini, Claude, etc., is defined as 'an ability to generate highly realistic, human-like content such as text, image, code, video, and analytical results guided by contextual prompts **(Empower Learning with Gemini, 2025).** The relevance of GenAI in education stems from its generative capacity for content customisation and interactive feedback.

The Indian EdTech market is valued at $10 billion and expected to grow exponentially. Industry experts estimate a compound annual growth rate (CAGR) of 20%. GenAi is recognised as the crucial driving force of projected growth, ushering in an 'educational renaissance' that promises transformative solutions **(Kalaari Capital, 2025).** However, the creation of GenAI has occurred exceptionally, necessitating rapid institutional modifications and adjustments. Since NEP 2020 has provided a strategic outline for generative AI models with computational thinking. In the strategic outline, generative models, such as ChatGPT and Gemini AI, have outpaced formal policy developments in India. The disparity between strategic vision and technological advancements has swiftly forced many educational institutions to shift into a reactive mode, focusing on governance solutions such as disclosure mandates rather than proactive pedagogical restructuring **(Education News, September 2025).**

The significant analytical observation regarding India's adoption of GenAI is that it is not simply an effective generative tool but a critical instrument for scaling growth in advanced technology. Given the size and diversity of India's student population, GenAI offers a realistic mechanism to deliver customised and adaptive instruction nationwide **(NEP, 2020).** The GenAI platforms dynamically create tailored study materials and adapt pacing in real-time, offering a significant strategy to provide a quality and customised learning experience across a vast and diverse learning environment, a feat unattainable through conventional methods of learning or earlier generations of static EdTech **(Kalaari Capital, 2025).**

2. THE LANDSCAPE OF GENAI APPLICATION

The adoption of GenAI in India demonstrates a strong focus on enhancing instructional effectiveness and quality, personalising the learning experience, and improving educators' efficiency.

2.1. Transformative Application in Personalised Learning

GenAI tools and platforms are transforming the education delivery system by creating a dynamic and adaptable learning environment. Leading academic learning tools such as Khanmigo (A new concept developed by Khan Academy) and Gemini have been continuously integrated to assess the current level of knowledge, skills, and various other unique learning preferences in real-time **(Empower Learning with Gemini for Education, 2025).** This advanced technological foundation empowers personalisation at an unprecedented scale. GenAI can make dynamic adjustments to curriculum difficulty and recommend content in real-time, effectively making the learning experience more dynamic. These create tailor-made study materials, videos, quizzes, and infographics to cater to diverse learning modules and suggest improvement areas. **(AI in Indian Education, EY India, 2025).** This immediate feedback and real-time progress tracking help students gain instant awareness of their learning process, enabling them to make more informed decisions about areas where sincere effort is required **(Generative AI, Kalaari Capital, 2025).** The crucial application of GenAI tools lies in inclusive education in India. These tools provide customized academic content aligned with the students' basic requirements. **Auticare**, an initiative supported by the Department of Science and Technology, Government of India, utilizes assistive technology and virtual reality scenarios based on applied behavioural analysis to support autistic learners, highlighting the role of GenAI in expanding inclusive education in the country.

2.2. Content Creation and Curriculum Delivery

Gen AI tools are more powerful collaborative tools that significantly enhance the efficiency and creativity of educators in delivering academic content. The tools, such as ChatGPT, Gemini AI, and NotebookLM, are designed to assist faculty in drafting correspondence, preparing academic reports, designing lesson plans, and enhancing creativity in curricular and cocurricular activities **(Kalaari Capital, 2025).** According to recent survey data, 83% of educators who have completed a formal foundation GenAI course are expected to save up to three hours per week of valuable time on routine academic work **(Grow with Google, 2025).** The conserved time is quite significant for transforming pedagogical modules nationwide. The saving of time in preparing academic modules and administration is essential for enabling a long-sought transition from the conventional lecture-based delivery model to the 'guide on the side' model promoted by progressive educational institutions **(India Today, September 29, 2025).** The Government of India and state governments have swiftly integrated AI technology into the curriculum to enable students to learn the use of AI and AI-enabled tools for academic prosperity. For example, the Central Board of Secondary Education (CBSE) has introduced AI as a dedicated subject for students in Classes IX through XII in collaboration with leading technological partners, such as IBM and Intel. It has also launched elite programs, such as SkillsBuild, and developed an AI Facilitators handbook to provide comprehensive training and study materials with real-time examples for educational facilitators. Likewise, the Council for the Indian School Certificate Examination **(CISCE)** has integrated robotics and AI into its curriculum from the academic year 2025-26 **(EY India, 2025).** Additionally, GenAI is enabling new educational paradigms centered on 'experiential learning' and 'learning by doing' across various fields, including coding, STEM, design, the arts, and humanities. This rapid change empowers the students to create practical work portfolios based on skills and creativity, and transition beyond the conventional test results.

2.3.   A Catalyst for Educator Empowerment

The GenAI encompasses the faculty's professional development and academic productivity in various streams. Customized training programmes would improve the performance of the academicians in teaching and research, leading to professional development (**Sachin Tyagi et al., 2025**). It is noted that the 'Generative AI for Educators with Gemini' course developed by Google has enhanced the confidence of the educators. Seventy-four percent of participants reported that their confidence level and ability to apply GenAI in the classroom have significantly improved (**Generative AI for Educators with Gemini, September 2025**). The GenAI is widely used in higher education, particularly business schools (B-Schools) and management educational institutions for academic research purposes (**Hindustan Times, September 2025**). Some specialized AI platforms, such as tlooto AI, help integrate GenAI with extensive academic databases to assist researchers in retrieving research articles published in various leading journals, generating new concepts, summaries, critical analysis, drawing inferences, and citation-based insights. These GenAI tools serve as catalysts in transforming the knowledge base by accelerating literature reviews and assisting researchers in identifying research gaps in their respective research areas (**First India, September 2025**). The seamless flow of academic data generated by GenAI tools helps build a strong curriculum model, monitor students' learning levels and patterns, and identify their academic strengths and weaknesses. The policymakers can make use of the GenAI data to predict the learning needs, skills requirements, etc, through intensive research with respect to international trends, job market requirements, and frame the policies to design the curriculum on par with global standards and NEP goals with future industry demands (**Sachin Tyagi et al., 2025**).

3. STAKEHOLDER PERCEPTION AND INSTITUTIONAL READINESS

Adoption and engagement in GenAI necessitate the technological infrastructure and the prevalent acceptance and capability of key users, such as students and faculty. The empirical research data show a student demand and a significant gap between faculty expertise in adopting GenAI tools.

3.1.   Student Demand and Usage Pattern

The students' community has actively engaged in using GenAI tools for their academic pursuits. According to the Global Student Survey 2023, most Indian undergraduate students want their course curriculum to include training in AI tools relevant to their future careers. In the survey, approximately **83%** of Indian students desired to incorporate AI into their learning, while **46%** believed their degree would be more valuable in an AI-assisted workplace. Furthermore, **44%** of Indian undergraduates reported using GenAI for their university studies, with **49%** calling for the involvement of human expertise in generating answers (**Times of India, November 2023**). This trend indicates that students' perceptions are proactive, and AI tools play a pivotal role in providing expert mentorship and skill-building opportunities that were previously unavailable.

3.2.   Faculty Perception

The MBAUniverse survey, released by the Secretary of Higher Education at the 15th Indian Management Conclave (IMC, 2025), indicates that Indian business schools are increasingly integrating generative artificial intelligence (GenAI) into curriculum design, teaching, and research. (**State of AI in Indian B-schools Survey 2025**) The survey, which included responses from 235 faculty members across institutions such as the Indian Institutes of Management (IIMs), Indian Institutes of Technology (IITs), Indian School of Business (ISB),

Xavier School of Management (XLRI), S.P. Jain Institute of Management and Research (SPJIMR), Management Development Institute (MDI), and Narsee Monjee Institute of Management Studies (NMIMS), found that 51.1% of faculty expressed complete confidence in the positive impact of artificial intelligence (AI) on management students. **(AI adoption grows in Indian B-Schools, but only 7 per cent of faculty are expert users, Survey, 2025)** The findings suggest that implementing GenAI is essential for advancing management education in India. **(Raizada & Sumesh, 2023)** The Government of India has articulated a commitment to leveraging AI across all educational levels to ensure that advanced technologies enhance human capabilities and contribute to the national objective of Viksit Bharat **(2025 Declared the Year of Artificial Intelligence: 'Viksit Bharat 2047', 2025).** Faculty reported the highest use of AI in research (mean score 3.73 out of 5) and teaching (mean score 3.58 out of 5), with increasing adoption in curriculum development **(AI is reshaping MBA Learning. Survey, 2025).** While 51% of respondents observed a positive effect of AI on student learning, 7% of self-identified experts highlighted significant opportunities for structured capacity-building initiatives. Conversely, 21.3% of faculty indicated that it is premature to evaluate the impact, 18.1% reported adverse effects, and 9.6% noted no substantial impact.

4. ACADEMIC INTEGRITY AND ETHICS

Ethical practice and integrity concerns are significant challenges associated with using GenAI in academic and research settings. The contents generated by GenAI tools are sometimes inaccurate or unreliable (popularly known as 'hallucinations'). This would undermine the credibility and utility of the data for empirical research, which requires authenticity in the analysis and interpretation of statistical data **(The Hindu, September 2025).** The conventional methods employed to detect plagiarism are now insufficient to report the challenges posed by GenAI. The advanced GenAI can generate contextually applicable original content to bypass conventional plagiarism detection methods. This deficiency raises grave concerns about the legitimacy and authenticity of the research work submitted by scholars and students, emphasizing the immediate need for the UGC to mandate the application of cutting-edge AI detection systems across all research institutions and universities **(Aksh Gupta et al., 2025).** The institutional response to detecting plagiarism is not up to standard. Academic integrity, ethical issues, and legitimacy have compelled institutions to prioritize monitoring and implementing specific defensive measures as a mandatory disclosure **(Business Standard, September 2025).** The Government and concerned authorities must primarily focus on practical pedagogical practices and reforms to harness the benefits of GenAI for innovative learning **(India Today, 2025).**

The ethical practice of generative artificial intelligence (GenAI) follows the National Artificial Intelligence Strategy established by **NITI Aayog**. This strategy, grounded in the "AI for All" principle, sets an outline for Responsible Artificial Intelligence (RAI). AI systems must deliver individual benefits, ensure fairness, protect privacy and security, and validate reliability, transparency, explainability, and accountability. Competence gains alone are insufficient for deployment; safeguarding constitutional rights is the priority **(Responsible AI for All, NITI Aayog, 2025).**

5. Policy Integration and Equitable Access

GenAI's rapid growth and integration have created significant challenges in framing academic frameworks, institutional commitments, and policies to safeguard the quality, integrity, and ethical practices.

5.1. Framework and Curriculum Development

The Government of India has taken several initiatives to align the national educational goals with advanced technological integration. The NEP 2020 emphasizes the acquisition of digital skills and the promotion of ethical considerations in applying technology in academics (**The Economic Times, 2025**). The NITI Aayog's RAI (**Responsible AI**) framework asserts that the adoption of Gen AI shall align with constitutional morality, upholding fairness, transparency, and the benefits of users (**NITI Aayog, 2025**). The practical implementation of the vision outlined in NITI Aayog involves curriculum reform and well-structured, content-based training. The CBCS Board has initiated and partnered with IBM, a leading software company, to launch the SkillsBuild program, which includes orientation on GenAI, development of the Facilitator Handbook, and other steps to provide comprehensive training to educators (**Ernst & Young – India, 2025**). These steps reflect the Central Government's commitment to being flexible in its approach to the revolutionary nature of GenAI and to learn from the best practices of various renowned educational institutions worldwide, thereby accelerating the adoption of GenAI.

5.2. Infrastructure Requirement and Device Provision

The operative integration of GenAI depends on robust foundational infrastructure. Without addressing the universal challenges of the digital divide, the benefits of GenAI, including adaptive content and personalized tutoring, remain unachievable. Therefore, ensuring universal high-speed internet access for students and teachers and providing digital devices such as laptops and tablets must be prioritized. Strategic governmental and public-private partnerships, represented by the Digital India campaign, are essential for delivering affordable or subsidized devices to deprived students. In addition, artificial intelligence (AI)-powered cloud-based learning platforms provide scalable solutions for educational content delivery in remote areas with limited physical infrastructure. These platforms enhance content accessibility across diverse geographic regions.

However, without rapid expansion of hardware and internet access, the advantages of advanced GenAI technologies will primarily benefit the digitally privileged section of the population. This disparity risks intensifying the GenAI Divide and further exacerbating existing socioeconomic inequalities (**Sachin Tyagi et al., 2025**).

5.3. Bridging the Linguistic Gap

The linguistic divide represents a primary equity challenge for adopting generative artificial intelligence (GenAI) in India. Most prominent global large language models (LLMs) are trained primarily on data-rich languages such as English, Spanish, and German. This training approach marginalizes India's extensive linguistic diversity, which includes 22 official scheduled languages and more than 120 major languages (**Bridging the linguistic divide in GenAI, 2024**).

Language bias restricts accessibility and substantially impedes digital sovereignty and cultural relevance. Foreign large language models (LLMs) demonstrate systematic biases and display geopolitical preferences in discussions of sensitive subjects. These patterns underscore the potential risks associated with dependence on external technological systems for essential national functions such as education (**Srijan Jha, India's GenAI Imperative, 2025**).

The BharatGen Initiative represents the government's strategic response as a publicly supported national project dedicated to developing sovereign foundational artificial intelligence (AI) models, including large language models (LLMs), speech, and vision

models, specifically designed for Indian languages and societal contexts. The initiative currently supports nine Indian languages and aims to expand coverage to 15 languages by December 2025 and all 22 scheduled Indian languages by June 2026 (**BharatGen AI to support all 22 scheduled Indian languages by June 2026. Ministry of Statistics, 2025**). Indigenous development of these models is essential, as dependence on English-centric tools would likely exacerbate the educational divide and undermine the objective of inclusive AI. Accordingly, creating indigenous LLMs is necessary for achieving linguistic equity within the Indian education system.

The Bhashini Project, which complements BharatGen and operates under the Digital India initiative, develops artificial intelligence-based translation and speech recognition tools to increase accessibility of government documents and educational materials in regional languages. BharatGen and Bhashini constitute a comprehensive approach to multilingual digital transformation (**BharatGen, 2025**).

6. Future Path and Strategic Recommendations

The integration of generative artificial intelligence (GenAI) in India represents a significant advancement toward Education 5.0, which is defined by increased human-machine collaboration, adaptability, and experiential learning (**Chakraborty & Sanjay, 2024**). Current strategic planning suggests that 2025 will represent a pivotal year, requiring significant technological governance and changes in educational methodologies.

Long-term vision

Generative artificial intelligence (GenAI) facilitates content generation and routine problem-solving; however, it does not replace complex human judgment, creativity, or ethical decision-making. The long-term strategy should transition from focusing on compliance, including plagiarism detection and disclosure requirements, to emphasizing skill cultivation. This approach requires the strategic integration of generative artificial intelligence (GenAI) to support the development of human skills such as creativity, critical thinking, and adaptability, which remain beyond the capabilities of current machine technologies. (**Yatani et al., 2024**). A fundamental revision of assessment methods is necessary to recognize complexity and original problem identification, thereby positioning artificial intelligence as a means of enhancement rather than replacement.

6.1. Structured Professional Development Programs

Institutions should establish comprehensive capacity-building programs to increase faculty expertise beyond the current 7 percent expert user rate. These programs must address practical proficiency with generative artificial intelligence (GenAI) tools, effective pedagogical integration strategies, and ethical oversight of student work (**India Today, 2025**).

6.2. Transference and Accountability Protocol

Academic institutions should implement clear, enforceable disclosure policies for AI use in student work, following leading examples such as IIT-Delhi. Institutions should also invest in advanced tools and faculty training to verify student work, upholding accountability as a core academic value (**Najjar et al., 2025**).

7.CONCLUSION

The integration of Generative Artificial Intelligence (GenAI) constitutes a critical strategic transformation within Indian education, driven by the National Education Policy (NEP) 2020

and the demographic dividend to realize the **'Viksit Bharat'** vision. GenAI is a primary catalyst for educational reform by facilitating scalable, personalized, and adaptive instruction. **(Liang et al., 2024; Chakraborty & Sanjay, 2024).** GenAI is fundamentally transforming instructional and learning methodologies in educational settings.

Personalization: Educational platforms, including Gemini, ChatGPT, Grok, and Khanmigo, deliver real-time content adaptation and immediate student feedback.

Efficiency: GenAI decreases administrative responsibilities for educators, supporting a shift toward learner-centered and facilitative pedagogical models. **(Sinha et al., 2024)**

Curriculum: Centralized initiatives by CBSE and CISCE are integrating AI literacy into the core curriculum **(CISCE, 2025). (CISCE Introduces Robotics and Artificial Intelligence for Classes 11th and 12th in 2025-26, 2024)** Despite proactive implementation, significant policy and operational deficiencies persist within the current educational framework.

Bridging Divides: To mitigate socioeconomic disparities, the government must prioritize universal internet connectivity and equitable device access. In addition, dependence on English-centric artificial intelligence models should be reduced by supporting indigenous projects such as BharatGen and Bhashini, which advance linguistic equity across all 22 official Indian languages. **(BharatGen: India's First Sovereign AI Initiative, 2025, BharatGen AI to cover all 22 scheduled Indian languages by 2026: Government, 2025)**

Academic Integrity: To offset challenges such as AI-generated misinformation and advanced plagiarism, educational institutions should adopt proactive pedagogical reforms, invest in sophisticated artificial intelligence detection systems, and implement comprehensive accountability measures.

Institutional Readiness: Addressing the limited proportion of faculty with expertise in GenAI, currently at 7 percent, requires comprehensive and structured capacity-building initiatives. (Only 7% of Indian B-school faculty are expert users of generative AI, 2025) These programs should enhance faculty competence in artificial intelligence's practical implementation and ethical governance.

The way forward necessitates a shift from compliance to cultivating advanced skills. GenAI should be regarded as a tool that augments uniquely human capabilities such as critical thinking, creativity, and ethical judgment, which are essential for success in Education 5.0. India's capacity to address these challenges will determine the realization of inclusive, high-quality education for its large youth population.

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