AI EMPOWERED TEACHING-LEARNING: TRANSFORMING LITERATURE CLASSES INTO PRO-LEARNER SPACES CONTEXTUALIZED TO NEP 2020

Dr. Samadhan Subhash Mane
Professor& Head, Department of English,
KBP Mahavidyalaya, Pandharpur (Autonomous)

Abstract

The present paper ventures to investigate how the literature classrooms can be transformed into learner centered spaces. The learning of literature does not only enable the learners with linguistic abilities but imbibe universal human values among them by enjoying real life experiences virtually. However, there has been a widespread assumption that literature classrooms do not need any other teaching aids that chalk and talk. It simply implies reading of the texts and explanation of plot, characters, setting and themes. Therefore, these classes significantly differ that of from science and social science classrooms. But due to the changing technology and advent of AI tools, there has been a prerequisite that even the literature classrooms can utilize the technology for fruitful learning. It can transform learning experience of modern, technology friendly generations of students.

Key Words: Artificial Intelligence, Literature teaching, NEP 2020, Literary comprehension, AI tools, Higher education.

Preliminaries:
National Education Policy 2020 has brought about a seismic shift in Indian Higher Education that was centered on the process of teaching in conventional manner. It has focused more on learner centered pedagogy resulting in a number of challenges posed in front of not only the teachers but all the stakeholders of higher education. More precisely, it has created challenges of teaching literature in Indian classrooms, where English happens to be the third language. The classrooms in Indian scenario happen to be large and heterogeneous with respect to socio-economic background. There has been language proficiency gap due to English being taught as second or third language. Therefore, the teaching and learning has been examination oriented since years. At this juncture, emergence of AI tools as pedagogical support system can prove as innovative transformation of conventional classrooms into the centers of learning.

Rationale for using AI in Literature Classrooms:

The profile of Indian literature classrooms today consist of academically, limguistically and socially diverse learners which leads to unequal levels of comprehension. Utilization of AI can be deal with these disparities through individualized and flexible learner support. The limitations of the traditional pedagogical practices can also be tackles with active learning and learner participation. The successful implementation of NEP 2020 emphasizes leaner centered pedagogy along with technology integration and digital literacy. AI can meaningfully contribute to humanities education to be more out-come oriented. AI tools can offer multilingual support, simplified explanations and audio-visual aids to first generation learners with limited exposure to literary discourse. The common issue in most the of literature classes is the overemphasis on rote memorization of themes, plots, characters and summary. Research in usage of AI is prominent area of investigation to determine whether AI can promote higher order skills such as interpretation, comparison and critique. The issue of high student- teacher ratio in Indian classrooms can be tackled as AI tools may assist teachers in providing feedback, designing discussion prompts and monitoring the progress of the variety of the students. Apart from this, the concern of rapid adoption of AI tools raising the alarm of academic integrity, over dependence on AI and ethical use. Therefore, the use of AI in classrooms need to be investigated in order develop interpretative freedom that is central to literary studies. There is a need to bridge the gap between technology and Humanities by foregrounding the relevance of digital tools in literature classrooms and reaffirming the evolving nature of literature studies in the digitally empowered era.

Objectives of the study:

To evaluate the role of Artificial Intelligence empowered teaching learning practices in literature classrooms in alignment with the learner-centric vision of NEP 2020.

To explore how the literature are transformed by AI empowered pedagogical approaches

To scrutinize the effectiveness of AI tools in developing the critical reading, interpretative ability and creativity of the literature students

To recognize challenges and ethical concerns related to integration of AI in literature and language teaching

Theoretical Background:

AI empowered teaching learning process implies the relevant and ethical use of various tools of Artificial Intelligence in the overall pedagogical implementation. The use of AI in education refers to intelligent technologies such as machine learning and data analytics which can be used to enhance, personalize and automate the teaching learning process. Further, it is

(Peer Reviewed and Refereed Journal)

the process of integrating and applying artificial intelligence technologies within the classroom to enhance the teaching learning. There is difference between automation and augmentation, when it comes to utilize modern technology. The use of AI tools is one of the most powerful tools to convert the conventional classrooms into pro-learner classrooms where the process of learning is made more interactive and fruitful. There are various features of pro-learner classrooms such as autonomy, inclusivity, personalization and engagement. The autonomy provided to the learners in order to choose the manner and methods of learning into comfortable atmosphere results into actual learning. The students are provided choices at various levels. The inclusivity ensures that all students to get equal access to quality learning within the same classroom environment, regardless of background, abilities and needs. It also provides customized learning paths for students with learning without any time bounds and transforms traditional classrooms into data-driven and interactive ambience. AI platforms are useful to analyze progress of individual students, speed of learning, bahaviour to adapt to the changing content delivery allowing customized instruction.

In Indian higher education system, literature has been being taught with traditional methods such as lectures, explanation and textual paraphrasing. Conventional techniques of teaching literature comprise of lecture and text-based learning both of which emphasize only verbal processes and have serious implications for students who may have different cognitive processing systems and preferred learning experiences (Bernstain and Osman, 2019; Hughes,2020). The themes and techniques, character analysis, plot analysis were the aspects that were illustrated using chalk and talk. The explanation of the literary works was constrained to the paraphrasing and summarizing. The teacher remained to be the full authority of the classrooms and the process of teaching. The students remained passive learners who were expected to comprehend without being the part of the process. The obstacles such as linguistic diversity, socio-cultural diversity were not considered in traditional approach. Therefore, there is a need for multimodal and interactive pedagogies where learners also are considered as the most important aspect of the teaching learning process. In order to make literature classes more interactive and productive, by giving real life experiences to the learners, it is necessary to integrate artificial intelligence tools in the process. Even the reforms in higher education through NEP 2020 focus on the experiential and technology embedded learning for better understanding.

Artificial Intelligence and Transforming Literature Classrooms:
Artificial Intelligence tools may render the traditional literature teaching to new dimensions by adopting to the AI based content adaptations as per the proficiency levels. The issues such as linguistics diversity, social and cultural as well as educational disparities can be tackled

(Peer Reviewed and Refereed Journal)

successfully by skillful use of AI tools. AI tools provide individualized reading guides as per the needs and comprehension levels of learners. Learning of new vocabulary can be enhanced by various tools and the number of active vocabulary items can be increased. The active vocabulary assists the learners to comprehend the data properly and to express their understanding precisely. AI tools can amplify the contextual explanation of the texts by providing the setting, plot analysis and themes of the texts. The character analysis using the technology facilitates the learning by understanding the experiences of the characters and to be one with them. The understanding of literary texts depends largely on the analysis of stylistic devices and discourse analysis. The language of literature differs from that of day to day conversation due to the figurative use of language that is charged with meaning. The analysis of such devices with the help of technology can boost the compression abilities of an average and slow learners as well as first generation learners too. AI generated audio, visuals, and interactive content facilitates multimodal learning resulting in enhanced understanding. The technology can be used to convert the texts into audiobooks in order to meet the changing habits of techno-friendly learners. The learning can be made more interesting and engaging through dramatized versions of the texts.

AI tools pertinent to Literature Teaching:
The teaching of literature implies vast reading and inter-textual as well as intra-textual references. It asks for historical approach to the study of literature so as to map the texts to the past and present. The socio-cultural aspects of the texts need to be explained thoroughly for deeper understanding and personalized experiences. At this juncture, generative AI tools such as ChatGPT can be used for discussion prompts and analysis of the texts at basic level. Tools facilitating text-to-speech and speech-to-text conversion can assist to a great extent in personalized and self-paced learning. AI assisted translation tools can facilitate translation of the texts for the betterment of bilingual classrooms. Tools such as Claude enable the educators to create interactive lesson plans and produce means of evaluation such as quizzes. Drift, Curipod, Magic School AI help the leaners to select reading material and QillBot and Canva encourage the learning efforts by creative visuals and storytelling.The plagiarism detection and academic integrity tools facilitate ethical learning.

The role of teacher in AI empowered classroom:
The teacher plays a crucial role in the entire process of teaching and learning. However, the conventional teacher and teaching practices needs to be reshaped and revised with the changing technology. The teacher needs to shift from content transmitter to learning facilitator. He/She should functions as a critical mediator between AI tools and the learners.

The teacher should be able to design meaningful and appropriate prompts and tasks for the AI tools. The ethical responsibility and pedagogical authenticity lies with the teacher while making use of technology. The teacher needs to pay attention to professional development and digital literacy needs so as to meet the challenges raised by the technology and younger generation of learners.

Conclusion:

The skillful use of Artificial Intelligence tools in literature classrooms will certainly result in improved learner participation and boost their confidence due to better understanding. Technology assisted learning empowered with AI tools results in enhanced comprehension of literary texts. The literary texts not only facilitate learning of human values but gives real life experiences to the learners; and proper comprehension with the help of AI tools results in positive attitude of learners towards literature studies. The teachers approach seems to be optimistic on one hand and cautious on the other. To sum up, AI needs to be considered as an enabler and not a replacement of teachers. Nothing but the teacher equipped with advanced technology can replace another teacher. Therefore, it is the need of the time to integrate teaching learning with AI tools with balanced, ethical and pedagogically healthy approach.

Works cited:

Banu, Arshiya. (2025) Multimodal Storyboarding as a Pedagogical Tool for Enhancing Literary Comprehension. Journal of English Language Teaching, 67 (6), 30-40.

Bernstein, R., & Osman, R. (2019) Pedagogical Practices in Higher Education: A Narrative Synthesis of the Literature. Teaching in Higher Education, 24 (3), 322-339.

Gadhire, SachinSubrav, and Samadhan Subhash Mane. "Hard-Boiled Fiction: A Fusion of Noir and Detective Fiction."

Holmes, W., Bialik, M., &Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Center for Curriculum Redesign.

Luckin, R., Holmes, W., Griffiths, M., &Forcier, L. B. (2016). Intelligence Unleashed: An Argument for AI in Education. Pearson Education

Mane, S. S. (2025) "Conversational implicature in Indian Medical Insurance Television Advertisements." International Journal of Advanced Research, 13.12. 1732-1735.

Mane, S. S. (2019) Properties Of Conversational Implicature. Think India Journal, 22(4), 1180-1187.

Mane, S. S. "Philosophy, logic and pragmatic presupposition." International Journal of Advanced Research 9.5 (2021): 18-24.

Mane, Samadhan S. "Study of Meaningful Nonfulfillment of Cooperative Principle Resulting in Social Implications." The Criterion: An International Journal in English 8 (2017).

Mane, Samadhan Subhash. "Presupposition and Conversational Implicature in Harold Pinter's Selected Plays." Disertasi. Kolhapur: Shivaji University (2012).

Selwyn, N. (2019). Should Robots Replace Teachers? AI and the Future of Education. Polity Press.