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English Education in India and the Role of Artificial Intelligence in the 21st Century

Dr. Gajanan D. Tayade, Associate Professor, Shri Shivaji Arts, Commerce & Science College, Akot, Maharashtra

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Abstract

English education in India has long been a cornerstone of academic and professional advancement, shaped by colonial legacies and post-independence policies. In the 21st century, the integration of Artificial Intelligence (AI) into education is transforming how English is taught and learned, offering solutions to challenges like linguistic diversity, resource constraints, and inequitable access. This article explores the evolution of English education in India, the current landscape, and the transformative potential of AI in addressing pedagogical and systemic challenges. By examining AI-driven tools such as adaptive learning platforms, intelligent tutoring systems, and multilingual solutions, the article highlights opportunities and challenges in leveraging AI to enhance English education. Ethical considerations, including data privacy and inclusivity, are also discussed, alongside policy recommendations for sustainable integration.

Keywords: English Education, AI, transformation Multilingual.

Introduction

English education in India holds a unique position, serving as a link language in a nation with over 1,600 languages and dialects (Census of India). Its importance stems from its role in higher education, global communication, and employability in a rapidly digitizing economy. However, challenges such as inadequate teacher training, socio-economic disparities, and linguistic diversity have hindered equitable access to quality English education. The advent of Artificial Intelligence (AI) in the 21st century offers unprecedented opportunities to address these challenges through personalized learning, automation of administrative tasks, and enhanced accessibility. This article examines the historical context of English education in India, its current challenges, and how AI is reshaping its delivery to align with the goals of the National Education Policy (NEP) 2020 and the global Sustainable Development Goal 4 (SDG 4) for inclusive education.

Historical Context of English Education in India

English education in India traces its roots to the colonial era, notably through Lord Macaulay's Minute on Education (1835), which advocated for English as the medium of instruction to create a class of anglicized Indians (Macaulay). This policy laid the foundation for English as a language of administration and education, but it also created a socio-cultural divide, privileging English-educated elites over vernacular-medium students. Post-independence, India adopted a three-language formula in 1968, promoting English, Hindi, and a regional

language to foster national integration while maintaining linguistic diversity (Ministry of Education, India).

Despite these efforts, English education remains unevenly distributed. According to the Unified District Information System for Education (UDISE+ 2023-24), only 42% of Grade 3 students demonstrate proficiency in English reading and comprehension, dropping to 23% by Grade 10 (UNICEF India). Rural schools, in particular, face shortages of qualified English teachers, with 1.2 lakh single-teacher schools, 89% of which are in rural areas (UNESCO, "2022 State"). These challenges underscore the need for innovative solutions to enhance English education's reach and efficacy.

Challenges in English Education in India

English education in India faces multifaceted challenges:

1. **Teacher Shortages and Training:** The teacher-student ratio in India is often abysmal, with rural schools particularly affected. A UNESCO report estimates a shortfall of 11.16 lakh teachers, limiting personalized instruction (UNESCO, "2022 State"). Teachers also lack adequate training in modern pedagogies for English language teaching (ELT), such as communicative language teaching (CLT).
2. **Linguistic Diversity:** India's linguistic landscape, with 22 scheduled languages and numerous dialects, complicates English education. Students from vernacular-medium schools often struggle with English due to limited exposure and resources, exacerbating learning gaps (Jaiswal and Arun 142).
3. **Socio-Economic Disparities:** Access to quality English education is skewed toward urban, affluent students. Rural and marginalized communities face barriers like inadequate infrastructure and digital divides, with only one in four students having access to digital learning resources (Kenchakkanavar et al. 200).
4. **Assessment and Engagement:** Traditional assessment methods often prioritize rote learning over communicative competence, leading to poor engagement and high dropout rates. The gender parity index for upper secondary education (0.85) indicates disparities favoring males, further complicating equitable access (UNESCO, "Lack of AI").

These challenges highlight the need for scalable, inclusive solutions that can adapt to India's diverse educational landscape. AI, with its capacity for personalization and automation, emerges as a promising tool to address these issues.

The Role of AI in Transforming English Education

AI is revolutionizing education globally, and India is no exception. The AI market in India is projected to reach \$7.8 billion by 2025, with education being a key beneficiary (UNESCO, "2022 State"). The National Education Policy (NEP) 2020 emphasizes integrating AI into education to foster 21st-century skills like critical thinking, problem-solving, and digital literacy (Ministry of Education, India). Below, we explore how AI is transforming English education in India across various dimensions.

1. Personalized Learning

AI-driven platforms like Byju's, Embibe, and SpeEdLabs analyze student performance to create tailored learning experiences. These platforms use machine learning algorithms to assess students' strengths, weaknesses, and learning styles, delivering customized English content such as vocabulary exercises, grammar drills, and reading comprehension tasks (Kenchakkanavar et al. 202). For instance, SpeEdLabs' hybrid learning platform allows students to practice English at their own pace, identifying gaps in grammar or pronunciation through AI-driven feedback (IndiaAI, "AI Impact"). This personalization is critical in addressing the diverse needs of Indian students, particularly those transitioning from vernacular-medium schools.

2. Intelligent Tutoring Systems (ITS)

Intelligent Tutoring Systems simulate one-on-one teaching, offering real-time feedback and support. Platforms like Carnegie Learning and TutorMitra use AI to assess students' English proficiency and provide targeted exercises, such as interactive speaking tasks or writing prompts (National Skills Network). In Kerala, the AI teacher robot "Iris," developed by KTCT Higher Secondary School and Makerlabs Edutech, supports English language learning through voice-based interactions and real-time doubt-solving (YourStory). Such systems are particularly valuable in rural areas with teacher shortages, enabling scalable English instruction.

3. Multilingual Education

India's linguistic diversity necessitates multilingual education solutions. AI-powered tools like speech-to-text and text-to-speech technologies facilitate English learning for students with limited proficiency. For example, platforms like Physics Wallah's Alakh AI use advanced models like ChatGPT 4o to provide English lessons in regional languages, bridging linguistic gaps (YourStory). AI-driven translation tools also enrich datasets in languages like Tamil, Telugu, and Hindi, making English content accessible to non-native speakers (EY India).

4. Automation of Administrative Tasks

AI alleviates teachers' administrative burdens, such as grading and feedback generation, allowing them to focus on teaching. Tools like automated essay scoring systems evaluate English writing assignments for grammar, coherence, and vocabulary, providing instant feedback (India Today). This automation is particularly beneficial in single-teacher schools, where educators juggle multiple responsibilities (UNESCO, "2022 State").

5. Accessibility for Diverse Learners

AI enhances inclusivity by supporting students with disabilities. Text-to-speech and speech recognition technologies aid visually or hearing-impaired students in learning English pronunciation and comprehension (National Skills Network). Additionally, AI-driven gamified platforms and interactive simulations foster engagement, making English learning more appealing to diverse learners (ET Edge Insights).

Case Studies of AI in English Education

Several initiatives illustrate AI's impact on English education in India:

- **DIKSHA Platform:** The government's Digital Infrastructure for Knowledge Sharing (DIKSHA) uses AI to deliver English content tailored to regional curricula. It supports multilingual instruction, enabling students to learn English alongside their native languages (UNICEF India).
- **Physics Wallah's Alakh AI:** This platform offers personalized English learning through AI-driven questionnaires and virtual mentors, making education accessible in remote areas (YourStory).
- **Kerala's AI School:** Launched in August 2023, India's first AI school in Kerala integrates tools like Iris to teach English through interactive simulations, demonstrating the potential for scalable, technology-driven education (ET Edge Insights).

Ethical and Practical Challenges

Despite its potential, AI adoption in English education faces significant challenges:

1. **Digital Divide:** Limited internet connectivity and infrastructure in rural areas hinder access to AI tools. Bridging this divide is critical for equitable integration (National Skills Network).
2. **Data Privacy and Security:** AI systems collect extensive student data, raising concerns about privacy and ethical use. Robust frameworks are needed to ensure transparency and protect children's data (UNICEF India).
3. **Teacher Training:** Many educators lack the digital competencies to leverage AI tools effectively. Comprehensive training programs are essential to maximize AI's benefits (PMC, "Teachers' AI").

4. **Algorithmic Bias:** AI models must be designed to avoid biases that could exacerbate educational inequalities, particularly for marginalized groups (UNICEF India).
5. **Employment Concerns:** Over-reliance on AI could reduce demand for traditional teachers, raising fears of unemployment in a labor-intensive economy like India's (Kenchakkanavar et al. 204).

Policy Recommendations

To harness AI's potential in English education, the following recommendations are proposed:

1. **Develop Ethical AI Guidelines:** Collaborate with stakeholders to create child-centric, inclusive AI policies that prioritize data privacy and equity (UNICEF India).
2. **Invest in Infrastructure:** Expand digital infrastructure in rural areas to ensure equitable access to AI-driven English education tools (National Skills Network).
3. **Enhance Teacher Training:** Implement nationwide programs to equip teachers with AI competencies, focusing on ELT pedagogies (PMC, "Teachers' AI").
4. **Foster Public-Private Partnerships:** Encourage collaborations between EdTech companies, government, and educational institutions to develop affordable, scalable AI solutions (UNESCO, "Lack of AI").
5. **Integrate AI into Curriculum:** Expand initiatives like the Central Board of Secondary Education's AI curriculum to include English-specific AI applications, preparing students for a globalized economy (Karan and Angadi).

Conclusion

English education in India is at a crossroads, with AI offering transformative solutions to longstanding challenges. By personalizing learning, enhancing accessibility, and automating administrative tasks, AI aligns with the NEP 2020's vision of inclusive, technology-driven education. However, addressing ethical concerns, infrastructure gaps, and teacher training needs is crucial to ensure equitable implementation. As India strives to meet SDG 4 and become a global AI leader, integrating AI into English education can empower students with the linguistic and digital skills needed for the 21st century. Future research should focus on evaluating the long-term impact of AI-driven English education and developing scalable models for rural and marginalized communities.

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