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Integrating AI Into Indian Teaching Under National Education Policy 2020: Teachers' Perspective On Holistic Development, Equity, Inclusivity In Pursuit Of SDGS

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Abstract: *"The National Education Policy (NEP) 2020" is an educational policy is aimed at revising and revamping the schools and colleges India so that it can align with modern education standards. After the "Paris Agreement" in 2015", India implemented the "2030 Agenda for Sustainable Development" which is focused on making the entire country sustainable. The "goal 4" of "Sustainable Development Goals" (SDGs) is involved with making education both inclusive and equitable for all people. The purpose of NEP 2020 is, therefore, to "support and foster learning" that is sustainable and inclusive, thereby meeting the targets of the 2030 Agenda. The Government of India has ensured that teachers remain at the center of the NEP 2020 as they are directly responsible for the education of the country's youth. The development of technology, especially in the area of "AI (Artificial Intelligence)", has been transforming the ways of learning and teaching. NEP 2020 promotes teachers' acquisition of skills required to improve their technological skills for benefiting students. The integration of AI has changed the way students learn and write. AI can be seen as a significant technological aid in classroom, from streamlining the curriculum to introducing new methods for gaining knowledge. A quantitative survey approach has been integrated in the research where the perspective of different teachers on the potential of NEP 2020 has been analyzed. AI has been credited for creating learning environments that are inclusive, therefore, these changes can create classrooms that are well-rounded and suited for every need of a child. The findings establish the integral role of AI integration for inclusive and equitable education as per SDG 4.*

Keywords: *NEP 2020, AI, SDGs, Teachers, India, Education, Learning, Teaching*

1. INTRODUCTION

The "National Education Policy" "(NEP) 2020" can be seen as a representation of India's journey in changing and progressing the higher secondary education of the country. While the school educational reforms carry out the systemic curriculum renewal, focusing on learning and developing, the focus of NEP has been on introducing flexible multidisciplinary learning, providing more autonomy to the institutions and global integration to encourage critical thinking among the students. The government of India wants to achieve a growth enrollment rate of 50% by 2035 and, therefore, has been setting up new higher education institutions to provide support to disadvantaged children and promote both distance and online learning (PIB, 2025). Government of India led initiatives such as "PM VidyaLakshmi Scheme" has increased the access to higher education through different forms of student's loans. The Multiple Entry and Exit (MEME) framework, on the other hand, has promoted flexibility in education by reducing dropout rates.

Technology is an integral part of India's efforts towards revolutionizing the Indian educational scenario to the standards of the modern world. The government learning platform SWAYAM and access to virtual labs provide the students with AI-powered tools that they can use for upskilling themselves and grasp on to real-world opportunities. The government has also been establishing centres of excellence that further lays focus on the need of AI development in the country. Keeping the teachers at the centre of this transformation therefore directly affects the future of the children and how they interact with others. AI essentially helps in shaping the next generation of citizens and transform their capabilities in the process (Government of India, 2020). "The implementation of AI in Indian classrooms requires proper teacher understanding of the tools. The aim of the present study is, therefore, to investigate how AI can serve as an effective pedagogical and policy tool in fulfilling the goals of NEP, 2020. The objectives of the research are as follows:"

- "To critically examine the goals of NEP 2020 and the role of AI in education."
- "To analyse the relevance of SDGs, with a particular focus on SDG4."
- "To investigate the role of AI in holistic education development, equity and inclusivity."
- "To evaluate the effectiveness of AI as a tool in achieving both NEP 2020's vision and SDG commitments."

2. LITERATURE REVIEW

2.1 Review of Key Concepts

Artificial Intelligence

"Artificial Intelligence (AI) is a product of computer science, the purpose of which is to create systems and algorithms that can perform tasks which would otherwise require human intelligence." AI is considered to be the next step in human evolution and is, therefore, core skill. By the end of 2025, the "AI market is expected to grow $190 billion at a staggering 36% growth rate" (Jiang et al. 2022). AI draws information from different sources to simulate and extend human intelligence. AI provides significant benefits to education as its integration helps with personalising the learning experience, and developing the capabilities through active feedback (Kamalov Santandreu Calonge & Gurrib, 2023). AI bridges the gap in learning outcomes from "traditional teaching" methods and encourages a more inclusive and effective learning environment.

NEP and its Key Principles

The fundamental principles of NEP are centred around "identifying, and fostering the qualities" of each student. It guides teachers to carry out development for the students that are holistic in nature. NEP also provides flexibility; the policy enables learners to choose the programs or interests that they want. NEP promotes a multidisciplinary approach which ensures education continues to remain united and has integrity. The traditional educational system of India is deeply focused on exams and assessments, and NEP prioritises conceptual learning to influence creativity and critical thinking among the learners (Gov.in 2020). Simultaneously, NEP supports the growth of ethics and constitutional values among children from an early age for the development of life skills and respect for diversity.

Sustainable Development Goals (SDGs)

"The Sustainable Development Goals (SDGs) are essentially a set of goals adopted by the UN in 2015 in an effort to end poverty, protect the planet by making it more sustainable and improve the quality of life of people all around the planet" (UNDP, 2025). The 17 SDGs designed by the UN are interconnected, and as a result, the outcome of one positively affects the other. Among these SDGs, "SDG4 serves as a standalone goal which aims at making education more inclusive and equitable by improving the quality of education globally" (Abera, 2023).

2.2 AI and holistic development in education

AI plays a transformative role in education as it redefines the teacher-centric learning methods to something more adaptive and learner-centric. AI-based innovations and breakthroughs are being implemented in the educational sector to not replace the role of teachers but rather enhance it. AI is capable of serving as a virtual mentor for the students, providing them with a personalised learning experience and feedback to improve learning activities. Based on constraints and limitations faced by the students, AI can also learn and update information according to their needs. A voice assistant is another widely used AI technology, providing flexibility to the learning process, as through this technology, the student is able to seek information at their own convenience (Fitria, 2021). By analysing past learning activities carried out by the students, AI can also suggest alternative learning solutions.

Personalised learning develops both the speed and ability of the student to strengthen the learning experience. The findings of past studies carried out on the potential of AI reveal that AI has allowed students to carry out logical thinking and reflect on the learning activities. Therefore, AI not only develops the capacity of the students, but it also allows the students to better comprehend the problems that they have been facing and engages them in different problem-solving activities to promote collaboration and other necessary skills. AI in teaching is also significant as it promotes interdisciplinary learning, and teachers agree on the need to teach algorithms, mathematical and statistical backgrounds to the students (Kim, Lee & Cho, 2022). AI provides guidance to solve these complex problems and gain a better understanding of them. AI engages the student at a deeper level and provides standards-driven knowledge that can solve real-world problems.

2.3 NEP and SDGs

The focus of the NEP is to enhance the educational system of India to make it more progressive and aligned with international standards of education. The policy is fixated on providing all children with equal access to education, making the educational process more affordable and equitable, which directly aligns with the UN's Sustainable Goals. NEP is formulated with the vision of meeting the SDGs in an effort to provide emphasis on lifelong learning. The government under the RTE has mandated "education to be provided to all sections

of society, and prevents any form of discrimination based on caste or gender of the individual" (Kumar, 2021). The reform not only affects the educational processes but also helps with teacher training process, to make the teachers more capable of understanding the needs of the students (Umachagi & Selvi, 2022). The policy focuses on curriculum reforms that meet SDG requirements and can positively contribute towards developing a knowledgeable society where all children can have equal opportunities to learn and grow. NEP aims at drawing out the creative potential of a child and developing their emotional capacities by guiding them with the rich heritable and knowledge from ancient India.

2.3 Role of AI in addressing NEP principles

NEP acknowledges the need for technological integration in the educational sector as a step toward the transformation of the sector. AI, with its capacity for providing personalisation and automation, can align the learning experience of the students. AI can bring structural changes to the educational system of India, where the country will not be dependent on the traditional methods of education, but rather focus on delivering education on a specialisation basis based on the needs of the learner (Kumar, Prakash, & Singh, 2021). While the potential for AI integration is massive in the Indian context, past students reveal problems with the digital divide, infrastructure limitations in the schools and colleges and data privacy concerns, which prevent meaningful integration. NEP acknowledges and reinvents the curriculum based on the diverse linguistic and cultural landscape of India. AI applications can not only leverage these capabilities but also enhance both the teaching and learning processes. Machine learning technologies promote human-computer interaction, providing teachers with the tools to analyse student data, identify patterns and predict their performance to enhance the instructional processes (Prajapati, 2025). The Ministry of Education's SWAYAM platform is a step towards this approach. Although it is not fully powered by AI, it has learner analytics and adaptive assessment capabilities, which can develop personalised learning pathways for the students.

2.4 Role of AI in achieving SDG

AI can significantly accelerate the growth towards the SDGs by making education "more equitable and inclusive". The introduction of AI in the different sectors can resolve the societal, environmental and ethical issues. AI can analyse the capabilities of each of the sectors and develop roadmaps which integrate cutting-edge technologies for progressing SDGs and inclusive to students from all backgrounds, maximising its impacts across the various fields. Studies conducted on AI integration have revealed that it can generate coordinated success across all SDGs. The technological innovation caused due to AI boosts sustainable economic growth and improves efficiency, increasing equality for all students. In the context of education, AI can eliminate the divide by making resources more accessible to all students and facilitating growth and learning. The ability to translate language is inclusive and gives access to a different learning materials (Lainjo, 2024). AI skills training is equally important for teacher training as it ensures the teachers possess the necessary skills that are required for being inclusive towards the needs of the students. AI-powered education can boost gender and socioeconomic diversity, leading to equitable learning. Making the classroom more inclusive and equitable promotes SDG4 and lifelong learning.

2.5 Research Gap

While the past studies that have been explored in the literature review section have shared critical insight into the potential of AI, there are still significant gaps within the literature. Research shows AI can widen learning access; however, the digital divide has been identified as a problem in the Indian educational sector. There is also insufficient empirical evidence on how AI can be integrated under NEP for promoting equity. The perspective of teachers in the implementation of AI in the educational setting is also underexplored; much of the past studies have focused on policy frameworks and student outcomes, but limited scholarly attention has been provided on teachers' perspectives. Additionally, while some of the studies have discussed NEP and SDG4 separately, studies lack on the role of AI in bridging NEP objectives and SDG4 commitments.

3. RESEARCH METHODOLOGY

3.1 Data collection and analysis

An "online survey" was done to collect data on teacher's perspective about the subject. The survey involved sharing a Google Form link to the participants to gather their responses on the subject. Considering that the topic was relatively new, the questions in the survey were self-developed and not based on past constructs. Nonetheless, the questionnaire was developed after careful consideration of the findings from the literature

review and also by understanding the perspective of the teachers. "The questionnaire was divided into two sections were the first section collected data on the demographic features of the participants while the second section collected information on the topic." The analysis of the data was done using graphs and tables. The pie charts generated as part of the Google survey were used to perform the analysis and provide the necessary discussion.

3.2 Population and sampling

The research is based in India and thus the population of the study were teachers of the country. However, there are millions of teachers in the country and it is not possible to include all of them in the survey and thus a sample was selected from the population. As mentioned by Rahman (2023), 100 to 200 participants are sufficient for a simple research with normal data distribution. Based on this, a target was set to collect more than 100 responses from the survey. Teachers were approached through multiple channels like personal connections, networking and social media. The sampling technique used to recruit the teachers was "purposive sampling". "Purposive sampling involves selecting participants based on specific characteristics that is required for the research" (Robinson, 2024). This research required selecting teachers within the Indian education system. The link to the Google Form was shared to those teachers and based on their consent, they proceeded with the survey. 123 responses were collected and analysed in the following section.

4. FINDINGS AND ANALYSIS

4.1 Demographic Characteristics

Age	25-34 years	20.3%
	35-44 years	39%
	45-54 years	35%
	55 and above	5.7%
Gender	Male	57.7%
	Female	42.3%
Teaching Level	Primary	12.2%
	Secondary	28.5%
	Higher Secondary	43.1%
	College/University	16.3%
Institution Type	Government	25.2%
	Private	40.7%
	Government Aided	33.3%
	Other	0.8%
Teaching Experience	<5 years	14.6%
	5-10 years	44.7%
	11-20 years	36.6%
	>20 years	4.1%

Table 4.1: Demographic Characteristics

The demographic questions that were asked of the teachers have revealed valuable information about their backgrounds. It has been found that the majority of the teachers fall in the 35-54 age range, and the survey has nearly equal gender representation. Equal representation can also be found in the type of institution that they teach in, with higher secondary teachers having the highest majority.

4.2 Awareness of NEP 2020 and Readiness to Use AI in Indian Education

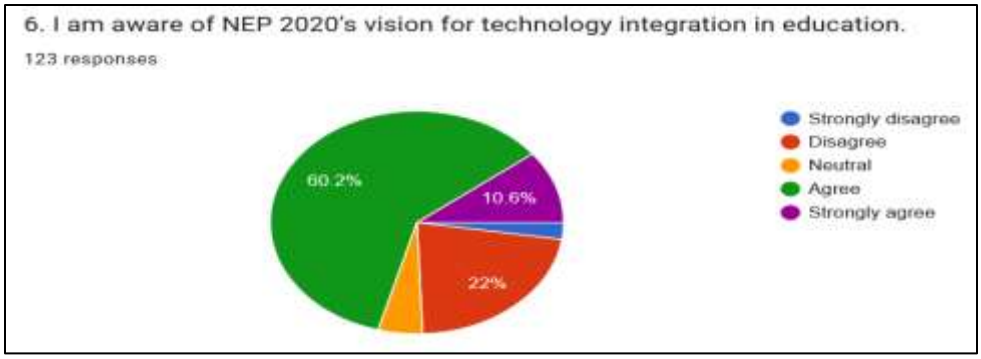

Figure 4.2.1: Awareness of NEP 2020 Vision

Of all the respondents, 70.8% agreed to know about NEP 2020 and its vision of integrating technology in the educational sector. However, 24.4% disagreed with this statement, suggesting a lack of awareness among people about this government initiative.

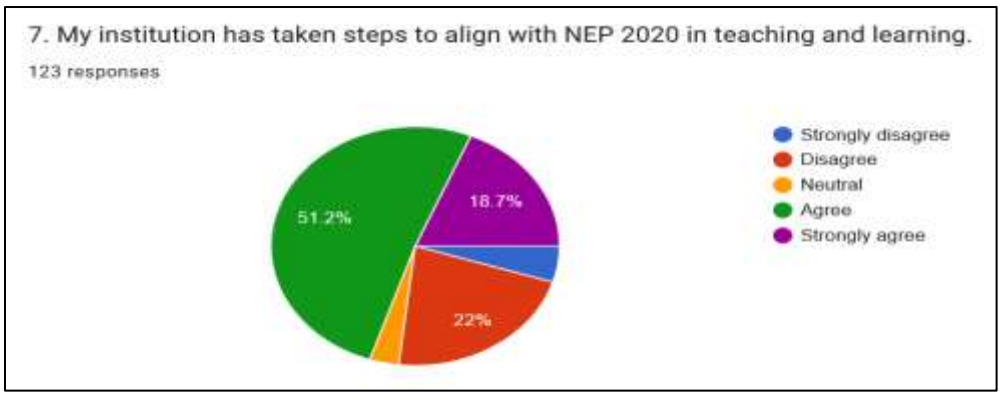

Figure 4.2.2: Steps taken by Institution to Align to NEP 2020

A majority of 51.2% of the participants have agreed, while another 18.7% have strongly agreed on steps being taken by educational institutions to align with NEP 2020. The survey also reveals 22% of the participants disagreed with the statement. The divide in access to resources has been made clear through this statement, as not all educational institutions have recognised or taken appropriate steps for its integration into the educational system.

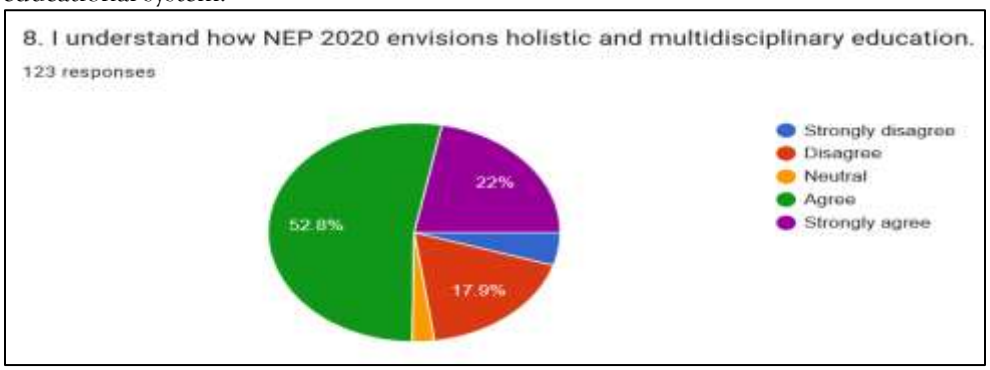

Figure 4.2.3: Awareness Towards Holistic Qualities of NEP 2020

More than half of the participants, or 52.8% have agreed, and another 22% have strongly agreed on the role of NEP 2020, making education more holistic and multidisciplinary. This shows that the teachers are generally optimistic about the ability of NEP 2020 in bringing proper changes to the educational sector, but

the 17.9% of the respondents who disagree with the statement reveal the concerns of the teachers with AI integration. The findings reveal a need to balance the implementation process.

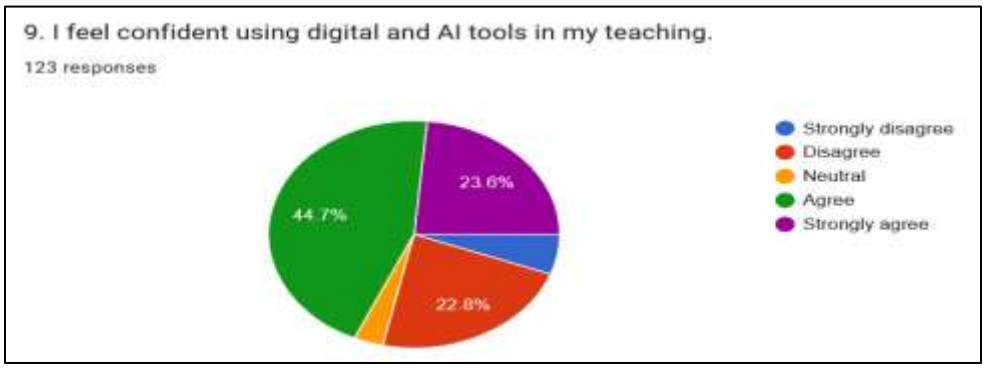

Figure 4.2.4: Confidence in Using AI

A clear majority of 44.7% have agreed, and 23.6% have strongly agreed about feeling confident with the usage of AI in classrooms. Disagreements account for about 28.5% of the responses. The results show that the educators acknowledge the need for AI in advancing the quality of education; however, not all teachers support the initiative. Lack of trust or inexperience with the usage of AI are potential reasons behind all participants not supporting this initiative.

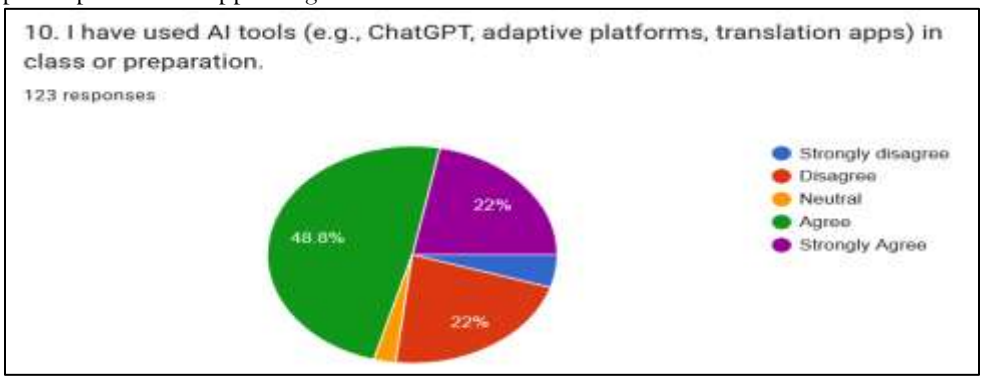

Figure 4.2.5: Experience with AI Tools

The participant teachers were asked about their usage of AI tools in their classrooms; 48.8% agreed, 22% strongly agreed, and another 22% disagreed. While a clear majority of the participants have used ChatGPT or translation apps in their classrooms, nearly one-fourth of the teachers expressed their lack of experience with the use of AI tools. AI implementation cannot take place without the teachers having clarity on the use of AI.

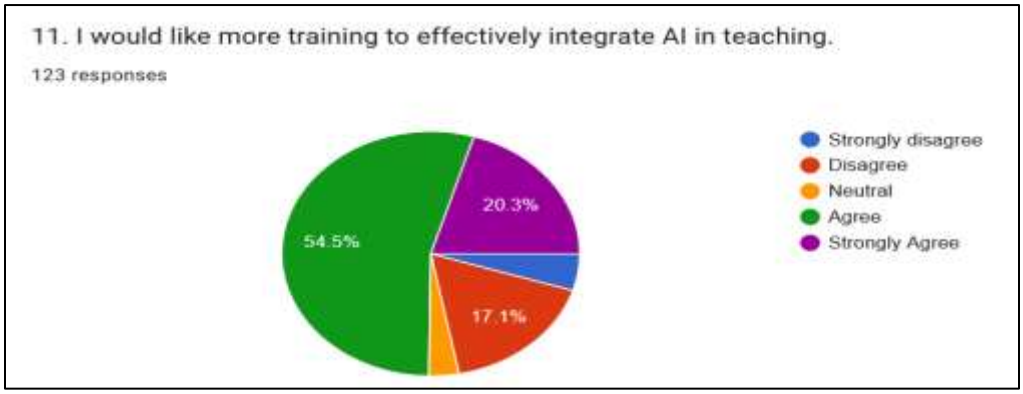

Figure 4.2.6: Importance of Training for AI Integration

A clear majority of 54.5% have agreed with the need for training for AI integration in classrooms, another 20.3% have strongly agreed, and 17.1% have disagreed with the statement. AI equips the teachers with special tools and analytical tools to help students, and therefore proper understanding and knowledge of AI is needed to provide it to the students.

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4.3 Teachers' Perspective on the Use of AI

Holistic Development Through AI

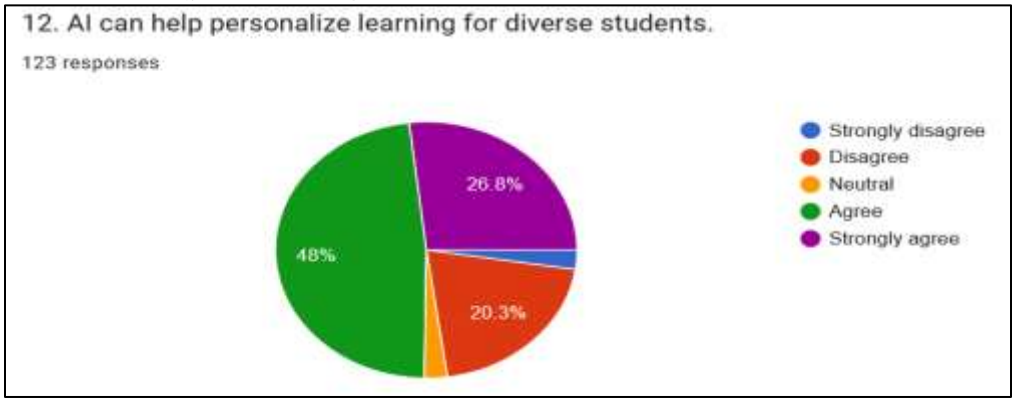

Figure 4.3.1: AI and Personalised Learning

Over 48% of the participants believe AI can provide personalised teaching for diverse students, 26.8% of the participants have also strongly agreed, while 20.3% have disagreed. The educators show a positive perception towards the use of AI; they believe the advanced tools can provide quality education. The disagreements reveal the need to increase the knowledge of teachers about the benefits of AI.

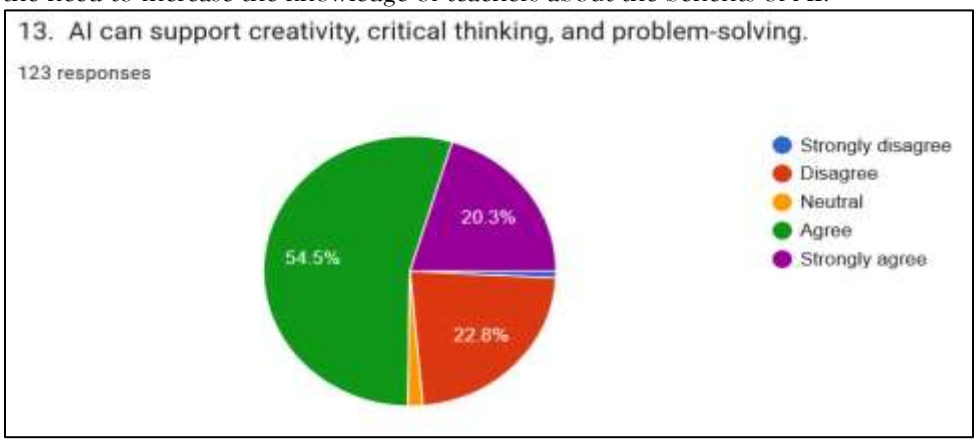

Figure 4.3.2: AI and Skill Development

About 54.5% of the participants have agreed on the role of AI in making students more creative, supporting "critical thinking and problem-solving abilities". 20.3% of the participants have strongly agreed, and another 22.8% have disagreed with the statement. The teachers reveal that through interactive tools and adaptive learning, the skills of the children can be developed further.

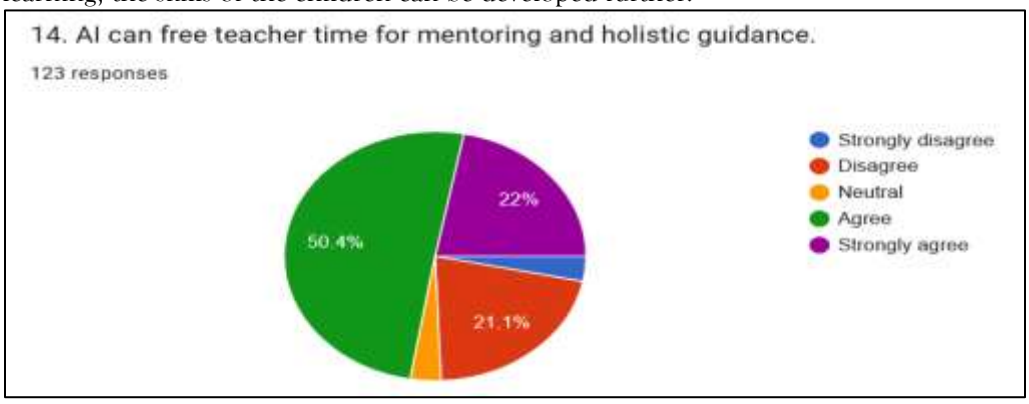

Figure 4.3.3: AI Enabling Teachers to Provide Guidance to Students

50.4% of the participants believe that the adoption of AI can reduce the workload of the teachers, 22% of the participants have strongly agreed with this, and another 21.1% have disagreed. The teachers have largely welcomed "AI and its ability to automate administrative tasks, which frees the teachers to focus on mentoring and other activities for the students' betterment."

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Importance of AI in Bringing Equity and Inclusivity

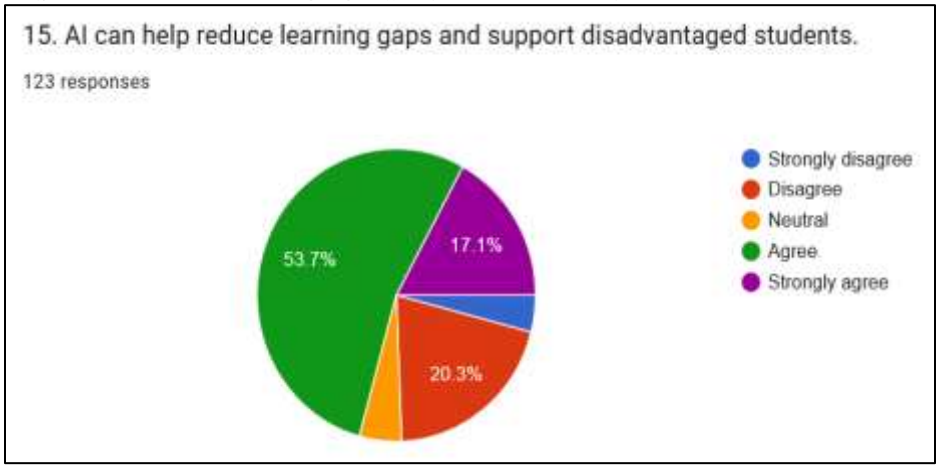

Figure 4.3.4: AI in Reducing Learning Gaps

A clear majority of 53.7% of the teachers credit AI for reducing learning gaps and benefiting disadvantaged students. The other 17.1% of the participants strongly agreed, while 20.3% disagreed with the statement. While some of the participants do not agree with the statement, the overall perception is positive.

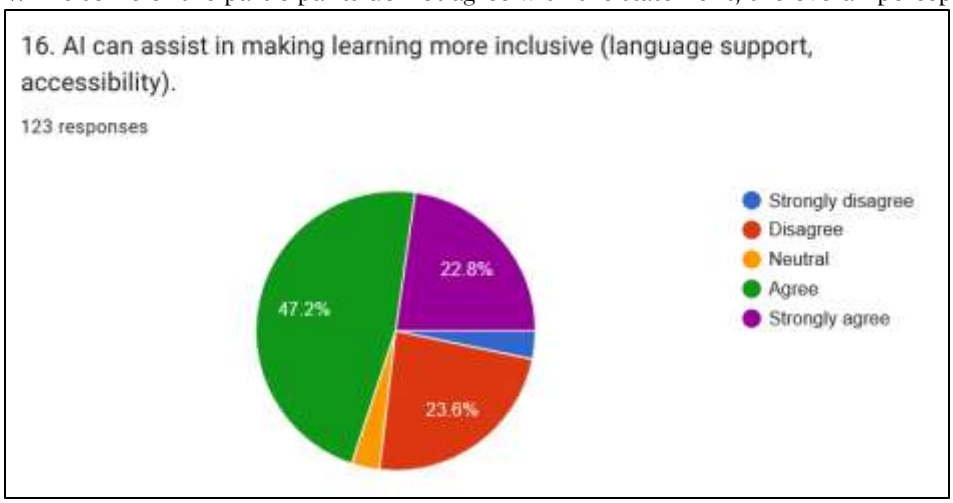

Figure 4.3.5: AI in Making Learning More Inclusive

About 47.2% agree, 22.8% strongly agree, and another 23.6% disagree with the ability of AI in making education more inclusive towards the needs of the students. AI can cater towards the areas where the students are lacking, which makes the process more inclusive towards the needs of the students.

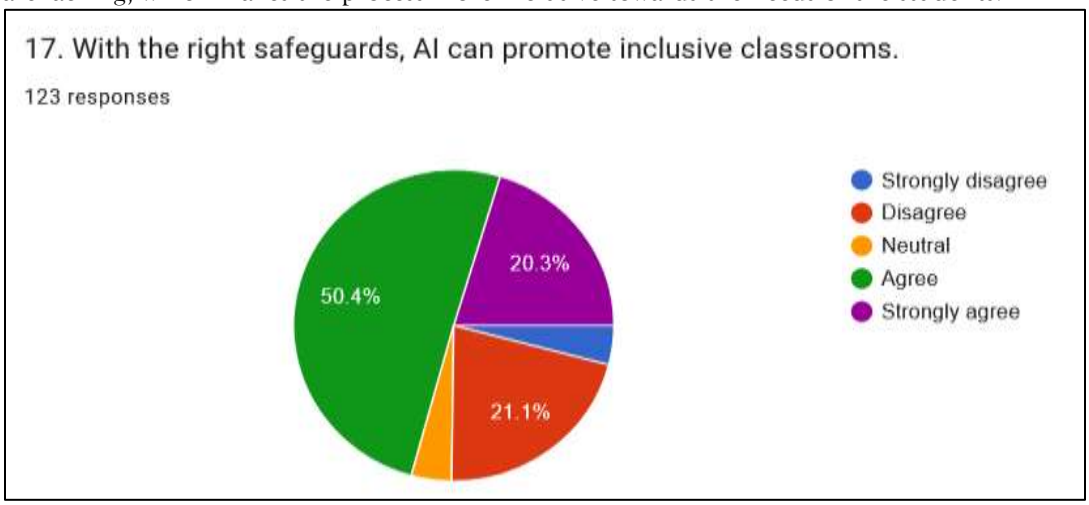

Figure 4.3.6: AI and Inclusivity

The teachers were asked about their thoughts on AI leading to inclusive classrooms, and it was found that 50.4% agree, 20.3% strongly agree, and 21.1% disagree. AI can design classroom activities based on the emotional, cultural, and social aspects, making the classroom inclusive.

Contribution of AI to SDGs

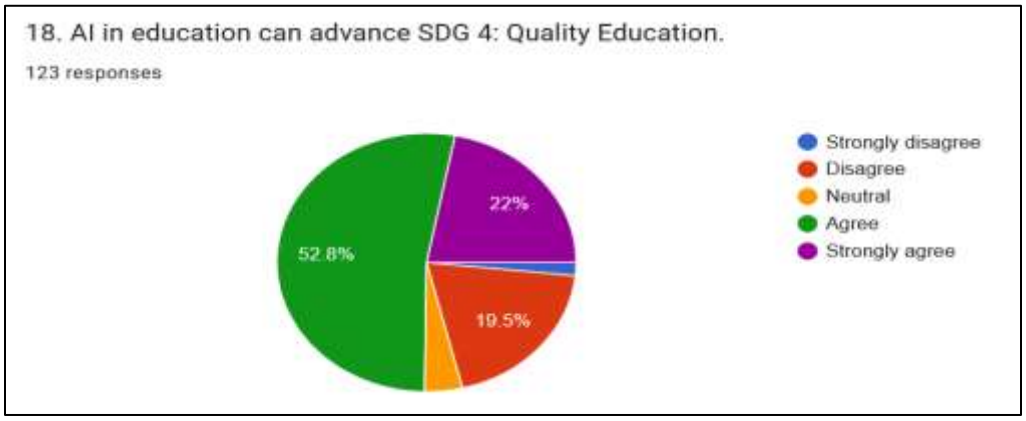

Figure 4.3.7: AI Advancing SDG4

Over 52.8% of the participants have agreed that AI in education to advance SDG4, 22% strongly agree, while only 19.5% have disagreed with the statement. The high agreement percentage reveals that the educators believe in AI making education more equitable and equal for students.

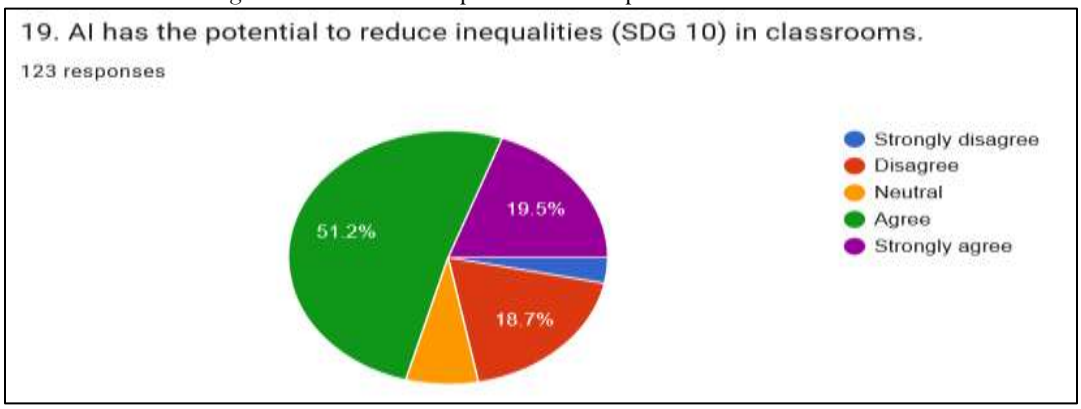

Figure 4.3.8: AI Reducing Inequalities

A majority of 51.2% of the participants believe in AI's ability to reduce inequality in education, 19.5% of the participants strongly agreed, while 18.7% disagreed. AI provides unique learning opportunities and independent learning possibilities, which automatically reduce the barriers faced by students in accessing education.

4.4 Barriers and Challenges

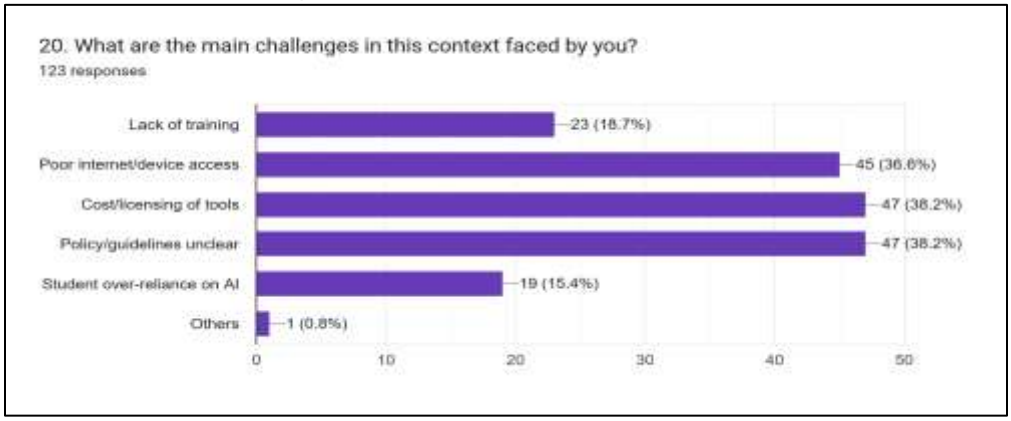

Figure 4.4.1: Challenges with AI

The key challenges identified include the high cost of AI implementation and the lack of proper policy and guidelines; both these problems account for 38.2% of the participants' responses, and poor internet access and lack of training are the other problems faced by educational institutions.

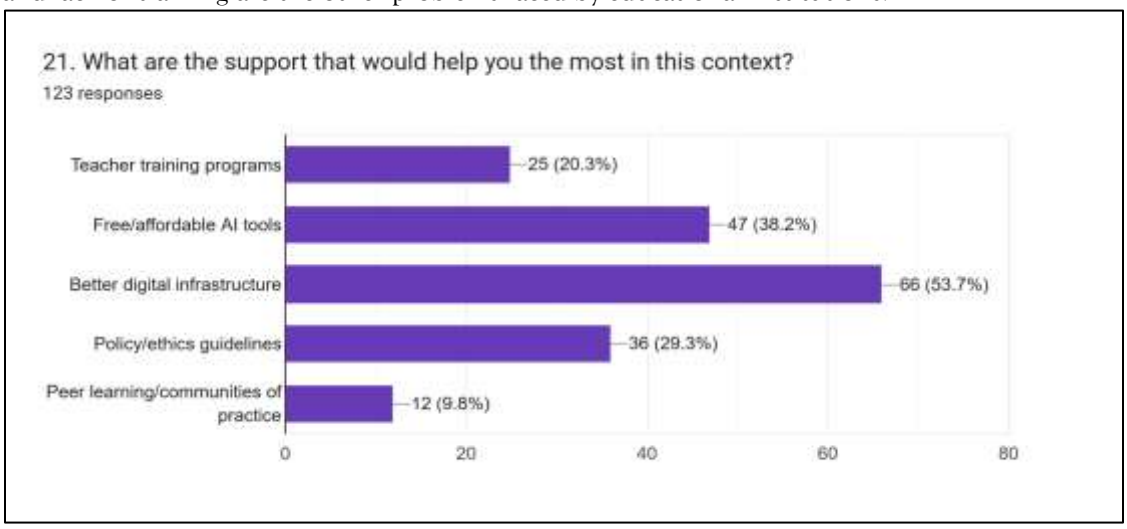

Figure 4.4.2: Support Needed for AI Implementation

The teachers interviewed have recommended improving digital infrastructure for AI integration, the findings show 53.7% of the participants agreeing with the statement. 38.2% have suggested providing AI tools that are either free or affordable and another 29.3% have shared the need for better policy and ethical guidelines.

5. DISCUSSION

The findings from the present research showcases the significance of AI in the Indian educational framework under NEP 2020. The demographic data from the survey has revealed that the majority of the teachers are in the 35-54 age group, this shows that the teachers surveyed are in the mid-career range and therefore, possess necessary professional experience to know and understand what is best for their students. The teachers surveyed have shown a decent awareness regarding NEP 2020, aligning the study with the findings of Ramasamy & Thangaiah (2020) as their study have also shown both Indian teachers and students to have awareness of the policy. However, despite the knowledge, the study shows that while some schools and colleges have begun aligning NEP goals to their educational curriculum, there are considerable gaps and inconsistencies in implementation as they do not have the technological infrastructure to sustain such an initiative. The study by Gupta et al. (2024) expands on this context and the "need for a progressive shift in education to make NEP 2020 successful." The surveyed educational professionals were optimistic about the holistic aspect of NEP 2020 but remained concerned about how it will impact their classrooms and teaching abilities.

The confidence of using AI in the classroom varied, while some of the teachers showed acute readiness towards its usage, others were seen to be sceptical. The research by Justin (2025) shows students to be more confident with AI usage than teachers; increasing the comfort level of teachers can significantly boost confidence. A notable number of teachers admitted to lacking experience, showing the "digital divide in the Indian educational system" and the need to train the teachers. This aligns with the findings of Correia, Água & Lobo (2024), who have shown that the power of AI can be harnessed for creating adaptive learning environments. These perceptions align with AI's potential to advance SDG 4 by ensuring "inclusive and equitable education" is provided to the students. The SDG4 educational agenda has been focused on making the educational process more sustainable (Korada, 2023). NEP 2020, therefore, will be fostering learning and meeting the critical targets and goals of SDG4. The study also showcases barriers to are significant, such as high implementation cost, poor internet infrastructure and the lack of clear policies. The teachers have thus advocated for affordable AI tools, ethical frameworks, and improved digital infrastructure as prerequisites for successful integration.

6. CONCLUSION AND RECOMMENDATIONS

As concluding remarks for the present research, the study has demonstrated how teachers of different levels of education in India generally possess a positive outlook on the potential which AI integration brings under NEP 2020. Despite confidence being considerably high, the lack of experience and access to digital tools limits the potential of the teachers and their ability to actively incorporate these practices in the learning experience of the students. Strengthening the digital infrastructure in both public and private schools, investments in reliable internet connections can ensure equitable access to AI resources and improve adoption. The government also needs to develop clear national educational frameworks that can facilitate the inclusive implementation of NEP 2020. Based on the findings the following recommendations have been made:

- Teacher's experience significant pressure due to the excessive workload, AI integration can lead to the development of course materials that are standardized and aligned with NEP 2020. Standardization of the educational system can lead to authentic learning and also reduce the reliance of the teachers on AI generated content.
- The vast curriculum's can be confusing for students, causing them to skip books and rely on AI for learning. Under NEP 2020, structured guidelines need to be introduced that encourages responsible AI usage so that students can harbor critical thinking and avoid shortcuts with the use of AI.
- The government needs to fund the educational institutions to build the necessary infrastructure that is needed to support AI-based learning. Schools and colleges in rural areas in particular requires this support for AI integration.
- Integrating SDG goals within the curriculum can be challenging for the teachers, designing outdoor hands-on training modules, field trips to renewable energy plants, activities such as planting trees and other environmental conservation activities can thus help with these efforts.
- Misuse of AI is one of the significant problems the educational sector faces, academic integrity needs to be prioritized by teachers through dialogues and discussion with the students.
- Teachers require proper training for pedagogical integration of AI, mentorship programs and certification courses can contribute to professional development and improve the performance of the teachers in the classroom.

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