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# The evolution of the faculty role in an AI-Driven classroom: The Indian higher education context

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### Abstract

The rapid integration of Artificial Intelligence (AI) in education has redefined the traditional boundaries of teaching and learning, particularly in Indian colleges and universities. Faculty members, once seen primarily as content deliverers, are now evolving into learning designers, mentors, and data-informed facilitators. This study explores the shifting role of faculty in AI-driven classrooms, analyzing both opportunities and challenges. It draws from contemporary literature and field observations within Indian higher education institutions to assess how faculty responsibilities, pedagogical approaches, and professional identities are transforming. The paper concludes with strategic recommendations for re-skilling, curriculum redesign, and institutional support to ensure faculty remain central in an AI-augmented academic ecosystem.

**Keywords:** Artificial Intelligence, Faculty Role, Higher Education, India, Pedagogy

### Introduction

Artificial Intelligence (AI) has emerged as one of the most transformative forces in higher education worldwide. From personalized learning platforms and predictive analytics to automated assessment tools and AI-powered content generation, the Indian classroom is gradually embracing digital intelligence as a pedagogical ally. According to the *All India Survey on Higher Education* (AISHE, 2023), the nation hosts over 1,100 universities and 43,000 colleges — a system vast enough to make scalable innovation both essential and complex.

Traditionally, Indian faculty have functioned as knowledge transmitters, relying on lectures and examinations as primary teaching tools. However, the post-pandemic acceleration of EdTech adoption has catalyzed a paradigm shift. AI-enabled learning environments are now encouraging student-centric, adaptive, and data-driven models of instruction. Consequently, the faculty role is no longer confined to teaching content; it extends to curating learning experiences, interpreting AI-generated insights, and fostering ethical and critical engagement with technology.

### Objectives of the Study

1. To analyze the evolving roles and responsibilities of faculty in AI-driven classrooms within Indian higher education institutions.
2. To identify the challenges and opportunities that accompany this transformation and to propose actionable strategies for effective faculty adaptation.

### Literature Review

#### The Global Shift in Pedagogical Roles

Global studies have highlighted that AI's integration into classrooms is redefining teacher autonomy and classroom dynamics. According to Holmes *et al.* (2021) <sup>[1]</sup>, AI functions best when educators act as “learning architects” who interpret data insights rather than compete with algorithms. In developed systems such as Finland and the U.S., faculty are increasingly trained to leverage AI for personalized learning, reducing administrative load while deepening learner engagement.

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## Indian Higher Education and Technological Transformation

In India, the *National Education Policy (NEP) 2020* explicitly encourages technology-enabled education and AI literacy for both students and teachers. Institutions such as IIT-Madras and BITS Pilani have initiated AI-based adaptive learning models, integrating predictive analytics to identify learner gaps. Yet, as noted by Sharma (2022)<sup>[2]</sup>, the success of such initiatives depends less on technology itself and more on the faculty's willingness and capacity to integrate AI ethically and effectively.

### Faculty Preparedness and Professional Development

A persistent concern is the readiness of faculty to navigate AI tools confidently. Kumar & Sinha (2023)<sup>[3]</sup> observed that many Indian educators face skill gaps, digital fatigue, and apprehensions about job displacement. Despite these challenges, when faculty undergo structured training and engage with AI collaboratively, they report enhanced creativity, reduced workload in grading and content creation, and improved student outcomes.

### Observations and Discussion

The study's qualitative observations are drawn from informal interactions with faculty across select autonomous colleges and state universities in Tamil Nadu, Maharashtra, and Karnataka between 2022 and 2024.

1. **Redefinition of Pedagogical Roles:** Faculty increasingly act as "learning navigators." Instead of lecturing for the full duration of a class, educators design hybrid learning modules using AI tools such as ChatGPT, Knewton, or Coursera AI assistants. This has led to improved student engagement but has also demanded stronger instructional design skills.
2. **Data-Driven Decision-Making:** AI analytics now assist faculty in identifying slow learners, predicting dropout risks, and recommending remedial resources. Teachers who adapt well to these systems report more personalized mentorship outcomes, though some express concern about over-reliance on algorithmic judgment.
3. **Ethical and Emotional Dimensions:** While AI enhances efficiency, many faculty members voice ethical concerns — about plagiarism, intellectual property, and authenticity of learning. The teacher's role as a moral and cultural guide remains irreplaceable in the Indian socio-educational context.
4. **Institutional Readiness:** Only a minority of institutions have structured AI training for faculty. Most rely on informal learning or peer experimentation. Universities that invest in continuous digital pedagogy training show higher satisfaction among educators and students alike.

### Conclusion (Corresponding to Objectives)

- **Objective 1:** The faculty role in Indian higher education is clearly evolving from content delivery to mentorship, learning design, and ethical stewardship in AI-augmented classrooms. Educators are becoming facilitators who interpret AI data, humanize technological learning, and maintain the moral and cultural dimensions of teaching.
- **Objective 2:** The transformation brings both promise and pressure. Faculty members gain efficiency and

pedagogical depth but face the challenge of re-skilling, managing information overload, and preserving academic integrity. Without structured institutional support, this transition risks deepening inequalities between technologically advanced and resource-constrained colleges.

### Suggestions

1. **Comprehensive Faculty Development:** Introduce mandatory AI-literacy and digital pedagogy modules in faculty orientation and refresher programs under UGC and AICTE frameworks.
2. **Institutional AI Policies:** Establish clear guidelines on ethical AI use in classrooms — including plagiarism detection, content generation, and student data privacy.
3. **Collaborative AI Integration:** Encourage interdisciplinary teams of faculty, technologists, and instructional designers to co-create AI-supported curricula.
4. **Continuous Feedback Mechanisms:** Implement faculty-driven research on AI-based pedagogy to create indigenous best-practice models.
5. **Equity in Access:** Provide grants and infrastructural support to rural and tier-II institutions to prevent a digital divide among educators.

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