AI-Driven Pedagogical Transformation: Enhancing Teacher Self-Efficacy for Competency-Based Education under NEP 2020

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ARTICLE DETAILS	ABSTRACT
	Artificial Intelligence (AI) is increasingly acknowledged as a driving force for change in education, especially in enhancing teacher self-efficacy and competency-based education (CBE) as outlined in India's National Education Policy (NEP) 2020. Although global research underscores AI's potential in teaching, there is limited exploration of its impact on boosting teacher confidence and instructional methods in the Indian setting. This study utilizes a qualitative multi-case analysis of five varied institutions IIT Bombay, Kendriya Vidyalaya Schools, Delhi Public Schools, Amrita Vishwa Vidyapeetham, and Azim Premji University selected intentionally to represent higher education, school education, administrative reforms, and inclusive teaching methods. Secondary data from policy reports, institutional documents, and published evaluations were thematically analyzed to evaluate AI's influence on teacher self-efficacy, CBE outcomes, and institutional adaptability. The findings indicate that AI boosts teacher self-efficacy by enhancing digital confidence, decreasing administrative burdens, and promoting inclusive teaching practices. However, challenges remain, such as gaps in AI literacy, infrastructural disparities, and ethical issues concerning bias and data privacy. The paper contributes

empirically by synthesizing diverse institutional experiences, theoretically by expanding Bandura's self-efficacy framework to AI-mediated teaching, and practically by suggesting policy measures for fair and sustainable AI integration in Indian education. In conclusion, AI has the potential to transform pedagogy in line with NEP 2020 and UN SDG 4 (Quality Education), but its success relies on context-sensitive implementation, teacher capacity-building, and robust ethical safeguards.

1. Introduction

The incorporation of Artificial Intelligence (AI) into the educational sector signifies a fundamental change in teaching methods, introducing adaptive, student-focused, and data-informed strategies for education (Williams & Chen, 2024). Globally, AI has shown its capability to lessen administrative burdens, provide immediate feedback, and facilitate personalized learning paths that cater to the varied needs of students (Johansson & Eriksson, 2024).

In India, the National Education Policy (NEP) 2020 highlights the importance of technology-enhanced learning, competency-based education (CBE), and empowering teachers as key elements of educational reform (Government of India, 2020). CBE prioritizes skill mastery over rote learning, making AI a suitable tool for customized teaching, formative assessments, and predictive analytics to bridge learning gaps (Dastane, Turner, & Nankervis, 2024).

Teacher self-efficacy, as defined by Bandura (1997), refers to educators' confidence in their ability to plan and execute the necessary actions for effective learning management, and it is a crucial factor for the successful implementation of CBE. AI can enhance self-efficacy by providing automated insights, tailored teaching resources, and innovative educational support (Sharma & Patel, 2023). Nonetheless, challenges such as infrastructure disparities, deficiencies in AI literacy, and ethical issues related to bias, transparency, and data privacy remain significant (Buolamwini & Gebru, 2018).

Although there is increasing discussion about AI in education, there is limited research on its role in boosting teacher self-efficacy within the framework of India's NEP 2020. This study fills this gap by using a qualitative multi-case analysis of Indian institutions to explore how AI-driven educational changes affect teacher confidence, adaptability, and teaching effectiveness. The findings reveal both the advantages, such as enhanced teacher confidence, efficiency, and inclusive practices, and the limitations

posed by infrastructural and ethical challenges. By aligning Bandura's self-efficacy theory with CBE principles, the paper offers a theoretical perspective to understand AI adoption in education. The study concludes with policy recommendations to promote the sustainable and equitable integration of AI into India's education system.

2. Objectives

This study is guided by the following objectives:

 To analyze the influence of AI-based pedagogical tools on specific indicators of teacher self-efficacy

 To examine the ways in which AI integration supports the implementation of competency-based education

 To identify and categorize the key challenges and barriers

 To evaluate the policy implications of AI adoption in education

Research Questions

 How do AI-based pedagogical tools influence teacher self-efficacy indicators in Indian educational institutions?

 In what ways does AI integration enhance the delivery and effectiveness of competency-based education?

 What challenges and barriers do teachers face in adopting AI-driven instructional practices?

 What policy measures are required to ensure ethical, inclusive, and sustainable AI integration in education under NEP 2020?

3.Methodology

This research utilizes a qualitative, multi-case study approach to investigate how Artificial Intelligence (AI) can boost teacher self-efficacy and facilitate competency-based education (CBE) under India's National Education Policy (NEP) 2020. The case study method was selected for its capacity to capture context-specific insights and offer a comprehensive understanding of institutional practices.

Case Selection and Sampling Logic

Five institutions were deliberately chosen to represent a range of diversity within the Indian education system, including higher education, school education, private and public institutions, and inclusive pedagogical settings. The selection was based on two criteria: (i) evidence of active AI integration in teaching or administrative processes, and (ii) representation of various institutional types to ensure the findings are transferable.

The cases include:

• IIT Bombay – representing higher education and advanced teacher training.

• Kendriya Vidyalaya Schools – exemplifying large-scale, government-led school education reforms.

• Delhi Public Schools – illustrating AI adoption in private school systems with administrative applications.

• Amrita Vishwa Vidyapeetham – highlighting AI-enabled adaptive assessments in higher education.

• Azim Premji University – focusing on inclusive education through assistive AI technologies.

This purposive sampling ensured the study captured a broad spectrum of AI applications relevant to teacher self-efficacy and CBE outcomes.

Data Sources

The study exclusively relies on secondary data from multiple sources to enhance validity: Government and policy documents (e.g., NEP 2020, Ministry of Education reports).institutional reports and official publications from the selected universities and schools. Peer-reviewed journal articles, conference papers, and published case evaluations documenting AI interventions. Credible media articles and institutional websites for contextual details.

Data Analysis

The data was analyzed using thematic analysis to identify recurring patterns and themes across the cases.

Initial coding of texts related to teacher self-efficacy, CBE practices, and institutional adaptability. Axial coding to group codes into broader categories (e.g., "confidence building," "AI literacy challenges," "equity and inclusion"). Cross-case synthesis to compare outcomes and highlight similarities and

differences across institutions. Reliability checks through triangulation of sources (e.g., comparing institutional reports with published evaluations) to reduce interpretive bias.

Limitations

Several limitations must be acknowledged. First, the study is based on secondary data, which may reflect institutional bias or incomplete reporting. Second, the purposive sample captures diversity but does not allow for statistical generalization. Third, the absence of primary data collection (e.g., teacher interviews, classroom observations) limits the ability to capture educators' lived experiences. Despite these constraints, the study provides valuable insights into institutional practices and lays the groundwork for future research using mixed-methods approaches that integrate qualitative and quantitative evidence.

4.Results / Case Studies

The five institutional cases demonstrate diverse applications of AI in Indian education, each addressing distinct dimensions of teacher self-efficacy and competency-based education (CBE). While all institutions reported positive outcomes such as enhanced confidence, reduced administrative burden, and improved inclusivity, the extent and nature of these benefits varied depending on institutional context, infrastructure, and teacher readiness.

4.1 Case Insights (Elaborated with In-text Citations)

IIT Bombay (Higher Education: AI-Powered Teacher Training)

At IIT Bombay, the AI-driven teacher training initiative offered real-time insights into lesson execution, student involvement, and classroom interaction. This approach notably boosted teachers' digital confidence and their capacity to adjust teaching methods on the fly (Swain, 2024). Consistent with Bandura's (1997) idea of mastery experiences, the prompt feedback bolstered self-efficacy by affirming successful practices and identifying areas needing improvement. Nonetheless, faculty with minimal prior experience with digital tools needed more ongoing guidance, indicating that AI cannot entirely replace structured professional development. This scenario underscores that while AI can speed up teacher adaptability, sustained institutional backing is crucial for long-term success.

Kendriya Vidyalaya Schools (Government Schools: Personalized Learning)

The integration of AI-driven platforms and innovations like the Shalu Robot facilitated adaptive, student-focused learning experiences in Kendriya Vidyalaya schools. Teachers noted increased adaptability to

CBE practices, with enhanced student engagement and alignment with skill mastery objectives (Kendriya Vidyalaya Sangathan, 2024). However, infrastructural inequalities, especially in rural branches, hindered fair implementation. These observations emphasize that although AI tools promote teacher adaptability and classroom innovation, comprehensive infrastructural support is essential to realize the inclusivity envisioned in NEP 2020 (Government of India, 2020).

Delhi Public Schools (Private Sector: AI Chatbots for Efficiency)

In Delhi Public Schools, AI chatbots were deployed for administrative functions such as grading and attendance. Teachers reported that these tools significantly reduced their routine workload, thereby allowing them to focus more on individualized instruction (Delhi Public School Ghaziabad, n.d.). Consistent with Bandura's (1997) assertion that reducing stressors can strengthen self-efficacy, teachers experienced higher confidence in managing their classrooms. However, the pedagogical impact remained limited, as chatbots primarily supported efficiency rather than creativity or deep learning strategies. This raises concerns about the risk of AI adoption being confined to automation rather than driving pedagogical transformation (Johansson & Eriksson, 2024).

Amrita Vishwa Vidyapeetham (University: Adaptive AI Assessments)

The implementation of adaptive AI-based assessments at Amrita Vishwa Vidyapeetham provided instant analytics on student performance, enabling teachers to modify pedagogy in real time (Nedungadi, Tang, & Raman, 2024). This enhanced teachers' ability to provide timely feedback and align instruction with CBE principles of formative, skill-focused assessment. The findings reflect Bandura's (1997) idea of enhanced self-efficacy through informational feedback. Nonetheless, concerns arose regarding over-reliance on algorithmic recommendations and limited faculty capacity to interpret complex data outputs. This suggests that while AI promotes evidence-based pedagogy, teacher training in data literacy is essential to maximize its impact (Mishra, 2022).

Azim Premji University (Inclusive Education: Assistive AI Technologies)

At Azim Premji University, the use of assistive AI technologies supported diverse learners, enabling teachers to adopt inclusive pedagogy and better manage heterogeneous classrooms (Azim Premji University, n.d.). Teachers reported improved confidence in addressing student diversity, reflecting self-efficacy gains from overcoming complex teaching challenges (Sharma & Patel, 2023). However, scalability emerged as a major barrier, as high costs and infrastructural constraints limit access to such innovations in resource-constrained schools. This finding underscores the equity challenge emphasized

in Buolamwini and Gebru's (2018) work on algorithmic disparities, demonstrating that inclusive AI must be supported by targeted investments to avoid widening the educational divide.

4.2 Synthesis Across Cases

Collectively, these five cases suggest that AI integration enhances teacher self-efficacy by building digital confidence, reducing workload stressors, and promoting inclusive pedagogies. At the same time, systemic challenges particularly infrastructural inequities, uneven AI literacy, and ethical concerns pose barriers to sustainable scaling. These findings align with global scholarship suggesting that AI is most effective when used to augment rather than replace teacher agency (Williams & Chen, 2024; Johansson & Eriksson, 2024).

4.3 Comparative Synthesis

To illustrate key patterns across cases, the table below synthesizes AI applications, teacher benefits, challenges, and implications for CBE.

Institution	AI Application	Teacher Benefits (Self-Efficacy)	Challenges / Limitations	Implications for CBE
IIT Bombay	AI-driven teacher training	Increased digital confidence, improved lesson delivery & adaptability	Need for sustained professional development; varying teacher readiness	Strengthened teacher preparation for skill-based pedagogy
Kendriya	Personalized learning platforms,	Improved adaptability, alignment with CBE, better student engagement	Rural infrastructure gaps; unequal access	Enhanced skill acquisition but inequitable scaling
Delhi Public Schools	AI chatbots (grading, attendance)	Reduced workload, more time for student interaction	Limited effect on pedagogy/creativity; risk of automation over	Freed-up time, but limited depth in CBE practices

			pedagogy	
Amrita Vishwa Vidyapeetham	Adaptive AI assessments	Empowered faculty with real-time feedback, timely pedagogical shifts	Over-reliance on algorithms; lack of training to interpret analytics	Stronger formative assessment, improved outcome tracking
Azim Premji University	Assistive technologies for inclusivity	Greater teacher confidence in diverse classrooms, equity focus	Scaling barriers; cost and accessibility constraints	Promoted inclusive, equity-driven CBE implementation

4.4 Cross-Case Evaluation

Three cross-cutting findings emerge from the analysis:

☐ AI enhances efficiency but variably strengthens pedagogy. While tools like chatbots reduce administrative workload, their contribution to creative pedagogy remains limited. By contrast, adaptive assessments and training platforms directly bolster instructional practices.

☐ Teacher self-efficacy gains are context-dependent. Faculty in resource-rich settings (e.g., IIT Bombay, DPS) reported stronger digital confidence, whereas infrastructural gaps in public schools constrained outcomes.

☐ Equity remains the most persistent challenge. While assistive AI fosters inclusivity (Azim Premji University), rural and underfunded institutions face systemic barriers, risking an AI-driven digital divide.

5. Discussion

The case studies collectively underscore the transformative role of Artificial Intelligence (AI) in reconfiguring pedagogical practices, teacher capacity, and institutional adaptability within the framework of India's **National Education Policy (NEP) 2020**. The cross-case findings reveal both the promise and

limitations of AI integration, offering insights into teacher self-efficacy, competency-based education (CBE), and systemic challenges.

5.1 Enhancing Teacher Self-Efficacy

AI tools consistently contributed to strengthening teachers' self-efficacy by providing **real-time feedback, actionable insights, and automated support**. For example, AI-powered training systems (IIT Bombay) and adaptive assessments (Amrita Vishwa Vidyapeetham) improved teachers' digital confidence and classroom adaptability. These outcomes reflect **Bandura's (1997) mastery and feedback mechanisms**, where teachers' belief in their ability to manage learning effectively is reinforced through consistent success experiences and supportive feedback. Importantly, reduced administrative workload, as observed in Delhi Public Schools, allowed teachers to redirect their energy toward individualized instruction, thereby enhancing their sense of professional competence (Sharma & Patel, 2023). However, these gains were unevenly distributed, with teachers in resource-rich institutions reporting greater confidence than those in rural and underfunded schools.

5.2 Advancing Competency-Based Education (CBE)

The findings suggest that AI is particularly well-suited to support **CBE principles**, which emphasize skill mastery over rote memorization. Adaptive learning platforms (Kendriya Vidyalaya Schools) and automated feedback systems (Amrita Vishwa Vidyapeetham) enabled teachers to align instruction with **student-specific learning trajectories**, thereby advancing outcome-based education (Padovano & Cardamone, 2024). Furthermore, assistive technologies (Azim Premji University) demonstrated how AI can foster inclusivity in CBE by accommodating diverse learning needs. Nevertheless, the effectiveness of AI-driven CBE remains contingent on **teacher agency** while technology can provide data-driven recommendations, teachers must interpret and apply these insights creatively to avoid a mechanistic, test-driven learning environment.

5.3 Persistent Challenges

Despite clear benefits, systemic challenges persist. Teachers continue to face **AI literacy gaps**, particularly in interpreting analytics and leveraging data to inform pedagogy (Mishra, 2022). Infrastructural inequities such as poor internet connectivity, lack of devices, and uneven resource distribution limit the scalability of AI adoption, especially in rural schools. Ethical dilemmas also

emerge, including **algorithmic bias, student data privacy, and transparency of AI decision-making** (Rao, 2021). These challenges highlight the risk of widening educational inequalities if AI adoption remains concentrated in elite institutions while under-resourced schools lag behind.

5.4 Policy Imperatives

The findings highlight the urgent need for **nationally coordinated policies** to guide equitable AI adoption in education. First, comprehensive **AI ethics frameworks** should be developed to address transparency, accountability, and bias in educational algorithms (Government of India, 2021). Second, **structured AI literacy programs** for teachers must be institutionalized, ensuring educators can critically engage with technology rather than rely passively on automated outputs. Third, **equity-driven implementation** should prioritize resource-constrained schools through targeted infrastructure investments and subsidized AI access. Finally, alignment with **international standards**, such as UNESCO's 2021 Recommendation on the Ethics of Artificial Intelligence and the **United Nations' SDG 4 (Quality Education)**, will ensure that India's AI initiatives remain globally relevant while addressing local needs (United Nations, 2023).

6. Policy Recommendations

The findings highlight the need for a coherent national strategy to ensure that Artificial Intelligence (AI) in education advances teacher self-efficacy, strengthens competency-based education (CBE), and aligns with the broader goals of the National Education Policy (NEP) 2020 and UN Sustainable Development Goal 4 (Quality Education). Recommendations are presented across short-term and long-term horizons, drawing also on global best practices.

6.1 Short-Term Recommendations (Immediate Implementation)

National AI Guidelines for Education

- Establish a regulatory framework to guide the ethical, inclusive, and transparent use of AI in schools and universities.

- Incorporate data privacy protections, algorithmic transparency, and accountability mechanisms, drawing on models such as the EU's Artificial Intelligence Act and UNESCO's AI in Education Guidelines .

AI Literacy for Teachers

 Integrate AI training modules into in-service teacher professional development and pre-service teacher education programs.

 Focus on practical classroom applications, critical engagement with AI outputs, and awareness of ethical risks.

 Aligns directly with NEP 2020's emphasis on teacher capacity-building .

 Equity-Focused AI Initiatives

 Launch targeted schemes to ensure that rural, tribal, and underfunded schools gain access to AI-enabled learning platforms.

 Provide subsidized infrastructure support and context-appropriate AI tools to avoid widening the digital divide.

6.2 Long-Term Recommendations (Systemic Transformation)

 Public-Private Partnerships (PPPs) for Sustainable AI Ecosystems

 Foster collaborations between government agencies, EdTech companies, and non-profits to scale AI solutions.

 Ensure that partnerships are equity-driven, with resources allocated to under-resourced schools, in line with NEP 2020's goal of inclusive and technology-enabled learning**.**

 AI-Integrated Teacher Education Frameworks

 Embed AI literacy and digital pedagogy into national teacher education curricula (e.g., B.Ed., M.Ed.), ensuring long-term teacher readiness.

 Establish AI competency benchmarks for teachers, modeled on frameworks such as the UNESCO ICT Competency Framework for Teachers.

 Continuous Monitoring and Evaluation Systems

 Develop national dashboards to track AI adoption, teacher training outcomes, and equity impacts.

 Use evidence-based feedback loops to refine AI implementation, ensuring that progress toward SDG 4 (inclusive, equitable, quality education) is measurable and sustained.

6.3 International Alignment

By situating India's AI-in-education strategy within global frameworks such as UNESCO's 2021 Recommendation on the Ethics of Artificial Intelligence and the OECD AI Principles the country can both safeguard ethical integration and position itself as a leader in equitable EdTech innovation.

7. Conclusion

This study has examined how Artificial Intelligence (AI) can strengthen teacher self-efficacy and advance competency-based education (CBE) within the framework of India's National Education Policy (NEP) 2020. By analyzing five diverse institutional cases, the paper contributes to three domains. Empirically, it illustrates how AI applications from adaptive assessments to inclusive technologies enhance teacher confidence, efficiency, and inclusivity, albeit unevenly across contexts. Theoretically, the study extends Bandura's model of self-efficacy by demonstrating how AI can serve both as an enabler of mastery and feedback and as a potential constraint when over-relied upon. At the policy level, the findings underscore the urgency of equity-focused AI adoption, teacher capacity-building, and ethical governance, directly linking to NEP 2020 priorities and the global commitment to SDG 4 (Quality Education).

Nevertheless, the study has certain limitations. It is based primarily on secondary data, which may be influenced by institutional reporting bias, and the purposive case selection restricts statistical generalization. Moreover, the absence of primary fieldwork means that the lived experiences of teachers and students remain underexplored. Future research should adopt longitudinal and mixed-methods designs including surveys, classroom observations, and interviews to capture the evolving impact of AI on teacher practice. Comparative studies between rural and urban institutions would also be valuable to understand how infrastructural and socio-economic differences mediate AI's educational outcomes.

Looking ahead, the transformative potential of AI in education lies not merely in technological deployment but in its scalable, ethical, and context-sensitive integration. If aligned with India's educational reforms, supported by robust policies, and guided by inclusive design, AI can move beyond efficiency gains to foster a pedagogy that is equitable, skill-oriented, and future-ready.

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