

From Textbooks to Chatbots: Integrating AI in English literature classrooms of India

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Abstract

With technological transformations and advancements in the field of Artificial Intelligence and its pervasive infiltration into multifarious facets of human existence, there has been a radical reconceptualization of technological intervention and human agency fostering epistemological modifications in the domain of education. Triggered by the gradual evolution of Web 2.0 to Web 3.0 and the envisioned prospects of Web 4.0, higher education institutions worldwide have discerned the pressing need for pedagogical transformation to cater to the imperatives of a perpetually evolving world. In the Indian context, the New Education Policy (NEP) 2020, a curricular framework formulated by the Government of India for all levels of education, has underscored the significance of interdisciplinary curricula, harnessing technological innovations to promote collaborative and activity-based learning.

In this context, the teaching- learning of English literature is at a pivotal crossroad and demands a reevaluation of existing curricula and pedagogical practices to align with the course's current needs.

The present research investigates the incorporation of AI tools in the English literature classroom at the undergraduate level in India, and scrutinizes their potential to enhance interactivity, efficacy, and collaboration among learners through case studies and interviews of practitioners. This article argues that the facilitator's efficient pedagogical design can transmute Artificial Intelligence into a collaborating agent in the teaching-learning process and mitigate the epistemological and ethical questions that it potentially entails.

KEYWORDS: Artificial Intelligence, English Literature Pedagogy, Undergraduate Studies, India, ChatGPT.

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1. Introduction

Referring to English education in India as the crucible in which the “war of position” (Gramsci cited in Mukherjee, 2016, p. 10) has been fought, Alok Mukherjee delineates the history of controversies that have sketched the terrains of curriculum development in English in this multilingual and multicultural nation (Mukherjee, 2016, p. 10). Shaped by the legacy of colonialism and post-colonial deliberations, the

evolution of the English curriculum in India has resulted in a contentious arena of power politics. While the British model of English teaching, encompassing both language and literature, dominated the pedagogical landscape of the nation during the colonial period, in the post-Independence era, there were endeavours to negotiate the tensions of universalizing the curriculum without compromising its essential ‘identity’, thereby resulting in the “several commissions and omissions” (Krishnaswamy & Sriraman, 1995, p. 37) that inform English teaching in India.

The liberalization of the economy during the 1990s brought about a profound transformation in the socio-economic landscape of the country, marked by the advent of the global market. This confluence of the influences of globalization and the subsequent proliferation of digital technology ushered in the propensity to revise, reformulate and reconstruct the pedagogic practices of English education in India.

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Recognizing the need to update the existing curriculum to global standards, the Indian education system envisaged technology-enabled teaching practices as the future of learning; an idea that was endorsed both by educators who comprehended the contextual significance of a constructivist classroom built around digital tools and academic administrators who foresaw in digital learning the scope for upgrading the national status in the global context (Roy, 2022, p. 47-48). The already nuanced nature of teaching English literature was further problematized by the radical transformation in the educational context ushered in by the closing down of academic institutions in the wake of the global pandemic in the year 2020. Amid the shift to online platforms due to the COVID-19 pandemic, digital media played a crucial role in the process of designing curriculum, as educators had to not only acquire the requisite technical knowledge to conduct virtual classes but also had to seek ways to replicate the interactive, activity-based learning experiences of traditional physical classrooms in the online environment. In India, the lockdown of educational institutions for two years exposed the inadequacies of digital technology, which is intricately tied to the country's economic and political forces, and highlighted the resilience and determination of educators to adapt and improve classroom pedagogy in response to the radical shift in the learning context. In addition to the technological obstacles confronting English literature educators in tertiary educational institutions such as colleges and universities, the intrinsic nature of the subject presented a significant hurdle in being facilitated over the digital domain.

George Levine argues,

“Teaching literature is a subject, and a difficult one. Doing it well requires scholarly and critical sophistication, but it also requires a clear idea of what literature is, of what is entailed in reading and criticizing it.” (Levine cited in Chambers and Gregory, 2006, p. 4).

One of the foremost concerns of formulating a higher education English literature classroom pedagogy was to equip learners with not only the digital competence of attending the classes but more significantly, attaining the learning outcomes so envisioned for the courses. However, numerous studies have already addressed the methods through which educators have tackled these challenges through pedagogical innovations, both on a global scale and within the context of India. Hence the focus of this study is not on the implementation of Web 2.0 technologies in classroom instruction; instead, it seeks to examine how the advent of artificial intelligence (AI), the most recent addition to the technological landscape in education, has impacted the field of teaching English literature in Higher Educational Institutes (HEIs) of India. Against the backdrop of ongoing global discussions surrounding

ChatGPT and the ethical concerns related to AI use in education, this study involves the findings of the researchers who had been involved in experimenting with AI technology in their classroom practices to foster activity-based collaborative learning environments.

2. AI and English Literature Classrooms

“Artificial intelligence (AI) is the combination of intelligence, that is, machines capable of demonstrating human intelligence and of making decisions with human skills” (Sun et al., 2020, p. 2).

The field of artificial intelligence (AI) in computer science involves creating computer systems and algorithms capable of executing tasks that generally necessitate human intelligence, such as speech recognition, decision-making, natural language comprehension, and visual perception. “Based on the integration of AI technologies into learning sciences” educational AI or (EAI) involves the implementation of AI technologies in education, as well as the development of educational frameworks and the restructuring of significant educational elements or processes (Zhang K, Zhang J cited in Yu Yu Lu, 2021, p. 3). One of the most recent fields of research and innovation, EAI (Educational Artificial Intelligence) aims to utilize AI technologies to comprehend the process of learning and assess the influence of external elements, such as socioeconomic conditions, physical surroundings, and advancements in science and technology, on learning, to enhance the efficacy of learning (Yan Z, Tang X, Qin X, et al. cited in Yu Yu Lu, 2021, p. 3). While researchers and educators in conventional educational practices typically focus on designing learning environments, analyzing learners, identifying appropriate learning content, selecting suitable instructional strategies and tools, providing instructional evaluation and feedback, and utilizing evaluation outcomes for management and decision-making, with the foraging of AI in the educational domain, the complexity of these aspects has increased due to the changing needs of learners. “Built on pervasive computing technology and perceptual computing technology”, Artificial Technology (AI) enables the perceptual function of learning environments to meet the diverse needs of learners and offer personalized services in a ubiquitous learning context thereby reconfiguring the educational context by creating: (1) intelligent learning environments; (2) intelligent support to the learning process; (3) intelligent learning assessment; (4) intelligent teacher assistant; and (5) intelligent educational management and services (Yu Yu Lu, 2021, p.5).

The integration of artificial intelligence (AI) in English literature teaching presents the potential to enhance traditional modes of instruction and revolutionize the learning experience. By leveraging the capabilities of AI, English literature teachers can offer personalized learning experiences, facilitate student engagement, and promote critical thinking and analysis. The implementation of AI technology in the domain of English literature pedagogy offers a wide array of potential applications, one of which is ‘text analysis’, a method by which literary works can be scrutinized using AI techniques to obtain profound insights into their structural attributes, thematic components, and symbolic representations. By such implementation, teachers can help students to better comprehend and analyze literary texts. AI can also be used to create personalized learning experiences by analyzing student data and adapting teaching methods to cater to the specific needs of individual students, ultimately enhancing learning outcomes and fostering learners’ engagement. Additionally, AI can assist students with writing by providing grammar and spell-checking, and even suggesting improvements based on an analysis of their writing style. AI can also be used to inspire and assist students in creative writing exercises by providing writing prompts or generating ideas for stories based on a student’s interests. Finally, AI can offer virtual tutoring and support for students who need extra help outside of the classroom, which can be a valuable resource for students who struggle with a particular concept or who need additional assistance with their writing. Besides providing individual learning assistance, AI-powered tools and resources can be harnessed to enable seamless communication and collaboration between learners in collaborative learning environments. The use of AI in cooperative learning can be realized through various means, including virtual collaboration tools that enable students to collaborate in real-time irrespective of their geographical location, personalized learning experiences that provide tailored feedback and support to individual learners, intelligent tutoring systems that can adapt to the unique learning needs and styles of learners, AI-powered chatbots that provide instant guidance and support to learners, and gamification strategies that enhance student engagement and motivation through the integration of competitive elements and feedback mechanisms. The integration of AI into cooperative learning experiences can thus catalyze increased learner engagement, achievement, and success.

However, the most significant potential of AI technology in classroom pedagogy for English literature courses is engendering a constructivist learning environment where learners create and construct knowledge through an interaction with the learning context, thereby “shifting the emphasis from the act of transference of knowledge to individual perception” (Roy, 2022, p. 48). The implementation of

AI in the English literature instructional setting confers a plethora of benefits, for instance, AI can engender amplified student engagement by offering personalized learning experiences and interactive activities, thereby inducing a more dynamic pedagogical milieu. In addition, AI can enhance learning outcomes by scrutinizing student data and adapting teaching techniques to cater to individual learner requirements, bolstering academic performance. Another advantage of AI in the classroom is the automating of certain pedagogical tasks, such as grading, providing instructors with additional bandwidth to focus on other facets of their pedagogy. Furthermore, AI can foster and facilitate creative writing exercises by inspiring and aiding learners, which can cultivate divergent thinking and promote innovation. Finally, AI can furnish both instructors and learners with novel resources and tools that are otherwise unattainable, amplifying the learning experience and equipping learners with the potential to expand their acumen in the discipline.

3. Research Aim

The objective of this study is to investigate ways in which AI can be integrated into English literature classrooms in India and interrogate whether such ways are sustainable. The present study attempts to demonstrate how the technology of AI can be harnessed to construct activity-based collaborative learning practices for a subject like English literature in Higher Educational Institutions (HEIs) of India, evaluate the strengths and weaknesses of such technological immersion, and illustrate pedagogical innovation in tertiary level of studies by referring to authentic classroom examples.

4. Methodology

Concentrating on English literature instruction at the undergraduate level of English Language and Literature courses as underlined by the University Grants Commission (UGC) in its Choice Based Credit System (CBCS) model, this study seeks to probe the ways of integrating AI technology into the English literature classroom to foster a collaborative, activity-based learning environment, one that would contribute to attaining desired learning outcomes of the course, addressing learners’ needs and motivation and ensuring the collaboration between the facilitator and the technology in a manner that does not seek to supplant the facilitator with technology but rather, serve as a partner in the instructional process. Besides this, the study also aims to investigate the assumptions of educational practitioners regarding designing classroom pedagogy for a course in English literature using AI and the sustainability of such practices.

To achieve these research objectives, data from undergraduate English literature classes conducted by the educator-researchers of this study and from interviews conducted among select educators facilitating courses on English literature at the undergraduate level in India have been consulted.

4.1. Case Studies

Case Study I

This case study involves the use of ChatGPT in a session on 18th Century British Literature where learners equipped with contextual information were expected to engage in autonomous knowledge creation by using the AI tool to generate customizable outputs based on the prompts (questions asked) provided by them. The skill focused was the learners' ability to ask the right kind of questions and utilise the technology to develop higher-level critical knowledge.

This learning outcome corresponds to the taxonomy designed by Benjamin Bloom (1956) aimed to identify the emphasis given to the acquisition of certain skills on the completion of activities, sessions, or courses (Bloom, 1956, p. 2-3). One of the most popular and widely debated AI tools at present, ChatGPT uses a natural language processing model to 'converse' with users on diverse topics and this conversational aspect of this AI tool foregrounds the rationale behind its implementation in classroom pedagogy.

In the session, learners with information about the socio-political and cultural context of the Age of Enlightenment were given critical issues concerning the Age and asked to use ChatGPT to elicit such information using prompts they deemed fit. They were also asked to regenerate the response provided by the AI if it did not answer the question appropriately. At the end of this activity, learners were asked to share the questions (the prompts) they fed to the system, the response so generated, and the modifications (along with the rationale behind them) they had to make in the initial questions to get their desired responses. Keeping in mind that the dataset that ChatGPT uses to respond dates back to 2021 (Southern, 2023), highlighting the limitations of the technology, this activity was cautiously guided by the facilitator and any misinformation or problematic assumptions were pointed out. Learners were also made aware of the importance of following authentic source materials in this context.

As exhibited in Figure 1, it can be observed that the particular learner equipped with the idea that the Western Enlightenment project is a philosophical and cultural movement grounded in rationality, asked a question about the role of emotion during the age in order to develop ideas about how certain cherished ideals of Enlightenment was challenged by the Romantic poets, which was the topic assigned to the

learner. A close reading of the response generated by ChatGPT shows both its brilliance as an information provider highlighting its popularity among students worldwide and how individual insight is essential to generate appropriate responses.

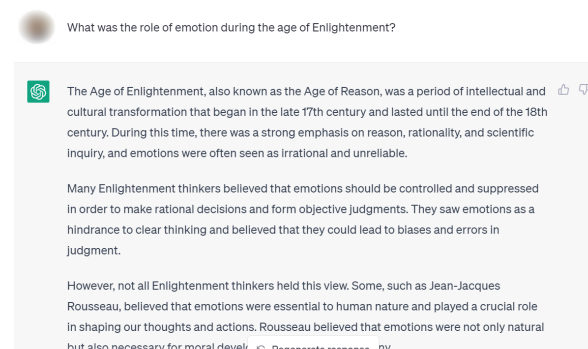


Figure 1 - Screenshot from a class assignment using ChatGPT.

When the responses received by learners after their interaction with ChatGPT were shared in class, it was found that not only were responses to questions asked alike (due to the Blockchain technology behind ChatGPT) but also the kind of prompts had a significant role in assisting the learner 'create' critical ideas autonomously. This underlines how a learner's ability to evaluate complex ideas and reject monolithic assumptions helps them formulate critical discourse and how such a knowledge-creation process can be complemented by and shaped within a technological domain. At the end of the session, learners expressed their delight in using this tool for a class assignment that was both enjoyable and challenging. As students of literature, they felt that ChatGPT can indeed be a useful tool to develop the habit of asking appropriate critical questions in order to create a holistic idea about the topics that are being addressed.

It can thus be estimated that this AI tool can be used to design class activities to contribute to the critical discourse expected of a graduate-level literature classroom simultaneously increasing learner's motivation and desire to participate in the class.

Case Study II

This case study involves the use of the tool Verse by Verse in a session on American Literature to analyse the differences and similarities in the styles and thematic concerns addressed by select poets through an interactive poetry writing activity fostered by AI technology. The skills targeted to be developed by the end of the session were creative expression and analysis of diverse writing styles of American poets.

Verse by Verse is an AI tool created by Google that takes inputs from both humans as well as machines and collaboratively creates verses mimicking the styles of canonical American poets. Users can choose up to three

poets or ‘muses’, and specify the poetic form, syllable count, and rhyme scheme. Once the user writes the first line of the poem, the AI offers hypothetical suggestions from the selected ‘muses’ which the user can either accept or write their verse.

In the session, learners were directed by the facilitator to select specific poets and poetic styles before they entered the first line of a poem (individual creative expression) in the text box provided on the Verse by Verse website. The first line of the poem selected by the learner was expected to reflect the learner’s understanding of the style and content associated with the poet that s/he had chosen. After reading the poems so generated by the AI with the prompts given by the learner, s/he was tasked with analysing which of the poems aptly represented the defining trait of the poet so selected. Learners shared their explanations and rationale behind their choice with the class which demonstrated their skill of understanding the topic taught and their ability to evaluate it from critical standpoints.

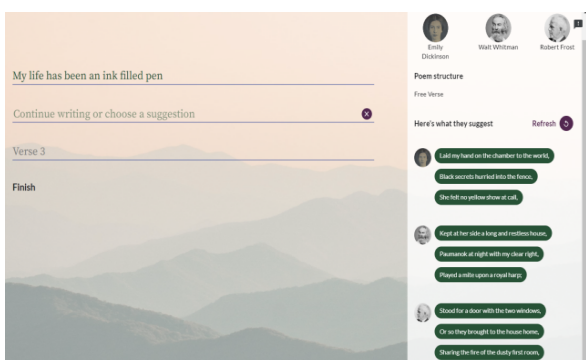


Figure 2 - Screenshot from a class assignment using Verse by Verse.

As exhibited in Figure 2, a learner had chosen Emily Dickinson, Walt Whitman, and Robert Frost and accordingly entered the first prompt based on which the AI generated three preferences, attempting to mimic the writing styles of the selected poets. The learner chose the poem reflecting Dickinson’s style and noted that of the three options, it was closest in addressing ideas that would have been done by Dickinson herself. Through this activity and follow-up class discussions, learners demonstrated not only their creativity (a skill deemed integral to literature courses) but also their critical analytical skills in appreciating distinct poetic styles.

This activity, assigned to undergraduate students was positively received and underscores the utility of AI technology to contribute to developing creative and critical thinking faculties in individuals.

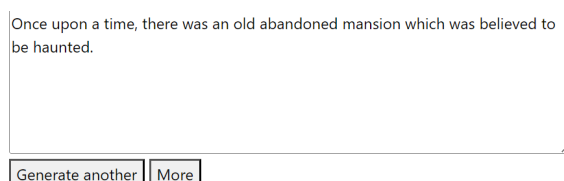
Case Study III

This case study involves using the tool StoryLive for a creative writing class activity where learners, having

been introduced to the elements of plot, characters, language, and narrative design of storytelling, were expected to apply their understanding of those aspects in a creative context. The skills expected to be developed by the end of this activity were creative expression and the ability to apply theoretical knowledge in practical contexts.

StoryLive is an AI tool that can be used for text completion or text-to-image creation. Once the user enters a line or description in the text box, AI generates a narrative or image (at the user’s discretion) based on such prompts.

Learners, divided into groups, were assigned the task of co-creating a narrative with AI using prompts. They were given options of various literary genres by the facilitators and they had to think of appropriate prompts (reflecting their creative thinking) for the AI to create a story that could fit the genre that they had selected. After the story was generated, each group had to analyse the characters and actions in their stories, discussing how all these factors together contribute to the development of the narrative.



Completed Text:

Once upon a time, there was an old abandoned mansion which was believed to be haunted. At one time, people were afraid to live there. The windows would open of their own accord and a man would appear to give an ominous warning to the residents of the area. At night, no lights could be turned on as they would blow out, no matter how much one tried to relight them. The rooms became a hive of activity with people scurrying about in their nightclothes as they ran from room to room attempting to out-pace whatever was trying to reach them. One night, while everyone was asleep, a woman awoke to see something odd at her bedside. There, at her bedside, she was about to find a bloody knife. She turned over and looked up to see a ghost with a bloody knife in its hand.

"Please don't hurt me," she said.

The ghost made a hideous grin and looked down at her.

Figure 3 - Screenshot from a class assignment using StoryLive.

As exhibited in Figure 3, the group that had chosen ‘horror’ as their preferred genre of writing, had typed in: “Once upon a time there was an old abandoned mansion that was believed to be haunted” and accordingly, a narrative was created by AI. The facilitator ensured that this story was then shared with the class, with an intensive analysis of the characters, actions, and settings that contributed to the creation of the narrative. The learners here demonstrated their skill of application of knowledge after having been introduced to ideas covered by the course and also their skills in critical analysis of literature. Met with positive feedback from the learners who enjoyed using the technology in channelising their creative energies, this

case study thus illustrates how AI technology can be integrated into a literature pedagogy to co-create knowledge and kindle the creative spirit of the learners.

Case Study IV

This case study involves the use of AI Dungeon in a session on British Literature in the Middle Ages where learners, having a fair understanding of the socio-literary context of England in the Middle Ages, and having developed the skills to analyse literary texts and evaluate their contribution to the shaping of the literary consciousness of the age, were expected to formulate independent perspectives by situating the texts in the context of modern critical discourses. Learners, at the end of the class activity, were expected to develop the skills of creation and construction.

AI Dungeon is a free-to-use, text-based fantasy simulation that utilizes AI technology to generate limitless possibilities. Rather than being limited to pre-designed worlds created by game designers, AI Dungeon allows users to guide the AI in creating unique worlds, characters, and scenarios for the character so chosen or adopted by the user to engage with.

Directed by the facilitator, learners were asked to create a story using the framework of medieval chivalry combining it with their critical understanding of contemporary literary and philosophical discourses, gathered throughout the course. The learners logged into the AI Dungeon website where they chose their settings and characters from multiple options provided. Based upon the preferences, the AI-driven interface provided prompts of a narrative and asked the learners to enter their preferred action which in turn shaped the storyline.

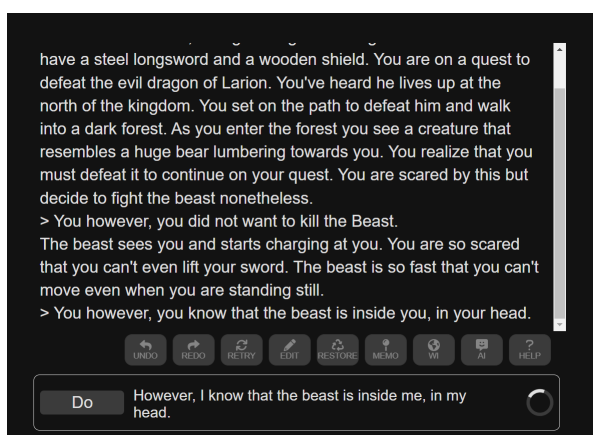


Figure 4 - Screenshot from a class assignment using AI Dungeon.

As exhibited in Figure 4, the learner had chosen the persona of Sir Lancelot (reflective of his knowledge of literary characters from the medieval age) and was co-creating a story with AI by simultaneously building

ideas from the prompts so given and deviating from it. After completing the task, the learners shared their stories co-authored by the machine. The learner here harnessed technology to develop the skill of forming independent critical perspectives from existing literature where the traditional narrative of chivalry in medieval English literature was interpolated by the learner's knowledge of contemporary theoretical ideas which in turn generated new critical discourses.

Undergraduate students who were assigned this class task lauded the novelty of the assignment and have used it beyond class assignments from that point onward. This activity, designed on a constructivist model of learning, embodies the germination of future collaboration between the human and the machine in the creation of knowledge, one that would reorient the conventional epistemology of knowledge creation and dissemination.

4.2. Interviews

While conducting the study, select educators facilitating courses on English Literature at the Undergraduate level of studies following the UGC CBCS model were interviewed to analyze their assumptions and readiness in implementing AI in literature classrooms and discuss the risks associated with such technological integration. The respondents for this study have been involved in attempts at pedagogic innovations using digital tools in their curriculum and are aware of the potential of AI integration in classroom pedagogy. Selected from the cities of Kolkata and Bhubaneswar, capital cities of the states of West Bengal and Odisha respectively, almost all the respondents were optimistic that by the next decade, a radical transformation would reconstruct existing discourses of pedagogy in the fields of disciplines like literature, a transformation that has already been initiated by the extensive proliferation of digital tools in education during and in the aftermath of the pandemic. However, as agreed upon by the respondents, before implementing a pedagogy harnessing digital technology (Web 2.0 or Web 3.0), "a course designer needs to be aware of the 'end customer' so that he or she can tailor the course content, exactly as per the students' needs" (Koul & Bapat, 2020, p. 3922). The respondents selected for this study have mostly agreed that despite present debates and deliberations concerning the possibilities of AI technology replacing human agency in educational contexts, the need of the hour is to update the existing pedagogic practices by harnessing the technological potential as available and situate such transformation in clearly outlined theoretical implication. Such revision is significant specifically in the field of literature, noted a respondent, as traditionally teaching English literature has followed the teacher-centered, lecture presentation model where learners are expected to consider the educator as a repository of knowledge. In the words of

the same respondent, “technology holds the key to democratize English literature education in India”, as she envisions digitization as a tool to reorient the hierarchies existing in the classroom context. Practising online collaborative tools like Google Jamboard and other online LMSs (Learning Management Systems) for her English literature classes at the undergraduate level since the pandemic, a respondent was optimistic that as technology evolves, the visions concerning designing pedagogies would also be revised. When asked about her opinion on the debate concerning the inclusion of ChatGPT and other AI tools in teaching practices, she noted how the present debate fails to consider the most significant aspect in implementing changes in pedagogy, the role of the facilitator. Most of the respondents observed how facilitators must play an active role in forging a learning environment where learners develop the skills required to create knowledge and AI chatbots and other tools would facilitate the process. The respondents also emphasized the recommendation of National Education Policy (NEP) 2020 according to which “pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking” (Ministry of Human Resource Development, 2020, P. 37) and how AI might contribute significantly to foster a multidisciplinary learning context where technology would help address issues like increasing learners’ motivation, learners’ autonomy and the ability to construct knowledge.

5. Findings and Analysis

While the case studies containing authentic data from class activities so conducted aimed to provide practical illustrations of how AI technology can be integrated with the designing of pedagogy to promote a constructive learning environment, the interviews conducted among practitioners reveal the assumptions and estimations concerning such integration thereby providing insights into the questions regarding feasibility and sustainability of AI-enabled literature classrooms in India.

As observed in the comments made by the respondents, scopes of integration of AI in English literature classrooms have been identified and readiness has been observed to update their teaching approaches *vis à vis* technology. However, as noted by the respondents as well, although AI has enormous potential to improve literature education, it is vital to consider the ethical implications of its implementation in the classroom. Several ethical concerns must be taken into account, including data privacy, reliance on technology, impact on employment, bias, and access and equity. Besides data privacy and ethical concerns over data usage, respondents have also indicated ambiguities concerning

the curious relationship between ‘natural’ creative expression and artificial machine intelligence and how such ambiguity is instrumental in creating a bias among educators teaching literature at the graduate level. It has been pointed out by some respondents, especially in the context of AI tools like ChatGPT that over-reliance on AI can lead to a lack of critical thinking abilities among learners. Hence, the facilitator has a major role to play in negotiating the challenges involved in designing class activities by and within AI tools. The outcomes of the course and/or activity must be designed in a way that it utilizes the power of technology to enhance their command over the subject, ameliorate their critical thinking abilities, reduce learning anxieties, and most importantly, engage them in autonomous construction of critical discourses.

Also, as observed by the respondents, the nature of the subject plays a major role in advancing this bias as well since the teaching of English literature at the tertiary level follows a lineage of learners dependent on class lectures delivered by the educators. The conventional pedagogy of an undergraduate-level English literature course in India is discursive and activities usually consist of quizzes, debates, critical discussions, article and essay writing, creative writing, poster presentations, and audio-visual presentation where technology is used to screen media content and storage of class notes, reference materials, and assignments. Only in recent times, the Government of India has recognized the digital potential and taken initiatives to harness the power of technology in the educational context which has led to the re-evaluation of existing curricula and the proliferation of digital tools, e-learning pedagogies and sponsored educational portals and massive open online courses (MOOCs). Nevertheless, as highlighted by the respondents of the study, besides taking measures to integrate technology in classrooms, appropriate training must be imparted to facilitators who are entrusted with the responsibilities of practical applications of theoretical deliberations over existing curricula. Besides this, the cost of implementation of AI tools in a country permeated by a conspicuous socio-economic and digital divide has also been pointed out by the respondents, who, interestingly belong to privileged positions owing to their adeptness with online educational tools and LMSs (Web 2.0) as well as the technique of implementing AI technology in educational contexts, specifically literature classrooms. Notwithstanding the challenges though, all the respondents were optimistic about the future of AI in the present society which is progressively integrating technology in complex ways. “Industry 4.0”, as it is being labeled in common parlance, has already ushered in the integration of AI in almost every facet of human existence. Moreover, as opined unanimously by the respondents, in the following decade, as already initiated in the post-Covid phase, AI will trigger a metamorphosis in the educational sector by revising not

only the educational context and learning modes but also by refashioning the role of the teachers. Contrary to the belief that AI would supplant a teacher in the classroom, teachers and AI could potentially collaborate in pedagogic reconstructions, and English literature classrooms would also constitute an integral part of this phenomenon.

6. Conclusion

The objective of this study has been to explore and evaluate the incorporation of AI tools into the pedagogic process of courses like literature while remaining cognizant of their limitations and potential hazards. There is a dearth of literature concerning the use of AI tools in classroom practices, especially in the field of literature and the Indian context. Hence, this paper has attempted to fill this gap by generating critical discourses concerning such usages and providing peer educators of English literature with examples of how AI tools can be used to enhance classroom teaching and contribute to learners' autonomy.

The study aims to establish that as the world migrates towards Web 3.0 and Web 4.0, learning processes too should be realigned to cater to the demands of learners located within this rapidly changing world. The existing pedagogy of subjects with a lineage of traditional teacher-centered, lectured-based teaching practices must be recalibrated to accommodate the utilization of emergent technologies like AI tools in the classroom. The study delineates the ways in which artificial intelligence can serve as a collaborator in the teaching-learning process by facilitating interactive discussions, generating the learner's interest in the process, and fostering critical acumen and creative expression which are crucial for literary studies. As the above case studies and interviews have demonstrated, the role of the facilitator is crucial in integrating AI tools in pedagogic practices as the process demands not only awareness of epistemological and ethical challenges that are associated with the use of artificial intelligence for education but also expertise and training in the implementation of such technology in educational context and theoretical knowledge that constitutes the rationale behind such integration. The facilitator has to be aware of the needs of the learners as well as the intended outcomes of utilization of such technology to ensure the success of the pedagogic mutations in subjects like literature at the graduate level that tend to destabilize the dichotomy between creative explorations and critical contemplations.

As the Columbia Centre for Teaching and Learning notes in a statement:

...higher education, like all industries, will continue to feel the impacts of technological

evolution and growth...classrooms will continue to remain flexible and responsive to this evolution. With digital innovation and developments, the capabilities (and limitations) of today's AI tools, including ChatGPT, will shift and evolve. For that reason, trying to completely ignore or shut out these tools, or even adopting an approach of complete disengagement will not serve instructors and their students in the long term. Instead, instructors have an opportunity to rethink and focus on the elements of their course over which they have the most control, including transparent course policies, explicit communication, partnerships with students, and course and assignment design. Leveraging these aspects of teaching and learning can better serve instructors and their students no matter the digital innovations of the future. ("Considerations for AI tools in the classroom")

Thus, AI tools in the English literature classroom can potentially help the instructors to personalise learning, increase their effectiveness by making the class more engaging, and as envisaged by the curricular framework of NEP 2020, "make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable" (Ministry of Human Resource Development, 2020, p. 3).

Conflict of Interest

The authors in the present study have no conflict of interest.

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