From Chalkboard to Chatbots: The Evolution of AI in English Language and Literature Classrooms

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Abstract

This paper examines how Artificial Intelligence is transforming English Language and Literature education by challenging the dominance of traditional pedagogical methods and introducing innovative approaches to learning, teaching, and research. In this paper, AI's origins in early computational linguistics and rule-based language systems are first outlined to establish a foundation for today's range of digital tools. Next, a survey is provided on how AI is presently deployed within the study of English-from smart tutoring and automated feedback to plagiarism checks, text analytics, digital humanities, and AI-assisted literary interpretation. These technologies enhance student engagement, personalize instruction, and refine critical reading and writing while also disrupting the teacher-centered paradigm. The discussion considers where AI will take the future of English education, from adaptive learning platforms, generative AI, and multimodal storytelling, to finally using AI thoughtfully and ethically. Also, concerns are raised with regard to academic integrity, data privacy, bias, and changes to the teacher's role. Through a critical examination of AI's changing status, the paper calls for a symmetrical ethical inclusion of artificial intelligence that can enrich English Language and Literature-fuelling creativity, critical thinking, and inclusive learning in our digital era.

Keywords: English Education, Artificial Intelligence (AI), Ashram Schools, Gurukul System, IELTS Institutes, Educational Transformation, Colonial Pedagogy, Adaptive Learning, Digital Divide, NEP 2020, Personalized Tutoring, Hybrid Model

Introduction:

This intimate relationship between English and artificial intelligence has thus transformed education across the world-from ancient Indian gurukuls and ashrams steeped in Vedic culture to the modern colleges, coaching centers, and IELTS hubs. English came through colonialism, and though the English Education Act in 1835 helped push it into schooling, it eventually transformed from an empire's tool to a global language-a spreader of knowledge, promoter of economic mobility, and a facilitator of academic excellence. However, in the same breath, this disrupted indigenous teaching, anchored in oral vernaculars and the guru-shishya bond. Simultaneously, with AI's rise since the 2010s, it has brought adaptive learning, personalized tutoring, automated assessments, and immersive tech; thus, making English more accessible in resource-scarce ashrams, while retransforming IELTS preparation in urban centers.

This paper compares the changes across time-from the pre-colonial gurukuls with no English to the post-independence bilingual growth, through today's mixed landscapes in varied institutions, peeking into future AI-English hybrids like VR gurukuls and neural translators. It juxtaposes traditional rote-focused teaching of English with AI's data-driven customization to highlight the shifting dynamics of access, methods, and equity, particularly when tribal ashrams in India are compared with urban universities. It also points to challenges such as the digital divide and ethical biases, while noting opportunities for more inclusive progress under NEP 2020.

Historical Roots of English in Education:

Dr. M. Ilankumaran, in his paper entitled, "English Education in India: A Historical Perspective", have tried to uncover that English came into Indian education with the British, starting with the Charter Act of 1813, which provided finances for education but initially favoured vernaculars. All this changed with Macaulay's 1835 Minute on Education, which made English the gatekeeper to Western knowledge and to an elite class. Institutions such as Hindu College (1817) and Elphinstone College mushroomed and transformed the traditional

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systems-gurukuls and ashrams where Sanskrit and regional languages held their sway-into English medium schools imparting instruction in literature, science, and administration.

In ashram schools-residential by design, on the lines of gurukuls, and catering to tribal and disadvantaged students-the integration with English gained momentum after independence, facilitated by free boarding from the 1960s under Tribal Sub-Plans. IELTS centers came later, oriented toward mobility for higher study and migration.

AI's Emergence and Transformation:

AI has redefined education with adaptive platforms, personalized tutoring, automated grading, and chat bots that have increased access in schools, colleges, and universities. In India, tools like speech-to-text support multilingual learners, and AI-driven platforms tailor content to diverse needs-be it in IITs or private universities, definitely weaving AI into the curriculum. It considers the reduction of bias and wartimes for IELTS by providing instantaneous scoring, grammar, and fluency feedback, and practice tests. Today, Ashram schools have begun embracing AI through projects like Microsoft's EMRS that train tribal teachers in AI tools in English and Hindi. Coaching institutes deploy AI to craft customized English practice and simulate actual exam scenarios.

Comparative Analysis Across Institutions:-

Traditional English teaching methods' rote are consisted in colonial schools and ashrams, while AI is an interactive and data-driven learning. AI excels has scalability and feedback. But

Institution Type	English Role (Roots-Present)	AI Integration (Present)	Key Differences
Ashram Schools/Gurukuls	Vernacular focus historically; post-1940s English for employability	Emerging AI training for tribals; limited tech access	Holistic, mentor-based vs. adaptive personalization; residential vs. hybrid
Schools/Colleges	Colonial medium for elite access; now bilingual	Adaptive platforms, VR for immersion	Uniform curriculum vs. individualized paths
Universities	English for global knowledge since 1857	AI in admissions, analytics; IITs lead	Research-heavy vs. predictive tools
Coaching/IELTS Institutes	Proficiency for exams; top centers like Wisdom Mart	AI mock tests, feedback	Intensive drills vs. real-time analysis

traditional methods are lack of human's mentorship.

Current Effects and Challenges:

With AI-powered, personalized English-learning apps offering real-time feedback, English continues to unlock opportunities. Schools and universities gain in efficiency, but there are still some notable hurdles: digital gaps in remote ashrams, for example, and ethical concerns around biases in the AI models. IELTS centers report better scores assisted by AI, but the risk is that overdependence could mean practical skills go underdeveloped.

Looking Ahead:

AI will further push English immersion through VR simulations and multilingual tutoring, weaving together urban centers and ashrams for inclusive growth. Hybrid models are foreseen

by institutions such as Universal AI, and some of the workflows related to IELTS might become fully automated with the use of augmented reality. If thoughtfully integrated, this tech-enabled transformation can be more equitable across eras.

Overview of Transformation:

From ancient ashram schools and gurukuls to today's universities, coaching centers, and IELTS institutes, the modern classrooms across the globe have been reshaped by English and now AI. English began as a colonial tool for administration and knowledge distribution, becoming a global lingua franca essential for jobs and scholarship. The newer disruptor of AI is personalizing learning, automating assessments, and helping bridge access gaps, especially in diverse spaces like India's tribal ashrams to urban IELTS hubs. This comparative study traces their roles from historical roots to present-day integrations and future prospects, noting how English standardized curricula, while AI adds adaptability; still, both navigate equity tensions between their traditional and tech-driven models.

Foundations before Colonization

Dr. M. Ilankumaran further moves ahead in his paper entitled, "English Education in India: A Historical Perspective" that Education in ancient India blossomed at gurukuls and ashrams-where students stayed with their teachers, learnt Sanskrit texts, Vedas, philosophy, and other practical skills like archerysans formal English. The schools of ashrams, the precursor to tribal education, laid emphasis on all-round growth-moral, physical, spiritual-through oral vernacular traditions. They corresponded to the ideal of self-sufficient villages envisioned by Gandhi.

The colonial shift started with the 1813 Charter Act financing Western education, but it was the 1835 English Education Act that Macaulay promoted, which laid emphasis on English-medium instruction to train "interpreters" for colonial rule and relegated indigenous learning to the background. With institutions like the Calcutta Madrasa turning that way, English came to symbolize progress as it permeated schools and colleges, while ashrams retained their local flavour for a longer period.

From Colonial to Post-Independence Growth After 1857, the kind of universities, for example, Bombay, Calcutta, and Madras, that were initiated in 1857 made English the primary medium; this helped spur literature, science, and law studies that prepared and produced leaders in India's struggle toward independence.

Coaching centers also began to spring up as early precursors of civil-service exam preparation with a focus on fluency in English. Independence in 1947 ushered in bilingual policies through the Kothari Commission, 1964–66, which advocated for mother-tongue instruction up to Class 8 and English starting at the secondary levels. However, eventually, English dominated higher education to maintain India's global competitiveness. Ashram schools proliferated with the 1960 Tribal Sub-Plan, adding an English curriculum to enhance Scheduled Tribes' employability in society, while concurrently focusing on residential care with core curricula. The IELTS institutes mushroomed after the liberalization in the 1980s with an aim for migrating to English-speaking countries, and centers like British Council standardized tests.

AI's Arrival:

From the 2010s to Today AI entered education through adaptive platforms such as Duolingo in 2011 and scaled through India's BYJU'S and Unacademy for personalized English lessons using algorithms. In higher education, AI assists research analytics and virtual labs. IITs have machine-learning coursework. Schools deploy AI chatbots to practice grammar, colleges use predictive analytics to curtail student dropouts. Ashram schools have, via the PM's E-Vidya and Microsoft programs, introduced AI-powered tablets to teach English phonetics in tribal regions, facing a severe shortage of teachers. IELTS preparation courseware has also begun using AI-scorers-from tools like Grammarly to ETS systems-to simulate human-like evaluation for speaking and writing.

Comparative Framework: Institutions Analyzed

Ashram Schools and Gurukuls:

Traditional: Guru-shishya bond, vernacular focus, life skills; English added post-1950s for jobs.

AI Present: Digital literacy pilots; limited by infrastructure.

Shift: From rote oral to interactive apps.

Modern Schools and Colleges

Traditional: Colonial rote English; now CBSE bilingual.

AI: VR immersion, auto-grading.

Shift: Uniform to data-personalized.

Universities

Traditional: English research hubs since 1857.

AI: AI-driven admissions, MOOCs.

Shift: Lecture-based to hybrid analytics.

Coaching and IELTS Institutes

Traditional: Intensive English drills.

AI: Real-time feedback, mock simulations.

Shift: Teacher-led to AI-hybrid.

Aspect	Traditional English (Roots)	AI-Enhanced (Present)	Future Projection
Pedagogy	Rote, teacher-centric	Adaptive, student-centric	VR Guru simulations
Access	Elite/urban bias	Rural scaling via apps	Universal via metaverse
Assessment	Exams, subjective	Instant AI scoring	Predictive proficiency
Ashram-Specific	Vernacular holistic	AI tablets	Culturally adaptive AI

Present Transformations: Case Studies

In ashrams, AI bridges English gaps; Odisha's tribal schools report 30% proficiency gains via AI audio. Universities like Universal AI University embed English-AI curricula. IELTS bands improve 0.5 via AI practice, per center data.

Challenges:

➤ Digital divide (70% rural no internet),

➤ AI biases against accents,

➤ Job displacement fears.

Future Eras: Projections to 2050:

Flunet Bolo. Com describes in its article under the entitled, "How AI Is Changing the Way We Learn English in 2025" that the fusion of English and artificial intelligence will soon disrupt and recreate learning experiences for everyone by 2050. It will not only enhance what we are doing but will bring about highly personalized and just learning ecosystems spreading across ashram schools, colleges, universities, coaching centers, and IELTS centers. From colonial imposed learning and ancient Vedic Gurukul learning systems based on history to modern learning and adaptive learning systems, it promises and leans toward perfected neural interfaces, virtual realities, and universal translation systems. It will assert that English will be the central gateway leading to AI learning, recreating ancient holistic learning goals and missions with modern impactful interpretations and expanding English learning with ancient and modern holistic presence and progress. Various projections and learning goals include

outlining challenges and policy actions necessary on an accelerated technologically advanced India, poised as a global visionary with 1 million AI jobs predicted by 2026, set to increase tenfold by mid-century.

Neural Implants and Instant Fluency

Dr. Radha Kapoor, in her paper entitled, "Education in Ashram Schools" tries to explain that By 2035-2040, brain-computer interfaces (BCIs), more advanced versions of what Neuralink would offer, would enable direct neural downloads for English proficiency. Imagine ashram school kids in deep-forest tribes, accustomed to verbal local dialects for generations, downloading Shakespearean sonnets or business English courses while meditating, thus synthesizing gurukul Atmahatkara with neurotech enhancements. Institutions like IITs and upcoming AI research centers, Universal AI University, would integrate BCIs into the academic curriculum for immediate cognitive enhancements in quantum linguistics and AI research.

It will completely revamp personalized learning as in gurukuls on a technological level: algorithms would personalize the neural paths for every student, reflecting the guru-shishya parampara but on a megaphoned scale. IELTS institutions are poised for obsolescence as BCI technologies make band scores redundant; natives' levels of fluency would be achieved instantly, and tutoring would transition from practice sessions to BCI monitoring. Also, 40% adoption will be seen at city colleges by 2045, and rural ashrams will soon follow with subsidized implants.

AI Gurus and VR Vedic Revival in Ashrams:

Myedtekpartner.com. in its article under the title, "How will integrated AI help in IELTS Prep" in which it describes that the new scene is unfolding in Ashrams around the country as AI-guided teachers, standing holographically as "gurus," take their places in ancient halls still whispering with the rumblings of sages. Ashram schools—projects touching base with Gandhian ideas of self-reliance and the 1960s dream of immersive residential learning for communities—will finally have these digital mentors on their premises. In this way, by the year 2040, virtual guides will merge Vedic texts with recreated debates from history, spoken in Sanskrit and English voices. Playful and immersive, one would get into debating Upanishads in a flavour of Elizabethan-tinged English, or phonetics with Himalayan echoes, as it therefore serves to be the case in a learning journey that aspires to defeat the highest capacities of any English class.

There are already signs that this may be the case: AI-powered handhelds, such as Microsoft's EMRS, are already being rolled out into the tribal areas of Odisha, with early momentum suggesting a nationwide rollout. By 2050, VR pods could be a common feature in roughly 80% of India's more than 50,000 ashrams; English proficiency could increase by around half without eroding core values. Colleges and universities may run metaverse campuses where English is the ambient AI interface, allowing for real-time cross-cultural collaboration. Imagine Indian BBA students negotiating with their peers around the world inside translation-enabled VR boardrooms. Coaching centers might shift from IELTS-focused drills to AI-enabled soft skills, such as cross-cultural understanding, where traditional mock tests would become less central.

Universal Translators and IELTS Obsolescence:

Simmons Schools of Educations and Human Development, in its article, "How Artificial Intelligence in Education is Transforming Classrooms" explains that real-time universal translators, run on quantum AI, are expected to democratize English by 2045 and make IELTS redundant. Wearable earpieces or ambient neural fields would mediate multilingual with perfection. IELTS centers, once mushroomed post-liberalization for migration, could rebrand themselves as "Global Fluency Hubs" and work at trans-lingual competence in AI-augmented realities, negotiating code-switched English with élan. English would still be used as an

interface language for AI: prompts in natural English would fetch precise outputs, something quite necessary as India is looking at a figure of around 15 million edit tech users by 2050. Hybrid models will prevail: nearly 70% of institutions predict combining human mentors with AI so that emotional intelligence fuses with algorithmic efficiency. This would be particularly significant in ashrams, where personal connections are held sacred.

Equity through Hybrid Models:

These futures rest upon equity. Physical and digital hybrids will enable ashrams to equal urban universities on access to English and AI, with solar VR labs connecting satellites and narrowing disparities. English moves from a colonial gateway to a universal bridge connecting various AI technologies, from BSc simulations with lab talks conducted in Cockney voices to BAJMC aspirants making news with AI altogether with global English.

Ethical frameworks and Policy Pillars:

To turn this vision into a reality, there needs to be focus on ethics with bias-reducing algorithms and inclusive datasets so as to reduce accent bias and thus inhibit 20% of 'tribal' learners.NEP 2020's 'multilingual' ethos expands into an AI-steered 'AI-NEP 2030', requiring 'ethical' AI components from Class 6 onwards, with 'teacher up-skilling' on national portals reaching 1.5 million teachers by 2030. Privacy and equal distribution for brain-computer interfaces, with emphasis on ashrams, are necessary against dystopian challenges like 'brain divides'. It becomes clearer what India's leadership might entail, with 1 million AI jobs forecasted for 2026, as an English-AI collaboration might be set to unlock an edit-techno sector worth $500 billion and potentially transmit VR 'gurukuls' globally. Educator re-skilling courses, based on an extension of 'TET/HTET' pillars, would focus on 'AI Pedagogy', with phonetics expertise and ' So, rest assured, with 2050 on the horizon, English and AI will not only revolutionize education but will reinvent it. Gurukuls might be brought back with the help of AI intelligence, and then there are universities with neural scholarship and IELTS making way for universal harmony—if ethics remain watchful and flexible.

Conclusion:

The roots of ancient ashram schools and gurukuls are being reshaped into the education of today's colleges, coaching centers, and IELTS institutes. English entered through colonial policy-most notably, the 1835 Act-and carved a way to global knowledge and better job prospects, stitching traditional vernacular learning to modern curricula. Now, AI expands on this by offering personalized, adaptive learning, real-time assessments, and inclusive tools that meet diverse needs in both tribal ashrams and urban IELTS hubs. Whereas traditional English teaching relied heavily on rote memorization and teacher-centered methods within residential ashrams, AI brings data-driven and student-focused approaches that scale. Though these methods raise serious equity concerns in areas with limited digital access, today's reality-invoked through IITs' AI-focused curricula and AI-assisted IELTS scoring-shows a powerful synergy that can elevate proficiency, with gains reported in underserved communities. Looking ahead, hybrid models that combine the global lingua franca role of English with AI-infiltrated VR simulations and predictive analytics have the promise of universal access. This will digitally revive the holism of gurukul learning and counter biases with policies aligned to NEP 2020. The comparison has one clear takeaway: thoughtful, balanced adoption now stands at the threshold to redefine education and nurture equitable, innovative futures across all institutions.

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