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Research Article

Artificial Intelligence in the Era of Globalisation: Implications for Students' Attitudes, Socialization and Career Perspectives in India

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Abstract

Artificial Intelligence (AI) has become a significant component of the contemporary globalised world, influencing education, communication, employment, and daily social interactions. Its growing presence in higher education is transforming how students gather information, complete academic tasks, communicate with others, and prepare for their careers. This article analyses the impact of AI on students' attitudes, socialisation, and professional perspectives, particularly within the Indian context. The study employs a qualitative methodology based on secondary data, using peer-reviewed research, systematic reviews, government policy documents, and reports from recognised national and international institutions. The analysis shows that while students generally acknowledge AI's educational value, factors such as institutional support, perceived benefits, ethical concerns, and trust in AI-generated information shape their attitudes. Although AI can facilitate learning and collaborative educational activities, overreliance on it—at the expense of human interaction—may raise concerns about social engagement and interpersonal relationships. Regarding employment, AI is simultaneously transforming existing professions, creating new job opportunities, and altering the skill sets expected of graduates. According to the World Economic Forum, the transformation of the labour market by 2030 could lead to the creation of 170 million new jobs and the displacement of 90 million, resulting in a net increase of 78 million jobs. India is addressing these changes through initiatives such as the National Education Policy (NEP) 2020, India AI FutureSkills, and NITI Aayog's roadmap for job creation in the AI economy. The article represents the acceptance of a human-oriented model for mixing AI into Indian higher education—one that coordinates technical expertise with critical thinking, academic honesty, social involvement, employability, and moral accountability.

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1. INTRODUCTION

Artificial Intelligence (AI) has moved beyond its earlier status as a specialised technological field and has become increasingly integrated into education, employment, communication and social life. In higher education, AI is used for intelligent tutoring, assessment, prediction, student support and personalised learning. A systematic review of 146 studies by Zawacki-Richter et al. (2019) identified major applications of AI in higher education, including profiling and prediction, assessment, adaptive systems and intelligent tutoring. A recent study highlights the fast growth of AI research, especially following the advent of generative AI and large language models (Crompton & Burke, 2023).

Generative AI has created new educational opportunities, yet it has simultaneously raised concerns regarding accuracy, academic integrity, and higher-order thinking skills. Students can use AI to obtain clarifications on various topics, generate new ideas, organize information, and receive support with writing. However, fluent AI-generated responses are not necessarily accurate. UNESCO (2023) therefore emphasises a human-centred approach that addresses privacy, equity, ethical use and pedagogical suitability. Research by Essien et al. (2024) similarly highlights concerns regarding the reliability, accuracy and ethical use of AI text generators.

The Indian context is particularly important because the country is expanding digital education while preparing a large young population for a changing labour market. The National Education Policy (NEP) 2020 emphasises digital literacy, coding, computational thinking, collaboration, problem-solving and ethical reasoning, while recognising the growing relevance of Artificial Intelligence, machine learning and data science for future employment (Ministry of Education, 2020).

Recent evidence from India also indicates a positive attitude among students towards Artificial Intelligence (AI). In a study conducted on 187 higher education students in India, Gupta et al. (2026) found that students held positive perceptions, particularly regarding educational utility and the impact on learning; additionally, factors such as institutional support, ethical considerations, and trust in technical systems played significant roles in shaping their attitudes.

Although existing research has examined AI adoption, learning outcomes, academic integrity, social consequences, and employability, these dimensions are often considered separately. This article brings them together by examining AI's influence on students' attitudes towards learning and knowledge, socialization and human interaction, and career expectations and employability in India. It also considers the circumstances under which artificial intelligence (AI) can aid educational development and examines the risks correlated to excessive or inappropriate reliance on it.

2. RESEARCH OBJECTIVES

This research has four primary objectives.

- To analyse students' changing attitudes towards AI-enabled learning and academic activities.

- To examine the impact of AI on student socialization and human interaction in higher education.
- To investigate how AI influences students' perceptions regarding employability and future career perspectives.
- To evaluate India's emerging AI education and skill development ecosystem and identify the necessary steps for responsible and inclusive AI integration.

3. RESEARCH METHODOLOGY

The study uses a qualitative secondary-research design. It does not claim to measure the attitudes or behaviours of a new primary sample. Instead, it critically synthesises evidence from existing academic research and authoritative policy sources.

The literature base includes peer-reviewed journal articles, systematic reviews, empirical studies and publications from recognised institutions. It pays particular attention to studies on AI in higher education, student attitudes, social interaction, critical thinking, and employability. The review examines Indian policy documents and institutional initiatives to situate the international evidence in the Indian context.

ARTIFICIAL INTELLIGENCE AND STUDENTS' ATTITUDES IN INDIA

AI is influencing the mindset, learning practices, and technological engagement of Indian students. Studies indicate that Indian college and university students generally have a favourable attitude towards AI, particularly when it helps them acquire knowledge quickly, search for information, conduct research, improve writing skills, prepare for examinations, and complete assignments. Following the implementation of the National Education Policy (NEP) 2020, the increased use of digital technology in education has provided students with opportunities to engage with artificial intelligence-based technologies, such as smart tutors, automated writing assistants, and other AI platforms (Gupta & Tiwari, 2023; Ibrahim et al., 2025). Factors such as the utility of AI in educational tasks, expectations regarding efficiency or outcomes, opportunities for personalization, and its impact on the learning process appear to play a significant role in shaping students' acceptance of AI (Chatterjee & Bhattacharya, 2020; Tiwari & Bhat, 2023). A recent study of Indian higher education students also found generally positive attitudes towards the benefits of AI-supported learning and institutional support (Gupta et al., 2026).

However, students' attitudes towards artificial intelligence (AI) are not entirely positive. Their reactions reflect a pragmatic perspective, where interest in the technological benefits is accompanied by an awareness of its academic, ethical, and cognitive limitations. Students recognize that AI-generated content can be inaccurate, misleading, contextually inappropriate, or false. Research on the use of ChatGPT in Indian universities has identified concerns regarding prompt formulations, technical issues, the accuracy of AI-generated responses, academic integrity, and over-reliance on AI technology (Singh et al., 2026). Students also face uncertainty regarding the boundary between legitimate technological

assistance and practices that may compromise originality or constitute academic dishonesty.

The growing use of ChatGPT and other generative AI tools has impacted students' learning methods and productivity. AI assistants can aid in routine tasks, brainstorming, summarizing information, and writing; however, concerns persist regarding higher-order thinking, originality, self-directed learning, and in-depth critical analysis (Hajam & Gahir, 2024).

Students' attitudes towards AI may differ according to their field of study, technical proficiency, gender, institutional environment & access to digital resources. Students in technology and STEM-based (Science, Technology, Engineering, and Mathematics) educational programs typically demonstrate greater technical proficiency and show a higher level of interest and readiness to adopt AI tools or technologies; conversely, students from other disciplines may face technostress and uncertainty regarding the impact of AI on future employment (Aktay et al., 2024; Ibrahim et al., 2025). AI literacy is therefore important because knowledge of specific applications and tools can influence students' readiness to use AI critically. Studies among Generation Z students in Northern India have identified relationships between AI literacy, patterns of AI use, and educational attainment and performance (2025). Institutional, pedagogical, and academic factors can also contribute to positive attitudes towards AI (Ibrahim et al., 2025).

Research by Essien et al. (2024) also demonstrates that the use of AI text generators can have varying effects on students' cognitive development. While the study—conducted on 107 postgraduate business students in the UK—indicated relatively greater improvement in lower-level skills within Bloom's Taxonomy, it also highlighted concerns regarding AI's reliability, accuracy, and ethical use. This suggests that while AI can assist with certain learning activities, it does not automatically foster higher-order thinking skills.

A recent study of students in Tripura found that graduate students in both urban and rural areas use AI for academic activities such as information searching and assignment preparation. However, urban students demonstrated better engagement in advanced applications such as summarizing, translation, and project conceptualization; conversely, rural students faced technological and internet-related limitations and expressed concerns regarding the potential negative impact of artificial intelligence on creativity. These differences suggest that positive attitudes alone do not ensure effective AI use; infrastructure, digital literacy, institutional support, and guided opportunities for experimentation are also important (Goswami & Bhattacharjee, 2026).

Therefore, students' attitudes toward AI should not be viewed as strictly positive or negative. The goal of education should be to foster informed adoption—ensuring students understand when to use AI, when to verify AI-generated information, and when independent thinking is more appropriate.

ARTIFICIAL INTELLIGENCE AND STUDENTS' SOCIALIZATION

Socialization in education extends beyond the mere exchange of information. Through interactions with teachers and peers, students develop communication skills, foster positive relationships, and cultivate values and a sense of belonging. The growing use of Artificial Intelligence (AI) is introducing a new participant into this environment and altering certain patterns of educational interaction.

AI can facilitate communication and collaborative learning by providing information, feedback, and support during group work. However, recent research on collaborative problem-solving supported by generative AI indicates that students often interact more with the AI system than with their peers. In a study of teams engaged in collaborative problem-solving, Feng (2025) identified a trend where interactions became AI-centric, with students directing a significant portion of their mental or intellectual attention toward the chatbot.

Research suggests that these effects may not be limited to group interactions alone. A study involving 387 university students by Kim et al. (2024) found that using AI as a substitute for human interaction—specifically for academic and social support—could be linked to negative social outcomes, such as increased loneliness and a diminished sense of belonging. These findings do not imply that AI inevitably causes social isolation; rather, they highlight the importance of distinguishing between AI as a supplementary resource and AI as a replacement for human interaction.

Song et al. (2025) observed that while interactions with generative AI chatbots involve a higher volume of knowledge-based discussion, students tend to speak less or contribute less actively compared to when they interact with their peers. This indicates that while AI can effectively provide intellectual support, it creates a social environment vastly different from human-to-human collaboration.

These findings are particularly significant for higher education in India, as universities are not merely places for instruction; they are social institutions where students learn collaboration, debate, leadership, and a sense of mutual responsibility. If AI is integrated into the education system without preserving opportunities for human interaction, these developmental processes among students could be compromised.

At the same time, AI-driven interactions can influence the quality of students' social experiences. A study conducted in India revealed that while AI facilitates personalized learning and exposure to diverse cultures, it can reduce the frequency of direct, face-to-face communication (Vishwakarma & Yadav, 2025). Conversational AI can also serve as a form of digital companion. A study conducted in India in 2026 analysed the relationship between conversational AI, loneliness, and social anxiety (Jain et al., 2026). Thus, while such technology may offer support in specific areas, it should be used to complement—rather than replace—meaningful human interaction.

The ideal approach is not to exclude AI from collaborative learning processes but to integrate it alongside peer discussions, group problem-solving, seminars, presentations, and teacher guidance. AI's role should be to enhance the learning

environment rather than becoming a substitute for interpersonal engagement.

AI AND STUDENTS' CAREER PERSPECTIVES

In India, Artificial Intelligence (AI) is increasingly influencing how students think about education, employment, and careers.

AI is also transforming the environment in which students make career decisions. The relevant issue is not simply whether AI will eliminate particular occupations. More importantly, AI is changing the tasks performed within occupations and the combination of skills required by employers.

AI also has implications for student employability and skill development. Evidence from Andhra Pradesh suggests that AI-based training can enhance employability-related skills such as critical thinking and communication (Devi et al., 2024). In an AI-driven labour market, high-tech skills alone may not be sufficient; employers increasingly require a combination of technical knowledge and social skills. Studies from different states have stated positive effects of AI use on postgraduate students' employability skills, although outcomes depend not only on accessibility but also on how effectively students use AI (Ansah et al., 2023). AI literacy therefore includes technical skills, critical assessment of information, responsible application, and the ability to address real-world problems (Ng et al., 2024).

The recruitment process has also changed and has become increasingly relevant to students' career planning. In India, Rukadikar and Khandelwal (2025), in research involving 388 undergraduate students, found that perceptions of fairness, reliability, and justice influence attitudes towards AI recruitment systems. Therefore, students need to be aware of algorithm-based recruitment processes, machine learning-driven resume screening, and emerging procedures of digital hiring. Generative AI is also increasingly being used for different job-search activities (2026).

However, AI knowledge alone does not guarantee employment. Evidence from university students indicates that perceived AI literacy is positively associated with better job opportunities, suggesting that students who possess AI knowledge and can apply it effectively may be better positioned to take advantage of emerging employment opportunities (Wut et al., 2025). Recent findings also emphasize AI readiness, self-efficacy, and the ability to apply knowledge in practical situations as important factors in adapting to professional environments (Testa et al., 2026). Research on AI-literacy pedagogy further suggests that project-based learning can improve understanding of AI concepts and support metacognitive and ethical approaches to AI use (Ng et al., 2024). AI education should therefore be connected with internships, projects, communication, cooperation, problem-solving, and industry-specific knowledge.

At the national level, AI-related employment opportunities require coordinated investment in education and reskilling. As per NITI Aayog's 'Roadmap' (2025) for job creation in the AI-driven economy, India's technology sector faces the danger of losing up to 1.5 million jobs by 2031 under adverse conditions;

conversely, the strategic adoption of AI could generate up to 4 million new employment opportunities. Therefore, the roadmap recommends establishing the 'India AI Talent Mission' as a coordinated national initiative involving the government, academia, and the industry to strengthen AI education, skill development, and workforce building.

AI consequently represents both a challenge and an opportunity for India's future workforce. Its influence on career development will depend not only on the number of AI specialists India can produce but also on the ability to combine AI capabilities with human skills and provide accessible opportunities for reskilling. For Indian students, the changing professional environment requires adaptability, interdisciplinary knowledge, and lifelong learning. It is believed that Artificial Intelligence (AI) will not only impact traditional professions within India's rapidly growing digital economy but also bring about essential changes in the tasks, skills, and qualifications required for employment.

AI EDUCATION AND SKILL DEVELOPMENT ECOSYSTEM IN INDIA

I. Higher Education and Curriculum.

NEP 2020 provides a comprehensive policy framework that emphasizes digital literacy, coding, computational thinking, problem-solving skills, collaboration, and ethical reasoning. Furthermore, the policy recommends incorporating contemporary subjects—such as Artificial Intelligence—at appropriate levels. Consequently, it advocates for an educational system that integrates technical proficiency with broader intellectual and social capabilities.

II. IndiaAI FutureSkills.

To expand opportunities for AI education at the undergraduate, postgraduate, and doctoral levels, the 'IndiaAI Mission' has established 'FutureSkills' as one of its key pillars. Under this initiative, the 'IndiaAI Fellowship' supports eligible undergraduate, postgraduate, and PhD students engaged in AI-related projects and research. The program aims to bridge the gap between theoretical knowledge and practical application, thereby strengthening AI education, research, and the development of a skilled workforce.

III. AIKosh and Practical Exposure.

AIKosh serves as a national-level platform in India, providing various types of Artificial Intelligence (AI) resources—such as datasets, models, toolkits, use cases, and other essential materials. Through its 'University Engagement Program,' students from various disciplines gain opportunities to participate in workshops, hands-on learning activities, and hackathons; this shifts AI education beyond the confines of theoretical discussion toward practical and project-based learning.

However, ensuring equal opportunity and access for all remains a significant challenge. The effectiveness of India's AI education system will largely depend on the extent to which students across different regions, academic disciplines, and

socio-economic backgrounds gain access to digital infrastructure, training, and opportunities for practical AI-related work.

MAJOR RECOMMENDATIONS OF THE STUDY

1. Integrating AI Literacy into Higher Education.

AI literacy must be integrated into higher education syllabi to develop students' understanding of AI applications, limitations, ethics, and responsible use. This approach should emphasize human-centred thinking, critical judgement, and practical application (UNESCO, 2024a).

2. Establishing Guidelines for Responsible AI Use.

Higher education institutions should establish clear guidelines for the use of generative AI in assignments, examinations, research, and thesis writing. These guidelines should address academic integrity, plagiarism, misinformation, copyright, transparency, and responsible use (UNESCO, 2023).

3. Strengthening Teacher Training.

Teachers should receive continuous professional development to strengthen their AI-related pedagogical, technical, and ethical competencies. Training should enable them to evaluate AI-generated content, redesign assessment practices, and use AI responsibly in teaching and learning (UNESCO, 2024b).

4. Protecting Student Socialisation.

AI should complement rather than replace human interaction. Institutions should promote group projects, classroom discussions, peer learning, seminars, and collaborative activities to strengthen students' interpersonal and social skills.

5. Promoting Critical Thinking.

Students should be encouraged to verify and critically evaluate AI-generated information rather than accepting it uncritically. Assessment should emphasise critical thinking, creativity, problem-solving, and independent learning (UNESCO, 2024a).

6. Bridging the Digital Divide.

Government and educational institutions should work to bridge digital inequalities by ensuring that students, especially those in disadvantaged and underserved areas, have adequate access to digital infrastructure, reliable internet services, AI-based tools, and appropriate skill-development opportunities.

7. Strengthening Privacy and Ethical Standards.

Students should develop a strong understanding of data privacy and remain cautious about disclosing personal or sensitive information through AI platforms. Educational institutions should establish appropriate safeguards that promote privacy, fairness, transparency, accountability, and the responsible and ethical use of AI (UNESCO, 2023).

4. CONCLUSION

Artificial Intelligence (AI) is reshaping higher education in India by influencing how students learn, interact with one

another, and prepare for a dynamic workforce. Evidence reviewed in this study suggests that while students generally acknowledge the academic and practical utility of AI, their attitudes are formed by factors such as trust, institutional support, digital proficiency, and awareness of its limitations. Although AI can enhance access to information and support learning, its educational value depends largely on the students' ability to evaluate and utilize its outputs responsibly, rather than relying on them indiscriminately.

The study further indicates that AI is altering the nature of student socialization. While AI-enabled learning can facilitate communication, feedback, and collaborative activities, an over-reliance on AI—at the expense of human interaction—may weaken engagement with peers and diminish students' sense of social connection. Therefore, maintaining meaningful relationships with teachers and peers' remains essential for a holistic higher education experience.

From a career perspective, AI should be viewed not merely as a cause of job displacement, but as a transformative force reshaping professions, skill sets, and career pathways. Future employment will increasingly demand a combination of AI literacy, adaptability, critical thinking, communication, and other human-centric skills. Emerging Indian initiatives—such as NEP 2020, IndiaAI FutureSkills, and AI-Kosh—provide a crucial foundation for this transformation. Overall, this study argues that the educational significance of AI lies not in replacing human learning or interaction, but in leveraging technology to enhance them. A balanced and inclusive approach can enable Indian higher education to harness the opportunities of AI while concurrently safeguarding intellectual freedom, social development, ethical responsibility, and human-centric education.

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