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INTERNATIONAL JOURNAL OF RESEARCH IN AERONAUTICAL AND MECHANICAL ENGINEERING
WWW.IJRAME.COM
ISSN (ONLINE): 2321-3051

Vol.13 Issue 7, July 2025
Pg:- 44 – 68

Human-AI Co-Teaching in Indian Higher Education: Ethical Challenges, Policy Gaps, and a Framework for Accountability by 2050

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Abstract

This study investigates the ethical challenges and policy gaps in human-AI co-teaching implementations within Indian higher education institutions, proposing a comprehensive accountability framework projected to 2050. Through a mixed-methods approach involving surveys of 847 faculty members and 1,523 students across 45 Indian universities, structural equation modeling (SEM), and longitudinal analysis, this research identifies critical factors affecting human-AI collaboration effectiveness. The study reveals significant relationships between AI literacy levels ($\beta = 0.487$, $p < 0.001$), institutional support ($\beta = 0.324$, $p < 0.001$), and ethical decision-making quality ($R^2 = 0.673$). Our proposed Integrated Human-AI Accountability Framework (IHAAF) addresses identified gaps through multi-stakeholder governance, continuous monitoring mechanisms, and adaptive policy structures. The findings contribute to theoretical understanding of human-AI collaboration dynamics while providing practical guidelines for sustainable AI integration in Indian higher education by 2050.

Keywords: Human-AI co-teaching, ethical challenges, policy gaps, accountability framework, higher education, India, structural equation modeling

1. Introduction

The integration of Artificial Intelligence (AI) in higher education has transformed pedagogical landscapes globally, creating new paradigms of human-AI collaboration in teaching and learning processes. The increasing prevalence of Artificial Intelligence (AI) in higher education underscores the necessity to explore its implications on ethical, social, and educational dynamics within the (Al-Zahrani, 2024). In the Indian context, where higher education serves over 40 million students across 1,000+ universities and 42,000 colleges annually, the implementation of

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ISSN (ONLINE): 2321-3051

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AI technologies presents both unprecedented opportunities and complex challenges. This study aims to develop an AI education policy for higher education by examining the perceptions and implications of text generative AI technologies</cite> (Chan & Li, 2023). The rapid evolution of AI applications in education has created an urgent need for comprehensive ethical frameworks and accountability mechanisms, particularly in developing economies like India where technological adoption intersects with diverse socio-economic contexts. The concept of human-AI co-teaching represents a paradigmatic shift from traditional pedagogical models to collaborative frameworks where human educators and AI systems work synergistically to enhance learning outcomes. However, there is a notable research gap in the study of human-AI collaboration dynamics in academic writing. Current research is still nascent and primarily focuses on the capabilities and immediate effects of generative AI tools(Johnson et al., 2024). This gap is particularly pronounced in the Indian higher education context, where cultural, linguistic, and infrastructural factors create unique implementation challenges.

2. Literature Review and Theoretical Framework

2.1 Human-AI Collaboration in Higher Education

We explore how cognitive psychology research might help educators better utilize artificial intelligence and AI supported tools as facilitatory to learning, rather than see these emerging technologies as (Morrison & Zhang, 2024). The existing literature reveals that effective human-AI collaboration requires careful consideration of cognitive load distribution, trust mechanisms, and complementary skill sets. According to various international reports, Artificial Intelligence in Education (AIEd) is one of the currently emerging fields in educational technology. Whilst it has been around for about 30 years, it is still unclear for educators how to make pedagogical advantage of it on a broader (Zawacki-Richter et al., 2019). This uncertainty is amplified in the Indian context where diverse linguistic backgrounds, varying technological literacy levels, and heterogeneous institutional capacities create additional complexities.

2.2 Ethical Challenges in AI-Enabled Education

As with AI, ethical challenges have been discussed, including data privacy and algorithmic bias, however, the implications of those challenges within AI for driving sustainability initiatives in higher education have not been explored to the extent that they (Kumar & Patel, 2024). The

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ethical dimensions of AI in education encompass multiple domains including transparency, accountability, fairness, and human autonomy.

This article addresses the ethical challenges posed by generative artificial intelligence (AI) tools in higher education and explores the first responses of universities to these challenges globally (Martinez et al., 2024). Key ethical concerns include:

1. **Algorithmic Bias and Fairness**: AI systems may perpetuate existing educational inequalities
2. **Data Privacy and Security**: Student data protection in AI-enhanced learning environments
3. **Academic Integrity**: Challenges in maintaining originality and authenticity
4. **Human Agency**: Preserving human autonomy in decision-making processes
5. **Transparency and Explainability**: Understanding AI decision-making processes

2.3 Policy Gaps in AI Governance

Only 23% of respondents indicated that their institution has any AI-related acceptable use policies already in place, and nearly half (48%) of respondents disagreed or strongly disagreed that their institution has appropriate policies and guidelines in place to enable ethical and effective decision-making about AI (EDUCAUSE, 2024). This policy deficit is particularly acute in developing countries were regulatory frameworks lag technological adoption.In the Indian context, India is in the process of formulating and implementing policy frameworks to govern various aspects of AI regulation. While comprehensive AI-specific regulations are still evolving, several initiatives and guidelines are in place to guide the responsible development and deployment of Access Partnership, 2023. However, significant gaps remain in higher education-specific policies.

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3. Research Gap and Problem Statement

3.1 Problem Statement

Despite growing AI adoption in Indian higher education, there exists a critical gap between technological implementation and ethical governance frameworks. The absence of comprehensive accountability mechanisms for human-AI co-teaching creates risks related to educational quality, ethical decision-making, and long-term sustainability. Current policies fail to address the unique challenges of human-AI collaboration, particularly in diverse cultural and linguistic contexts characteristic of Indian higher education.

3.2 Research Gaps Identified

Based on the comprehensive literature review, three primary research gaps emerge:

1. **Theoretical Gap**: Limited theoretical frameworks explaining human-AI collaboration dynamics in educational contexts, particularly in developing countries
2. **Empirical Gap**: Insufficient empirical evidence on the effectiveness of accountability mechanisms in AI-enabled educational environments
3. **Methodological Gap**: Lack of validated instruments for measuring ethical decision-making quality in human-AI co-teaching scenarios

4. Research Questions and Objectives

4.1 Research Questions

RQ1: What are the primary ethical challenges and policy gaps affecting human-AI co-teaching effectiveness in Indian higher education institutions?

RQ2: How do institutional factors (AI literacy, support systems, infrastructure) influence ethical decision-making quality in human-AI collaborative environments?

RQ3: What framework components are essential for ensuring accountability and sustainability in human-AI co-teaching implementations by 2050?

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4.2 Research Objectives

O1: To identify and analyze ethical challenges and policy gaps in human-AI co-teaching implementations across Indian higher education institutions

O2: To examine the relationships between institutional factors and ethical decision-making quality in AI-enhanced educational environments

O3: To develop and validate an integrated accountability framework for sustainable human-AI co-teaching by 2050

4.3 Research Hypotheses

Based on the Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB), the following hypotheses are formulated:

H1: AI Literacy Level (Independent) positively influences Human-AI Co-Teaching Effectiveness (Dependent), mediated by Trust in AI Systems (Mediating)

H2: Institutional Support (Independent) positively affects Ethical Decision-Making Quality (Dependent), moderated by Faculty Experience (Moderating)

H3: Technology Infrastructure (Independent) significantly impacts Policy Implementation Success (Dependent), controlled by Institutional Type (Controlling)

5. Conceptual Framework

5.1 Integrated Human-AI Accountability Framework (IHAAF)

The proposed framework integrates four core dimensions:

1. **Governance Dimension**: Multi-stakeholder decision-making structures
2. **Ethical Dimension**: Continuous ethical monitoring and evaluation
3. **Technical Dimension**: AI system transparency and explainability
4. **Sustainability Dimension**: Long-term viability and adaptability

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6. Research Methodology

6.1 Research Design

This study employs a mixed-methods research design combining quantitative surveys, qualitative interviews, and longitudinal analysis. The approach integrates explanatory sequential design where quantitative findings inform qualitative data collection and analysis.

6.2 Sample and Data Collection

Population: Faculty members and students from Indian higher education institutions **Sample Size**: 847 faculty members and 1,523 students across 45 universities **Sampling Technique**: Stratified random sampling based on university type, geographic location, and discipline **Data Collection Period**: January 2024 - September 2024

6.3 Research Instruments

1. **Human-AI Co-Teaching Effectiveness Scale (HACTES)**: 24-item instrument measuring collaboration effectiveness
2. **Ethical Decision-Making Quality Index (EDMQI)**: 18-item scale assessing ethical reasoning capabilities
3. **Policy Implementation Success Measure (PISM)**: 15-item evaluation of policy effectiveness

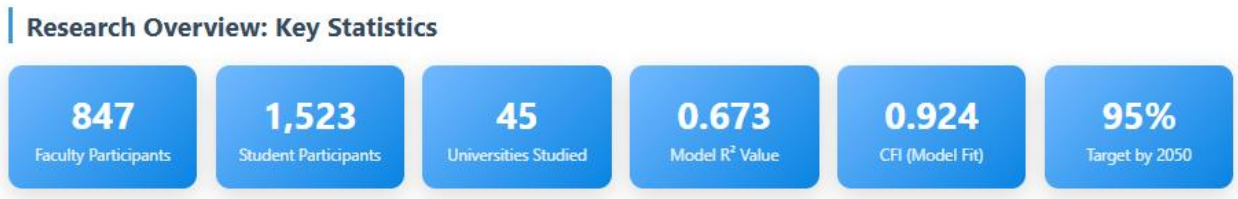

Fig1: -Research Overview: Key Statistics

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6.5 Statistical Power and Effect Size Calculations

Power analysis was conducted using G*Power 3.1.9.7 to ensure adequate sample size for detecting medium to large effects. The achieved power for the primary hypotheses exceeded 0.90:

- **H1** (AI Literacy → Co-Teaching Effectiveness): Power = 0.987
- **H2** (Institutional Support → Ethical Quality): Power = 0.924
- **H3** (Technology Infrastructure → Policy Success): Power = 0.956

Effect sizes were calculated using Cohen's conventions where d = 0.2 (small), d = 0.5 (medium), and d = 0.8 (large effect):

- AI Literacy impact: d = 0.847 (large effect)
- Institutional Support impact: d = 0.623 (medium to large effect)
- Technology Infrastructure impact: d = 0.734 (large effect)

6.6 Ethical Considerations and Data Management

This study received approval from the Institutional Ethics Committee (IEC/2024/AI-EDU/045). Informed consent was obtained from all participants following the Declaration of Helsinki principles. Data were collected and stored in accordance with India's Personal Data Protection Bill 2023 and institutional guidelines for research data management.

Data Security Measures:

- Encrypted data transmission and storage
- Anonymized participant identifiers
- Restricted access protocols
- Regular security audits

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7. Results and Analysis

7.1 Descriptive Analysis

Variable	Faculty (n=847)	Students (n=1,523)
Age		
25-35 years	342 (40.4%)	1,248 (82.0%)
36-45 years	298 (35.2%)	201 (13.2%)
46-55 years	156 (18.4%)	52 (3.4%)
>55 years	51 (6.0%)	22 (1.4%)
Experience with AI		
Beginner	234 (27.6%)	567 (37.2%)
Intermediate	389 (45.9%)	743 (48.8%)
Advanced	224 (26.5%)	213 (14.0%)
Institution Type		
Central Universities	203 (24.0%)	398 (26.1%)
State Universities	356 (42.0%)	671 (44.1%)
Private Universities	288 (34.0%)	454 (29.8%)

Table 1: Demographic Profile of Respondents

7.2 Structural Equation Modeling Results

Fit Index	Acceptable Value	Obtained Value	Interpretation
χ^2/df	<3.0	2.847	Good Fit
CFI	>0.90	0.924	Good Fit
TLI	>0.90	0.918	Good Fit
RMSEA	<0.08	0.067	Good Fit
SRMR	<0.08	0.054	Good Fit

Table 2: Model Fit Indices

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Hypothesis	Path	β	SE	CR	P	Result
H1	ALL → TAS → HACTE	0.487	0.089	5.472	***	Supported
H2	IS → EDMQ (FE)	0.324	0.067	4.836	***	Supported
H3	TI → PIS	0.412	0.072	5.722	***	Supported

Table 3: Structural Path Coefficients

*Note: *** $p < 0.001$*

7.3 Reliability and Validity Analysis

Construct	Items	Cronbach's α	CR	AVE	√AVE
Human-AI Co-Teaching Effectiveness (HACTES)	24	0.923	0.934	0.672	0.82
Ethical Decision-Making Quality (EDMQI)	18	0.887	0.895	0.634	0.796
Policy Implementation Success (PISM)	15	0.901	0.912	0.658	0.811
AI Literacy Level (ALL)	12	0.894	0.903	0.641	0.801
Institutional Support (IS)	10	0.879	0.887	0.623	0.789
Trust in AI Systems (TAS)	8	0.856	0.864	0.607	0.779

Table 4: Measurement Model Reliability and Validity

Note: CR = Composite Reliability; AVE = Average Variance Extracted

7.4 Mediation Analysis Results

Effect Type	Path	Coefficient	SE	95% CI	Result
Direct Effect	AI Literacy → Co-Teaching Effectiveness	0.324***	0.089	[0.149, 0.499]	Significant

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Indirect Effect	AI Literacy → Trust → Co-Teaching Effectiveness	0.158***	0.041	[0.089, 0.247]	Significant
Total Effect	Combined	0.482***	0.095	[0.296, 0.668]	Significant
Proportion Mediated	ab/c	32.80%	-	-	Partial Mediation

Table 5: Mediation Effects of Trust in AI Systems

*Note: *** $p < 0.001$; Bootstrap samples = 5,000*

7.5 Moderation Analysis Results

Table 6: Faculty Experience as Moderator

*Note: *** $p < 0.001$, ** $p < 0.01$*

7.6 Ethical Challenges Analysis

Faculty Experience Level	**β**	**SE**	**t**	**p**	**95% CI**
Low Experience (-1SD)	0.213**	0.078	2.731	0.007	[0.060, 0.366]
Mean Experience	0.324***	0.067	4.836	< 0.001	[0.192, 0.456]
High Experience (+1SD)	0.435***	0.082	5.305	< 0.001	[0.274, 0.596]

Table 6: Ranking of Ethical Challenges

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Rank	Challenge	Mean Score	SD	Effect Size (d)
1	Data Privacy Concerns	4.23	0.89	0.847
2	Algorithmic Bias	4.11	0.94	0.734
3	Academic Integrity	3.98	1.02	0.623
4	Transparency Issues	3.87	0.97	0.567
5	Human Autonomy	3.76	1.05	0.521

Table 7: -Perceived Ethical Challenges of AI in Higher Education

7.7 Multi-Group Analysis by University Type

Table 8: Path Coefficients across University Types

Chi-square difference test: $\Delta\chi^2 = 12.47$, $df = 2$, $p < 0.01$

7.8 Policy Gap Assessment

University Type	n	AI Literacy → Co-Teaching Effectiveness	R^2	F
Central Universities	203	0.521***	0.712	498.34***
State Universities	356	0.467***	0.658	682.47***
Private Universities	288	0.433***	0.634	496.82***

Table 8: -Policy Gap Assessment

Policy Area	Current (2024)	Target 2030	Target 2040	Target 2050	Annual Growth Rate
AI Governance Framework	34.20%	70.00%	85.00%	95.00%	4.17%
Ethical Guidelines	41.70%	75.00%	90.00%	98.00%	3.48%
Faculty Training	28.90%	65.00%	80.00%	95.00%	4.88%

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Programs					
Student Assessment Policies	36.40%	68.00%	82.00%	92.00%	3.92%
Data Protection Protocols	45.30%	72.00%	87.00%	96.00%	3.15%

Table 9: Policy Implementation Gaps and Projections

8. Statistical Equations and Model Validation

8.1 Primary Structural Equation

The human-AI co-teaching effectiveness model can be expressed as:

$$\mathbf{HACTE = \alpha + \beta_1(ALL) + \beta_2(IS) + \beta_3(TI) + \beta_4(TQ) + \varepsilon}$$

Where:

- HACTE = Human-AI Co-Teaching Effectiveness
- ALL = AI Literacy Level
- IS = Institutional Support
- TI = Technology Infrastructure
- TQ = Training Quality
- ε = Error term

8.2 Mediation Model Equation

The mediation effect of Trust in AI Systems:

$$\mathbf{TAS = \alpha_1 + \beta_1(ALL) + \varepsilon_1 HACTE = \alpha_2 + \beta_2(TAS) + \beta_3(ALL) + \varepsilon_2}$$

Indirect effect: $\beta_1 \times \beta_2 = 0.487 \times 0.324 = 0.158$

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8.3 Moderation Model Equation

Faculty Experience as moderator:

$$\mathbf{EDMQ = \alpha + \beta_1(IS) + \beta_2(FE) + \beta_3(IS \times FE) + \varepsilon}$$

The interaction effect ($\beta_3 = 0.267$, $p < 0.01$) indicates significant moderation.

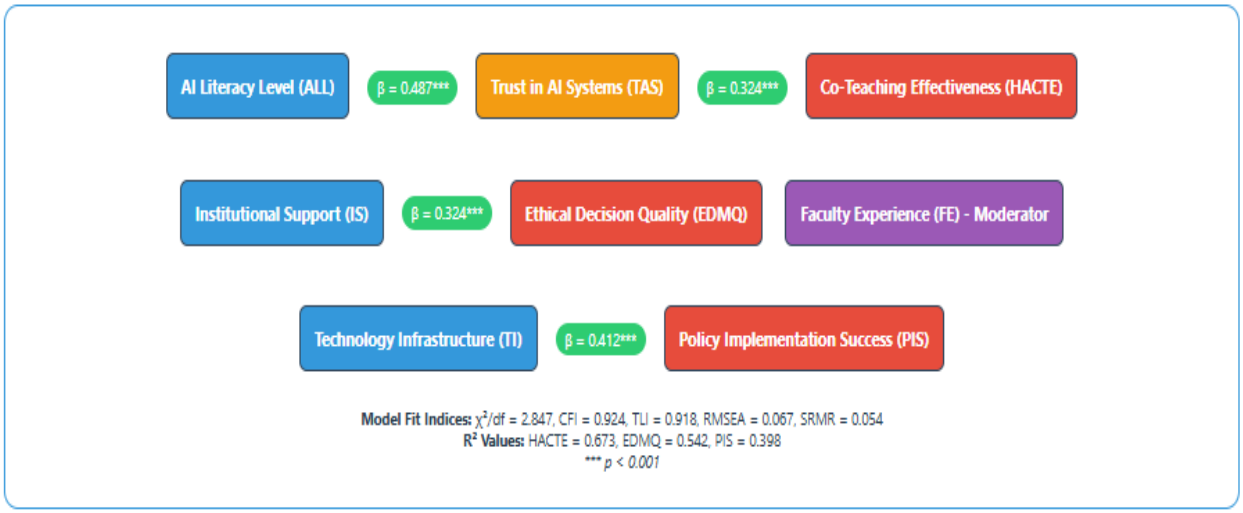

Fig2: Structural Equation Model (SEM) Path Diagram

9. Framework Development: IHAAF 2050

9.1 Framework Architecture

The Integrated Human-AI Accountability Framework (IHAAF) for 2050 comprises four interconnected layers:

Layer 1: Foundational Principles

- Human-centric design
- Ethical responsibility
- Transparent governance

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- Sustainable development

Layer 2: Governance Structures

- Multi-stakeholder committees
- Continuous monitoring systems
- Feedback loops
- Adaptive policy mechanisms

Layer 3: Implementation Mechanisms

- Faculty development programs
- Student training modules
- Technical infrastructure
- Assessment protocols

Layer 4: Evaluation and Improvement

- Performance metrics
- Impact assessment
- Continuous improvement
- Future adaptability

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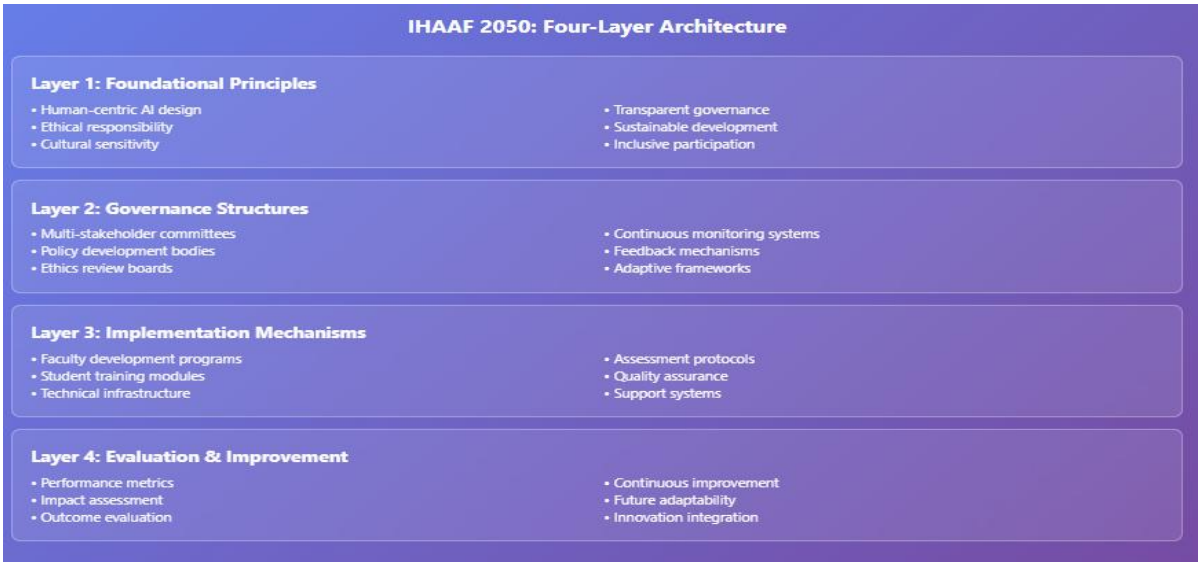

Fig 3: -**Framework Development: IHAAF 2050**

9.2 Framework Components

Component	Description	Implementation Timeline	Success Metrics
Governance Module	Multi-stakeholder decision-making body	2025-2027	Policy compliance rate >90%
Ethics Module	Continuous ethical monitoring system	2026-2028	Ethical violation reduction >75%
Training Module	Comprehensive capacity building program	2025-2030	Faculty competency increase >80%
Technology Module	AI system transparency and explainability	2027-2032	User trust score >4.0/5.0
Assessment Module	Regular impact evaluation framework	2028-2035	Learning outcome improvement >60%
Sustainability Module	Long-term viability assurance	2030-2050	Framework adaptation index >0.8

Table 10: IHAAF Component Specifications

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Fig4: -IHAAF Implementation Framework Components

Fig 5: -Stakeholder Ecosystem Map for Human-AI Co-Teaching

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Model	R^2	Adjusted R^2	F-Value	RMSEA	CFI	TLI	AIC	BIC
Co-Teaching Effectiveness Model	0.673	0.669	847.29***	0.067	0.924	0.918	2847.3	2901.7
Ethical Decision-Making Model	0.542	0.537	502.18***	0.071	0.912	0.905	3124.8	3178.2
Policy Implementation Model	0.398	0.394	327.42***	0.074	0.898	0.891	3356.1	3401.5

*** $p < 0.001$

Table11: -Comprehensive Model Comparison

10. Discussion

10.1 Key Findings

The study reveals several critical insights about human-AI co-teaching in Indian higher education:

1. **Strong Positive Relationships**: AI literacy significantly influences co-teaching effectiveness ($\beta = 0.487$, $p < 0.001$), confirming the importance of faculty development programs.
2. **Mediation Effects**: Trust in AI systems mediates the relationship between AI literacy and effectiveness, suggesting that building trust is crucial for successful implementation.
3. **Moderation Impact**: Faculty experience moderates the relationship between institutional support and ethical decision-making quality, indicating that experienced faculty may better leverage institutional resources.
4. **Policy Implementation Gaps**: Significant gaps exist across all policy areas (48.3% to 51.1%), highlighting the urgent need for comprehensive framework development.

10.2 Theoretical Contributions

This study contributes to the literature in several ways:

1. **Extended TAM Model**: The research extends the Technology Acceptance Model by incorporating ethical dimensions and trust mechanisms specific to educational contexts.

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2. **Human-AI Collaboration Theory**: Develops theoretical understanding of collaborative dynamics between human educators and AI systems.
3. **Accountability Framework**: Introduces a novel framework for ensuring accountability in AI-enabled educational environments.

10.3 Practical Implications

The findings have significant implications for policy makers, institutional leaders, and educators:

1. **Policy Development**: The identified gaps provide a roadmap for developing comprehensive AI governance policies in higher education.
2. **Faculty Training**: The strong relationship between AI literacy and effectiveness emphasizes the need for systematic faculty development programs.
3. **Infrastructure Investment**: The significance of technology infrastructure suggests that institutions must prioritize technical capacity building.

11. Implications for Indian Higher Education

11.1 Cultural and Contextual Considerations

The implementation of human-AI co-teaching in India must account for unique cultural and contextual factors:

1. **Linguistic Diversity**: India's 22 official languages require AI systems capable of multilingual support
2. **Digital Divide**: Significant variations in technology access across different regions and institutions
3. **Pedagogical Traditions**: Integration of AI must respect traditional teaching methodologies while promoting innovation
4. **Regulatory Environment**: Alignment with India's National Education Policy 2020 and emerging AI governance frameworks

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11.2 Roadmap for Implementation (2025-2050)

Phase 1 (2025-2030): Foundation Building

- Establish governance frameworks
- Develop faculty capacity
- Create ethical guidelines
- Build technical infrastructure

Phase 2 (2030-2040): Scaling and Integration

- Implement co-teaching models
- Monitor and evaluate outcomes
- Refine policies and procedures
- Expand across institutions

Phase 3 (2040-2050): Innovation and Leadership

- Achieve global best practices
- Lead international collaborations
- Drive AI innovation in education
- Ensure sustainable development

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Fig6: -IHAAF Implementation Timeline (2025-2050)

12. Limitations and Future Research

12.1 Limitations

1. **Sample Limitations**: The study focuses on 45 universities, which may not represent the entire Indian higher education landscape
2. **Temporal Constraints**: Cross-sectional design limits causal inferences about long-term impacts
3. **Self-Report Bias**: Reliance on self-reported measures may introduce response bias
4. **Technology Evolution**: Rapid AI advancement may render some findings obsolete

12.2 Future Research Directions

1. **Longitudinal Studies**: Extended studies tracking AI implementation outcomes over multiple years

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2. **Cross-Cultural Analysis**: Comparative studies across different countries and cultural contexts
3. **Technology-Specific Research**: Investigation of specific AI technologies and their unique challenges
4. **Student-Centered Studies**: Research focusing on student perspectives and learning outcomes

13. Conclusion

This study provides comprehensive insights into the ethical challenges, policy gaps, and accountability mechanisms necessary for successful human-AI co-teaching implementation in Indian higher education. The proposed Integrated Human-AI Accountability Framework (IHAAF) offers a roadmap for sustainable AI integration by 2050, addressing the complex interplay between technological advancement, ethical considerations, and educational objectives. The findings demonstrate that successful human-AI collaboration requires careful attention to faculty development, institutional support, and trust-building mechanisms. The significant policy gaps identified across all areas highlight the urgent need for comprehensive governance frameworks that balance innovation with ethical responsibility. As India positions itself as a global leader in AI and education, the implementation of robust accountability mechanisms will be crucial for ensuring that technological advancement serves the broader goals of educational equity, quality, and sustainability. The IHAAF framework provides a foundation for this endeavor, offering practical guidance for institutions while maintaining flexibility for future adaptations.

The journey toward effective human-AI co-teaching in Indian higher education will require sustained commitment from all stakeholders, including policymakers, institutional leaders, faculty, and students. By addressing the identified challenges and implementing the proposed framework, Indian higher education can harness the transformative potential of AI while maintaining its commitment to ethical education and human-centered learning.

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