

Blurring the Boundaries Between Pedagogy and Andragogy: Implications for Contemporary Teaching Practices

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Abstract

In the state of Tamil Nadu, the educational institutions and faculty members are adapting new methods for educating students in both the school and college levels which has slowly blurred the boundaries between pedagogy and andragogy. This research aims to find out the causes and consequences of this phenomenon. There are two distinct methodologies used in this study. Conceptual methodology has been used to bring out the basic concepts of andragogy and pedagogy that shape the present education system in Tamil Nadu. It also tries to draw the fine lines between the two distinct methodologies. Survey method is used to find out how the technology and AI has blended pedagogy and andragogy. Based on the opinions collected from the students it also brings out the variation of educational methods in different institutes and boards of study. As a result of findings, it was interpreted that there is an undeniable surge in the usage of AI and E-resources amidst the college students, showing their attempts to indulge in self-learning methods. The differences between the practices of conventional learning methods and pedagogical methods are also brought to the light. As a conclusion, the positive elements of this situation are highlighted while ideas to eliminate the negative aspects are given, after deriving from the opinions of the students through the survey.

Keywords: *Andragogy, Conventional, Education, Methodologies, Pedagogy, Teaching*

Introduction

While education has been a basic thing since the ancient days, the recent centuries have shown an immense development in the various aspects. There have been new theories and policies being formulated to ensure a fruitful learning. Amidst varied methodologies for education, each method has worked for some, while it went futile for some. This is where a comparative study rises between the methods like pedagogy and andragogy. “Pedagogy is the art and science of teaching children” (Knowles, 1973). According to Hiemstra and Sisco (1990, as cited in Kapur, 2015), under the pedagogical model, the teacher has full responsibility for making decisions about what will be learned, how it will be learned, when it will be learned, and for how long it has to be learnt. The teacher also determines which medium should be used in transmission of learning. According to Knowles (1973), “Andragogy is the art and science of helping adults to learn”. Andragogy is based on the premise where the teacher manages the learning process and facilitates the acquisition of content by the learners (Hiemstra and Sisco, 1990, as cited in Kapur, 2015). This study explores how students have been able to adapt to the varying methods in education. In present, neither the pedagogical methods are restricted to children nor the andragogical

methods are restricted to the adults. In the era of technology and artificial intelligence sticking to one approach for teaching children will not be sufficient to prepare them for a world where they will have to survive AI. The future generation needs to be knowledgeable enough to train AI. This is one of the major reasons for the educational institutions to prefer conceptual and contextual learning from the tender age over rote learning and lecture-based learning. The study also attempts at listing out the students' opinion about various methods of pedagogy and the amount of efficiency it has in the minds of student.

The use of internet among the students have been there ever since the introduction of the technology, but it spread rapidly due to the external factor of Covid-19. It was the time when the need for the online facilities and ample gadgets raised amidst the students for ensuring the smooth functioning of their classes. With access to the web-based learning, students found a way to seek knowledge from various sources including distance learning and e-learning methods.

Following that, the widespread usage of AI tools for the purpose of education, made it easy for the students to understand their subjects and also it helped them with their projects and assignments, making the learning an interactive and interesting process. All these developments and growth have thrown light on the letting go of conventional teaching methods to focus more on the other ways of engaging students.

Review of Related Literature

Conventional Teaching

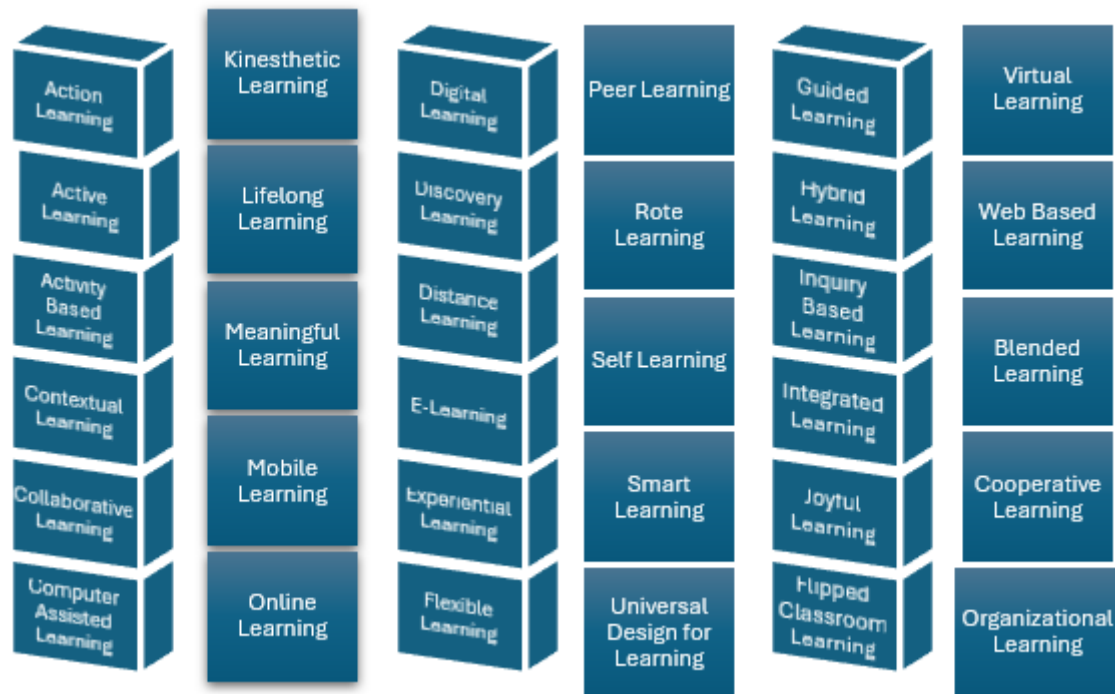
Conventional teaching is a teacher centred method, where the students merely follow the instructions of the teacher. Paulo Freire (1970 / 2005) has called this as a banking concept of education, for the students become simple receivers, where the knowledge is deposited in them. Students are termed depositories, while the teachers are termed as depositors. The knowledge is not shared with the students in the modern methodologies like in the present generation but are just delivered. The students are made to study by repetition and memorization. They do not undergo the full process of learning but just have scope to study the subjects and improve their knowledge. This method has been widely brought under analysis and critical views for being done through instructions, which in-turn passes on the information to students as a passive form learning rather than engaging them in active learning environment. Conventional teaching is termed as traditional education by John Dewey (1938). He has shown the lows of traditional teaching by comparing it with progressive education. This method is seen to lack experiential learning as it focusses only on the delivery of subjects as contents.

Pedagogy - Meaning

According to Christina Lanning (2022) Pedagogy is the study of teaching methods, including the aims of education and the ways in which such goals may be achieved. The field relies heavily on educational psychology, which encompasses scientific theories of learning, and to some extent on the philosophy of education, which considers the aims and value of education from a philosophical perspective. Pedagogy is a method that isn't merely restricted to just children if used in the right sense. It is basically an approach of teaching, which enhances academic achievement, social and emotional development, acquisition of technical skills, and a general ability to contribute to society. Pedagogy involves the whole process of not just teaching but educating students.

Pedagogy - Methods

As already said, pedagogy is not just a single approach towards teaching kids, but it has multiple facets. According to Yudhisthir Mishra and Laxmi Priya Mishra (2021), 33 pedagogical learning methods are discussed in Contemporary Pedagogy – I.



The common methods that are often practiced in the current generation educational institutions include contextual learning, collaborative learning, online learning, distance learning, peer learning, rote learning, self-learning and guided learning. A brief introduction for all the above cited methods is as follows;

Contextual Learning

Contextual learning connects academic content to real-life situations, helping learners understand concepts by relating them to practical experiences. It enhances relevance and application of knowledge.

Example: Learning mathematics through budgeting or shopping scenarios where students apply calculations to everyday financial decisions.

Collaborative Learning

Collaborative learning involves students working together in groups to achieve shared learning goals. It promotes interaction, communication, and collective problem-solving.

Example: A group project where students jointly research a topic, divide tasks, discuss ideas, and present findings together.

Online Learning

Online learning uses digital platforms and the internet to deliver educational content, allowing flexibility in time and location. It often includes videos, quizzes, and virtual discussions.

Example: Attending classes through platforms like Google Classroom or watching recorded lectures and submitting assignments online.

Distance Learning

Distance learning refers to education where teachers and learners are physically separated, and instruction is delivered through various media like online platforms, television, or correspondence.

Example: A student completing a degree remotely without attending physical classes, using study materials and virtual communication.

Peer Learning

Peer learning involves students learning from and with each other by sharing knowledge, explaining concepts, and discussing ideas. It enhances understanding and communication skills.

Example: Two students studying together, where one explains a concept to the other, improving learning for both.

Rote Learning

Rote learning is based on memorization through repetition, often without deep understanding of the concept. It is commonly used for recalling facts, formulas, or definitions.

Example: Memorizing multiplication tables or definitions for an exam without understanding their practical application.

Self-Learning

Self-learning is a process where individuals take initiative to learn independently, without direct supervision. It involves setting goals, finding resources, and evaluating one's own progress.

Example: Learning a new skill like coding through online tutorials and practice without a formal teacher.

Guided Learning

Guided learning involves teacher support and direction while allowing students some level of independence. The teacher facilitates learning by providing instructions, feedback, and resources.

Example: A teacher giving step-by-step guidance during a lab experiment while students perform the activity themselves.

Andragogy - Meaning

Lindeman (1930) has brought out the differentiation between the conventional education against the andragogical methods of education. Knowles (1973) similarly argued about how andragogy is a branch of education, that differs from the highly practiced method back then; the conventional / traditional education. While there is a common misconception that andragogy is a development that's against the principles of pedagogy, that's not the case. This is because, both the pedagogy and andragogy have scope for the learners to discover and find, while it is often missing in conventional educational methods.

Andragogy - Principles

Based on the words of Malcolm Knowles, there are five principles that defines the purpose of andragogy.

- The learner is self-directed.
- The learner is willing and ready to learn
- The learner brings in the knowledge and experience

- The learner's learning is oriented to the relevancy of their field
- The learner is self-motivated

Andragogy - Common Methods

Project-Based Learning

Project-based learning is an instructional approach where students gain knowledge and skills by working over an extended period to investigate and respond to complex questions or problems. It emphasizes active exploration, collaboration, and real-world application. Learners take responsibility for planning and executing tasks, often producing a final product or presentation.

Example: Students designing a sustainable house model, integrating concepts from science, mathematics, and environmental studies.

Challenge-Based Learning (CBL)

Challenge-based learning is a student-centred approach where learners work on real-world challenges, identify problems, research solutions, and implement actionable outcomes. It encourages critical thinking, creativity, and social responsibility. Unlike project-based learning, it focuses more on solving authentic community or global issues.

Example: Students addressing plastic waste in their locality by researching alternatives, creating awareness campaigns, and proposing practical solutions.

Competency-Based Learning (CBL)

Competency-based learning focuses on learners achieving specific skills or competencies at their own pace rather than progressing based on time. Mastery of content is prioritized, and learners advance only after demonstrating understanding and ability. It supports personalized learning and continuous assessment.

Example: A student mastering a programming concept through practice exercises and moving to advanced topics only after demonstrating proficiency.

Impact of Covid-19 in education

Technology and education have gone together for decades now. But on the other hand, the technology and its advancements in education reached a wider audience of all standards and grades of learners. This shift didn't come easily. There were difficulties in implementing the digital learning during the lockdown times. The book, *Teaching and Learning During Covid-19 Pandemic* attempts to bring together a lot of opinions and research surveys taken during the time of 2020 lockdown. It was the time when the online classes were introduced among the regular school and college students to keep them engaged with their syllabus. But as of today, the reach of online mode of education wasn't pretty easy due to various aspects. In one such research survey according to Dr. Sambit K Padhi & Subrat Kumar Padhi (as cited in the book), the researchers have discovered that among their survey audience 76% of the students didn't have a prior experience with computers. Not just that, but also there was a comparative difference in the access to the computers between the students at urban and rural range. This very reason also made the teachers and students to be reluctant towards the change from regular classes to online mode. But the time and situation required it, upon which it was mandated. According to the words of Professor Dr. Surekha Sundari Swain & Saraswati Nanda (as cited in the book) over 15 websites were created to ensure the smooth functioning of online classes and digital learning for the students. Those websites include; Socrative, Kahoot, Edmodo, Animoto, TED-ed, etc. This not just enabled an engaging learning method for students, but also an easier teaching method for the teachers adding on to their effective methods of teaching. Apart from this, one of the highly used modes of education during lockdown was the YouTube classes. Students were regulated to

watch the lesson-based videos by their teachers in YouTube as a live stream or as a recorded version. Even in such a case, there were difficulties faced by the students in following it up. In the survey undertaken by Dr. Debendra Kumar Sethi, Prasanta Kumar Panigrahi & Sumitra Parida (as cited in the book), the results clearly conveyed that only 32% of school students and 34% of elementary school students were actively participating in the YouTube classes conducted by the students. The remaining students were either not interested or lacked the required facilities to continue their online mode of education. In more ways like this, the online mode of education slowly created an everlasting impact in the students' life and started to overrule, nevertheless. Most of the students started to own their personal gadgets or access to internet only for their online classes, which eventually led the internet take over the students' ways of education by a whirlwind.

Impact of AI in education

Artificial Intelligence (AI) has brought major changes to the field of education by making learning more flexible, interactive, and accessible. AI tools help teachers prepare lessons, generate study materials, evaluate assignments, and provide feedback more efficiently, reducing their workload and improving classroom management (Bhawna Solanki, 2025). At the same time, students benefit from personalized learning experiences, as AI systems can adapt content according to individual learning speed and understanding. This has encouraged self-learning and independent study habits, which are closely connected to modern learner-centered approaches (Bhawna Solanki, 2025). AI has also played an important role in the growth of online and distance learning, especially during and after the COVID-19 pandemic. Digital platforms supported continuous learning even when traditional classrooms were closed, allowing students and teachers to stay connected from different locations (Purushottam Lal, 2020). In addition, AI-based educational applications have improved access to learning resources and made education more convenient for many learners.

However, researchers also point out certain limitations of AI in education. Although AI can support teaching and learning processes, it cannot fully replace human teachers, emotional understanding, creativity, and interpersonal interaction in classrooms (Purushottam Lal, 2020). Excessive dependence on AI may also reduce students' critical thinking and originality. Therefore, many scholars suggest using AI as a supportive educational tool rather than a complete substitute for traditional teaching. This balance between technology and conventional instruction reflects the gradual blending of pedagogical and andragogical learning approaches in modern education.

Problem Statement

The current generation requires the teachers to move from the usual lecture-based and teacher-centred learning methods. This is where the distinction between pedagogy and andragogy are blurred and the implications are uncertain.

Objectives

- To highlight the basic concepts of pedagogical and andragogical methods
- To emphasize student's perspective on the blurring differences
- To understand how different boards of education approach teaching methods
- To understand the implications of AI in education
- To evaluate the need of technology during the transition from higher secondary to higher education

- To assess the role of Covid-19 in educational conditions in India

Methodology

The required data for this research is brought through both the primary and secondary sources. This study adopted quantitative approach by using two different questionnaires to derive the response from the target respondents and references from books and journal were used for drawing a basic outline for the theme of the paper.

Primary Data

Around 50 questions were asked to the people from the age of 18 to 30 years. These questions focused on the ways of their school and college education and how various external factors like AI, technological development and different methods of teaching and learning shaped their entire process of learning. The survey revealed a common pattern of studying among the students. Furthermore, an attempt to analyse the difference in the teaching among the different board of studies was done.

Secondary Data

The literature review section of this research sheds light on the previously published contents on the themes of andragogy, pedagogy, AI in education and other topics relevant to the theme. The results derived through the survey are applied on the basis of the understanding from the secondary data.

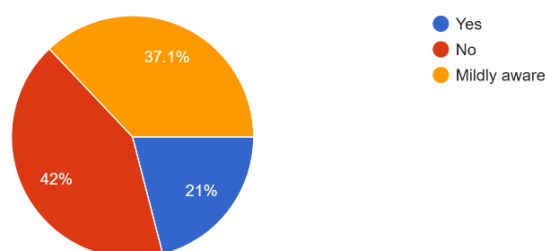
Analysis

With the age of respondents being from 18 to 30, there was a varied range of answers. Each set of responses opened way towards more insights on the research topics.

Awareness about Pedagogy and Andragogy

Among 143 responses, 42 percentage of the respondents remain oblivious to the themes of andragogy and pedagogy. This unawareness did not hinder the process of the survey, as it explored the concepts in a simple manner without getting too technical for the audience.

Do you have any idea about pedagogy or andragogy?
143 responses



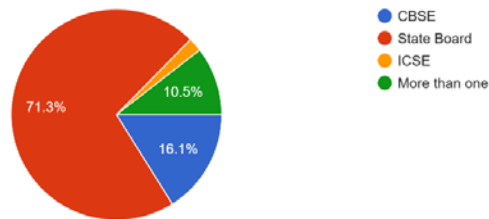
Board Of Education in School Level

One of the major differences in the teaching methods among the faculty comes from the difference in board of studies. To understand this, a set of questionnaires was laid out to students who have studied in more than one board of studies in the secondary and higher secondary levels. In this survey, the respondents are mainly (71%) from the stream of State Board (Tamil Nadu) mode of education. This highlights the fact that the common response

of the respondents is highly based on the perception from the methods followed by State Board of education.

What was your board of study?

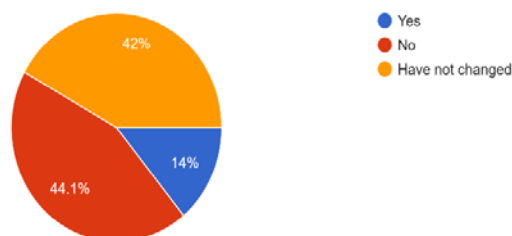
143 responses



The students who have experienced the shift has mentioned a visible difficulty in the change.

Has the shift between boards been difficult?

143 responses

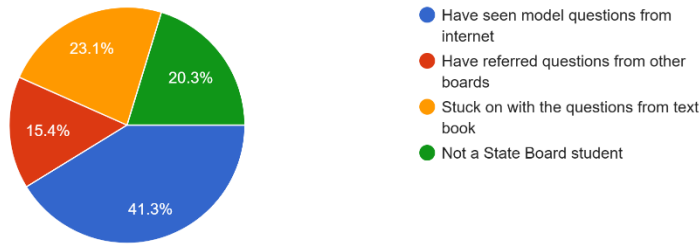


In a separate survey, students who experienced the shift were given an opportunity to voice out the differences in different boards of education. They explained how all the three, CBSE, ICSE, Tamil Nadu State Board had distinct variations from one another. The common observation derived from that is how conventional method of learning is often preferred by the Tamil Nadu State Board educators. This method gives more space to the rote learning, reducing the chance of employing andragogical methods or different methods of pedagogy. Students have stated how the importance towards grades have diminished the process of fun learning. This sheds light on the lack of innovative methods that could be employed to enhance the learning process. This plays a relevant role in this study, for school is a place where students should be given scope to explore different methods of pedagogy, following which they can explore self-learning (andragogical) methods in higher education. Students from CBSE and ICSE have been able to benefit from the depth and range of the concepts owing to the methods of their learning. These boards have depended more on self-learning and engaging methods. In few cases, the difference in the boards also depended on the type of institution. Few institutions which followed multiple boards have practiced similar type of coaching in all of them, with difference being shown only in the cases of higher secondary classes. (G-form attached in the reference)

The question pattern of main exams in Tamil Nadu State Board usually sticks on to the questions from the text books. This limits students' willingness to do an in-depth self-study of the topics. But in the current generation, the students (71% of state board students from the respondents) have shown a visibly strong interest in referring more questions with the help of technology to increase their knowledge. This is a live example of Malcolm Knowles principle of the learners being self-motivated and self-directed.

If you have been a student of State Board, have you preferred seeing different set of questions or have you stuck on with seeing just the textbook questions?

143 responses

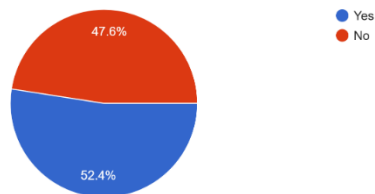


Necessity of Extra Coaching Classes

Around 52% of the respondents are found to have attended additional classes to develop their skill outside the school or college premises. On one side, this shows the increasing interest in the students to learn more beyond their curriculum, on the other side, it also explains how students had to rely on the coaching classes after their lack of understanding from the traditional educational institutions.

Have you ever attended coaching classes or tuition classes?

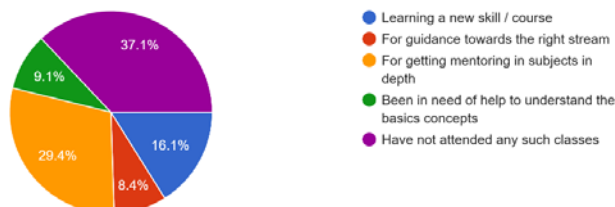
143 responses



The chart below explains how only 23 out of 90 respondents have been to extra classes for learning extra skills. The remaining majority of the persons who have attended the classes have always been inclined towards learning the basics or mastering their curriculum through extra guidance. There could be a whole new thesis on the aid provided by such classes in the development of students.

If yes, what was / is purpose of attending such a class?

143 responses



Findings and Discussion

Transition From Secondary Education to Higher Education

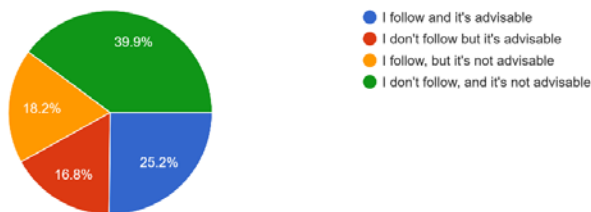
The topic of a student changing their learning methods during the transition from being a school student to a college / university student is highly visible on various aspects. In the present generation, that is, the respondents of the survey are the people aged 18 to 30, meaning that their transition from school to college saw a huge leap in the humongous

growth of AI and an awareness of various learning methods apart from the traditional classes, thanks to the Covid-19 Lockdown, which enabled online classes and many other forms of classes.

Rote Learning Method

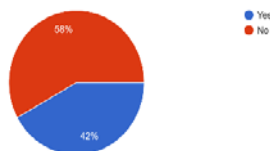
Rote learning method has been a common method practiced in the education system of India for over years now. This refers to the type of banking concept of education, where the students are seated as mere listeners without getting to participate, explore and learn on their own. The evolution from school to college, reduces the students from practicing this method by merely just memorizing.

Rote Learning Rote learning is a memorisation technique based on repetition rather than understanding the underlying meaning of the materi...in the memory exactly as they were read or heard.
143 responses

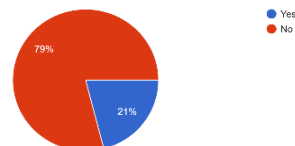


Even though, few people still follow this methodology, most have changed their ways. The percentage of students not following this method have considerably doubled up, when they have reached college.

As a school student, have you mugged up concepts without understanding the meaning?
143 responses



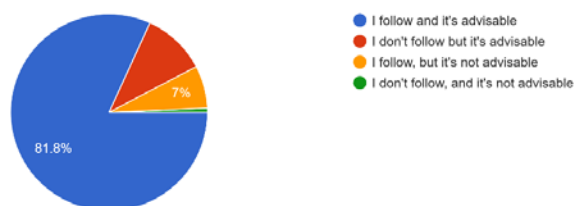
As a college student, have you mugged up concepts without understanding the meaning?
143 responses



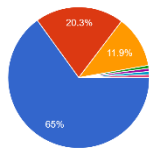
Contextual Learning Method

The straight contradiction to the above method is contextual learning method, where the students learn the concepts only through gaining a full clarity and understanding on the topic. In present scenario, this method is being highly fuelled thanks to the help of artificial intelligence and technology.

Contextual Learning Contextual learning is an educational approach that links academic content to real-life situations, allowing learners to understand the learning process more relevant and memorable.
143 responses

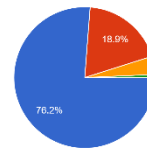


As a school student, which method have you preferred?
143 responses



- Contextual learning (Understanding the meaning by comparing concepts with...)
- Guided Learning (Taking the help of teachers or any senior person for each...)
- Rote Learning (Memorizing the concepts without questioning)
- First understand the concept and then...
- Group study with my friend
- Taking the help of friends
- Mix of contextual and guided learning

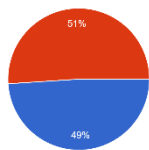
As a college student, which method have you preferred?
143 responses



- Contextual learning (Understanding the meaning by comparing concepts with real life examples)
- Guided Learning (Taking the help of teachers or any senior person for each and every concept)
- Rote Learning (Memorizing the concepts without questioning)
- First understand the concept and then...
- Group study with my friend
- Taking the help of friends
- Just studying

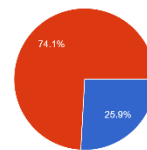
With the growth of people following contextual method, the priorities of learning have visibly shifted from being towards good mark to being towards a deeper understanding of the concepts.

As a school student, which has been your top priority?
143 responses



- Securing good marks
- Understanding concepts

As a college student, which has been your top priority?
143 responses

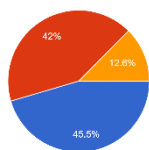


- Securing good marks
- Understanding concepts

Lack Of Smart Classes

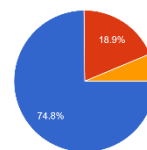
Students turn towards AI for it's detailed illustrations and clear explanations through colourful and vibrant presentation. This is because, in both the school and college level, the percentage of faculty using smart class is very lesser than the one sticking on with the traditional methods of teaching.

Which method has been used by your teacher in your lower classes?
143 responses



- Oral repetition as group
- Repetition of concepts by teacher
- Videos and powerpoint presentations

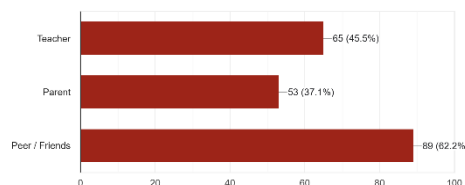
Which method has been used by your professor or lecturer in your classroom?
143 responses



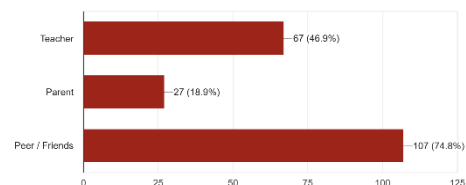
- Lecture based
- Seminars by students
- Smart classes

Few more questions were asked in the survey to understand the learning patterns of the students. Questions like students' preference of reading methods (silently or loudly, whose help they prefer, how often they study) were laid out. This attempted to learn how students are adapted to most of the pedagogical methods, without actually realising the benefits and tactics of those methods. Most of the people have seemed to be in favour of seeking their friends' or peers' help before their exam times to ensure they understand the concepts. This raises the importance of peer learning practice.

Whose support have you preferred as a school student?
143 responses



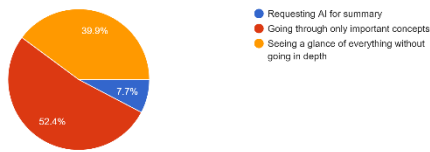
Whose support have you preferred as a college student?
143 responses



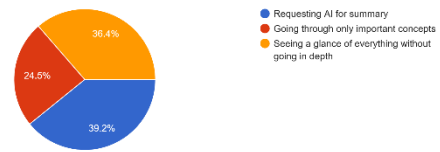
Covering Portions

With the advent use of AI, respondents have given a data which shows them seeking help from various sources at times when they felt difficult to complete the portions during their school days. At the same time, in their college days, they have extensively used AI by requesting the summary of their syllabus. This is observed as one of the most common and basic usage of AI in the current learning methodologies.

As a school student, when there were no time for covering the portions, what have you done?
143 responses



When there were no time for covering the portions, what have you done?
143 responses

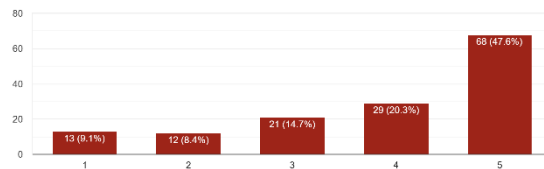


With this, they were also able to go from just going through the important concepts to going through everything in a summarised way.

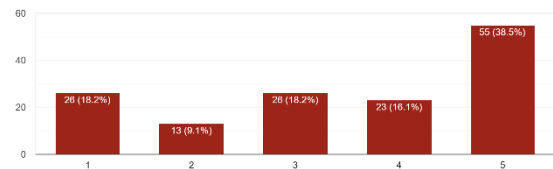
Growing Interest

One of the major observations among the respondents is how they have started using the available resources and technology in order to learn upon their own interest rather than simply depending upon the facilitators.

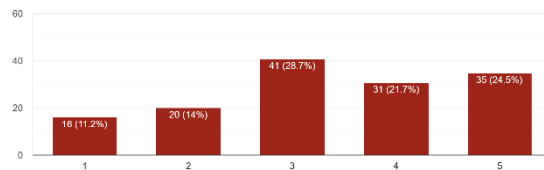
As a college student, how much have you used educational websites or AI for your studies?
143 responses



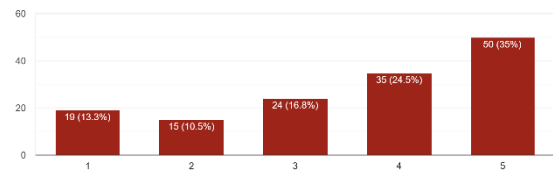
As a college student, how much have you used YouTube for seeing educational videos?
143 responses



As a college student, how much have you used library and reference books for learning?
143 responses



As a college student, how much have you used e-resources (e-library and pdfs) for learning?
143 responses



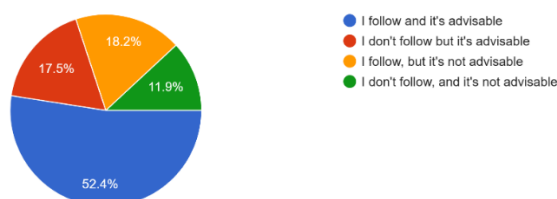
This is almost double the percentage of the students have used these methods during the school days.

Other Common Learning Methods

Online Learning

Online learning is one of the most common practices of learning in the present day. Inspite of attending traditional classes, students gain a lot of information and in-depth clarity with the help of various online sources. Online learning doesn't simply restrict itself within the bounds of online classes, but instead it's a broad spectrum under which various aspects like referring E-resources, connecting with distant educators, and more such things are made possible. Around 52% have shown their acceptance in following the method and nearly 70% of the respondents have been affirmative towards its positive reflection.

Online Learning Online learning is an educational method where instruction is delivered via the internet rather than in a traditional classroom.... more flexible and personalized learning experience.
143 responses

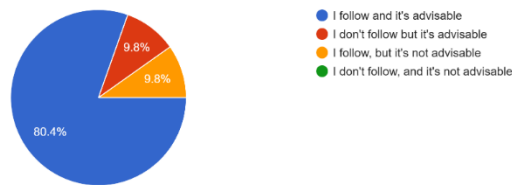


Self-Learning

Self-learning is the simple term defining the basics of andragogy. Over 90% of the respondents have accepted that it is an advisable method to pursue the process of learning. Self-Learning comes across as a method, where one doesn't seek help from anybody in their real life, which may include friends, mentors and family. They indulge in browsing the internet of books by themselves without relying on anybody else. People feel this to be an advisable method mainly because of it's self-paced process. The process can involve breaks or can be rushed depending upon the need of the hour which totally relies on the person who's learning.

Self Learning Self-learning is a process where individuals take the initiative to learn new skills or information without direct supervision from a teacher. It is based on individual interests and curiosity at a personalised pace.

143 responses

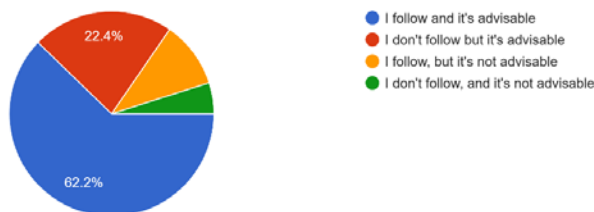


Learning With Frequent Breaks

Learning with frequent breaks may come across as a method that develops the lack of concentration and reduction in span of attention among the learners. There is a significant growth in the learning with the benefits being spread over various aspects that includes increased focus and concentration, improved time management, higher productivity and output, reduced burnout and fatigue, procrastination deterrent and increased motivation and sense of progress (Nadia Lemay, 2025). Similarly, around 73% of the people have understood it's importance and have agreed it to be an advisable method.

Learning With Frequent Breaks Often called the Pomodoro Technique, this method structures study time into short, intense bursts followed by intentional breaks to prevent fatigue and burnout by providing regular "resets".

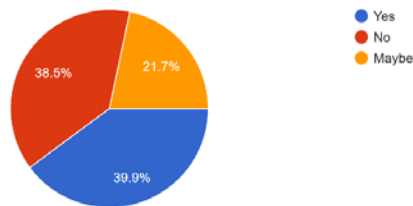
143 responses



Opinions on the Learning as a Scheme

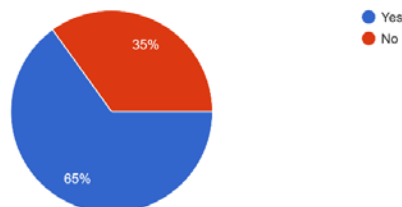
In the evolving education system of the present day, the growth of AI and technology have made the students seek more knowledge, at the same time, there's a considerable downfall in the willingness of students to strive hard towards their learning process. The conventional teaching methods have made students comfortable with being spoon fed. This could be clearly seen through the response given for the question about the need to mandate all the extra and add-on credit courses to the students irrespective of their capabilities just for the sake of enabling them to earn more credits in their degree programme. This raises a serious concern on the lack of students' accountability to enrol themselves for new skills development courses.

Do you think that the additional (extra credit) courses should be mandated for all students irrespective of their capabilities just for the sake of credits?
143 responses



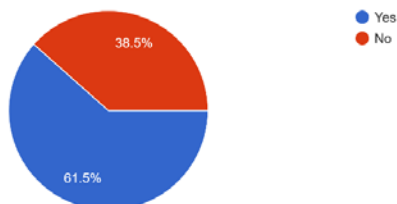
On the other hand, this could be seen as a result of pedagogical methods being followed in the higher education sector rather than letting the students explore themselves to follow the self-learning option with an ample guidance from the mentors.

Pedagogy is not just about child learning, but methods that technically needs a facilitator. Is this the method followed in colleges?
143 responses



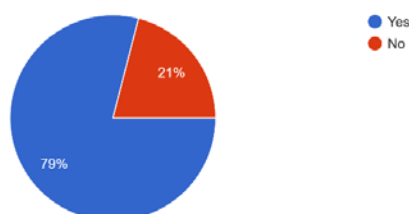
The respondents have also mentioned how the andragogical methods are practiced too, along with the pedagogical teaching methods.

Andragogy is a self learning, adult learning method, but does India follow that in colleges and universities?
143 responses



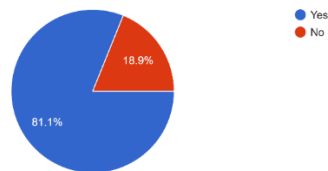
While, the era of AI is being felt and realised in full swing, it has definitely increased the gap in the learning methods between the users and non-users of AI. Usage of AI can be a good time saver, and at the same time, it reduces the interest to put efforts. On the other hand, not all have access to AI, either because of the lack of technological awareness or lack of trust over the artificial intelligence.

With AI being involved, do you think there is a huge gap in learning methods even in same generation?
143 responses



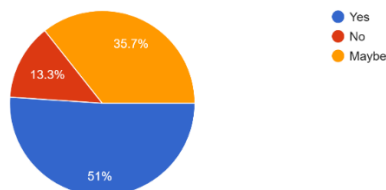
On the other hand, two of the major reasons for the gap in the present learning scenario are considered to be the Covid-19 Lockdown and the raising growth of AI. As said, AI can bring the best and worst out of the educational methods. AI opens up the scope for a person to explore more and dwell deeper into the concepts. This helps one learn in solitude, without the need to fully rely on the guide or mentor. But on the other hand, AI helps students finish their assignments without much of their input. This reduces the human creativity involved and also deprives the student a chance to learn something new related to the topic and relevant to the scope of their study. Around 82% of the respondents have accepted these two situations to have escalated the distinct division among the method of the students. This leads to a situation where the primary level learners are able to practice andragogical methods, but analysing their learning objectives, while it creates a situation for the students of higher education to struggle due to their growing dependency on AI.

In present scenario, there are two extremes : ~ Children adapting self learning methods ~ Adult requiring guidance from teachers Can AI and Covid-19 Lockdown be stated as major reasons for this?
143 responses



While students are trying their best to develop themselves with the help of technology and AI, they still feel the lack of proper measuring tools from the educational institutions to assess their knowledge and development.

Do you think that the present measuring schemes don't value the students correctly based on their unique personalities?
143 responses



Conclusion

This paper, mainly deals with the implications of pedagogical and andragogical methods. It not just highlights the involvement of AI in the present day but also tries to highlight the defects that are still going on despite the education system growing to the era of AI and high-end technology. There is a lot of scope for the AI to improve the standards of education in a meaningful way rather than simply being used as an aid for the students to complete their assignments and worksheets. In terms of the topic pedagogy and andragogy amidst AI, it is a clear sign that AI is enabling the self-motivated learning process for everyone and when used rightly by the boards of education, it can be fruitful. At the same time, how much ever AI is easy and handy, one needs a facilitator to guide them at the start, following which they can seek the assistance of AI to dwell deeper into their sectors of interests.

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- G-form attached below
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