



Research Article

The Role and Potential of Artificial Intelligence (AI) In Connecting Youth (Aged 10–25 Years) With Indian Cultural Values – A Secondary Data-Based Analytical Study

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Abstract

Artificial Intelligence has emerged as one of the most transformative technologies of the century, significantly impacting education, communication, culture, and social interaction. AI is often associated with automation and technological advancements, not cultural heritage and value-based education. However, it can also become a highly effective tool for preserving and promoting cultural heritage and value-based education. India is defined by its cultural values and ethical traditions, which are not only ancient but also hold significant scientific significance even today. AI's personalized learning, multilingual educational platforms, intelligent tutoring systems, virtual reality experiences, and digital cultural archives hold significant importance in reconnecting young people with Indian traditions. This study explores the role and potential of Artificial Intelligence in reconnecting Indian youth aged 10–25 years with Indian cultural values in the digital age. The research is based entirely on secondary data collected from authentic sources, including UNESCO, UNICEF, Government of India reports, the National Education Policy (NEP) 2020, NITI Aayog publications, OECD reports, peer-reviewed journal articles, and other scholarly resources.

This study not only examines existing literature on AI within the realms of education, digital learning, ethical AI, cultural preservation, and value-based education—aimed at connecting Indian youth with their cultural ethos—but also analyses how AI-enabled educational applications, adaptive learning platforms, language technologies, storytelling systems, and virtual cultural experiences can help preserve Indian values among young learners. Furthermore, the paper discusses challenges such as digital addiction, physical bias, misinformation, privacy concerns, and the operationalization of cultural content.

The findings indicate that if AI is integrated with culturally appropriate educational content and utilized to promote ethical principles, it can serve as an effective tool for fostering Indian cultural identity and moral values among the youth. However, successful implementation requires synergy among teachers, policymakers, technology developers, parents, and cultural institutions. The study concludes that AI should complement—rather than replace—human guidance in promoting Indian values; it also recommends the development of a culturally appropriate AI framework aligned with the goals of the 'National Education Policy 2020'.

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KEYWORDS: Artificial Intelligence, Indian Values, Culture, Youth, Value Education, Digital Education, NEP 2020, Digital India, Secondary Data, Cultural Heritage.

1. INTRODUCTION

Artificial intelligence (AI) has emerged as one of the most influential technologies of the twenty-first century, transforming areas such as education, communication, healthcare, and cultural engagement. The results suggest that when AI is combined with culturally appropriate educational content and used to promote ethical principles, it can be an effective tool in promoting Indian cultural identity and moral values among youth. Apart from technological innovation, AI has great potential to protect cultural heritage and encourage value-based education among young learners (UNESCO, 2022).

India is known worldwide for its rich cultural heritage and value system based on principles such as truth, non-violence, respect, service, family values, and Vasudhaiva Kutumbakam. However, rapid digitization, globalization, and the increasing use of social media have impacted the lifestyle and value orientation of today's youth, especially those aged 10-25. As digital technology rapidly transforms their learning experience, AI can play a vital role in connecting them with Indian culture through interactive and personalized educational resources.

The National Education Policy (NEP) 2020 focuses on integrating technology into education while safeguarding India's cultural heritage and fostering ethical, value-based learning. Likewise, UNESCO (2022) advises a human-centric and ethical approach to AI in education, ensuring technological progress enhances educational quality and cultural understanding instead of replacing human values.

AI-powered tools like multilingual learning platforms, virtual museums, digital storytelling, cultural archives, and intelligent educational systems can help youth understand Indian traditions, festivals, philosophy, and ethical values in an engaging manner. At the same time, to ensure the responsible use of AI, challenges such as digital addiction, misinformation, privacy concerns, and unequal access to technology must be addressed.

This study relies solely on secondary data gathered from credible sources, including UNESCO, reports from the Government of India, peer-reviewed journals, and policy documents. It aims to analyse the role and potential of artificial intelligence in reconnecting Indian youth (aged 10-25) with Indian cultural values, while identifying the opportunities and challenges involved in its implementation.

2. REVIEW OF LITERATURE

Although several national and international studies have examined the role of Artificial Intelligence (AI) in education, very few have explored its potential in promoting cultural values among young learners.

UNESCO's 2022 State of the Education Report for India: Artificial Intelligence in Education emphasized that AI can improve educational quality through personalized learning, multilingual support, and inclusive education. The report also underlined the need for a human-centred and ethical approach to AI implementation to ensure learning opportunities for all.

The National Education Policy (NEP) 2020 emphasizes the significance of incorporating technology into education while safeguarding India's cultural heritage, constitutional values, and ethical principles. This policy advises utilizing digital technologies to foster experiential learning, value-based education, and multilingual learning environments (Government of India, 2020).

UNICEF's 2021 policy guidance on AI for children emphasizes that systems impacting young people should prioritize safety, privacy, inclusion, transparency, and the overall well-being of learners. The report stresses that AI should support children's holistic development instead of just improving technological efficiency.

NITI Aayog's 2018 National Strategy for AI recognized education as a key sector for improving learning outcomes and digital access through AI. Furthermore, the report stressed the importance of developing AI responsibly, keeping India's social and cultural priorities in mind.

Research by Holmes et al. (2022) states that AI can enhance personalized learning and student engagement if utilized properly. Nevertheless, the authors caution that over-reliance on AI without human oversight may diminish critical thinking and social interaction among learners.

Similarly, Luckin (2018) stressed that AI should work alongside teachers, not replace them. According to the research, teachers are necessary to develop moral values, empathy, creativity, and emotional intelligence—things AI systems cannot fully replicate.

Overall, the reviewed literature shows that AI offers great potential to improve education and preserve cultural heritage. However, few studies have specifically looked into how AI can reconnect Indian youth aged 10-25 with Indian cultural values. This gap provides a strong basis for this research.

3. RESEARCH GAP

Current literature covers extensively the role of Artificial Intelligence (AI) in education, personalized learning, digital transformation, and educational technology. Reports from UNESCO (2022), UNICEF (2021), and NITI Aayog (2018) highlight AI's potential to enhance educational quality and foster inclusive learning. Nevertheless, limited research has investigated AI's role in promoting Indian cultural values and moral education among youth aged 10-25.

Additionally, a few analytical studies based on secondary data integrate AI, value-based education, and Indian cultural heritage into the NEP 2020 framework. Consequently, this study addresses this gap by analysing the opportunities and challenges of using AI to reconnect youth with Indian cultural values through authentic secondary data and policy documents.

4. OBJECTIVES OF THE STUDY

The present study aims to achieve the following objectives:

1. To study how Artificial Intelligence (AI) can link youth (aged 10-25) with Indian cultural values.
2. To determine how AI can be used to foster value-based education and cultural awareness in young learners.

3. To evaluate the prospects and difficulties of leveraging AI for the preservation and promotion of Indian cultural heritage.
4. Exploring the necessity of AI for realizing the value-based education aims of NEP 2020.
5. Offering recommendations for the impactful and proper application of AI to bolster Indian cultural values among the youth.

5. Research Questions

The study seeks to answer the following research questions:

1. How can AI assist in bridging the gap between Indian youth and their cultural values?
2. What are the primary opportunities for AI to foster value-based education?
3. What challenges and ethical issues arise from implementing AI in cultural and value education?
4. In what ways can AI support the implementation of value-based education under NEP 2020?
5. What strategies should be adopted to guarantee responsible AI usage in preserving Indian cultural heritage?

6. RESEARCH METHODOLOGY

6.1 Research Design

This study utilizes a descriptive and analytical research design based on secondary data. Its purpose is to investigate the role and potential of Artificial Intelligence (AI) in connecting youth (aged 10-25) with Indian cultural values in the digital era. The study focuses on analysing existing literature, government policies, and institutional reports to understand the opportunities and challenges of AI in value-based education.

6.2 Nature of the Study

This is a qualitative study based entirely on secondary data. It does not include primary data collection techniques like surveys, interviews, or questionnaires.

6.3 Sources of Data

This study is based completely on genuine and trustworthy secondary data collected from credible national and

international sources. This data was taken from official publications of the Government of India, particularly the National Education Policy (NEP) 2020, as well as UNESCO's published report on Artificial Intelligence in Education, UNICEF's policy document on AI and children, and the NITI Aayog's report on the National Strategy for Artificial Intelligence.

Furthermore, the study incorporated evidence from peer-reviewed research articles, books, book chapters, and reputable academic journals indexed in Scopus, Web of Science, and UGC-CARE. Additionally, official reports and policy documents published by international organizations like the Organization for Economic Co-operation and Development (OECD) and the World Economic Forum (WEF) were reviewed to ensure a comprehensive and global analysis.

The collected data was meticulously analysed and compiled to explore how Artificial Intelligence (AI) can connect youth (aged 10-25) to Indian cultural values in the digital age.

6.4 Data Analysis Technique

The collected information underwent thematic and descriptive analysis. Essential insights from various sources were systematically compared, interpreted, and combined to determine the role, opportunities, challenges, and future possibilities of AI in fostering Indian cultural values among young people.

7. Scope of the Study

The scope of this study is restricted to how artificial intelligence promotes Indian cultural values among young people aged 10-25. It centres on value-based education, cultural preservation, ethical AI, and digital learning in India.

8. Limitations of the Study

1. This study uses only secondary data.
2. There was no primary survey or field investigation.
3. The results are based on the availability and reliability of published literature and official reports.
4. As AI is a fast-developing field, future technological developments may impact the study's results.

9. Data Interpretation

Table 1. Digital Readiness for AI-enabled Education in India (2021)

S. No.	Indicator	Percentage (%)	Source
1	Indian households with smartphone access	67.5	UNESCO (2022)
2	Students in private schools with smartphone access	79.0	UNESCO (2022)
3	Students in government schools with smartphone access	63.7	UNESCO (2022)
4	Students unable to use available smartphone for studies	26.1	UNESCO (2022)

Source: UNESCO. (2022). State of the Education Report for India 2022: Artificial Intelligence in Education.

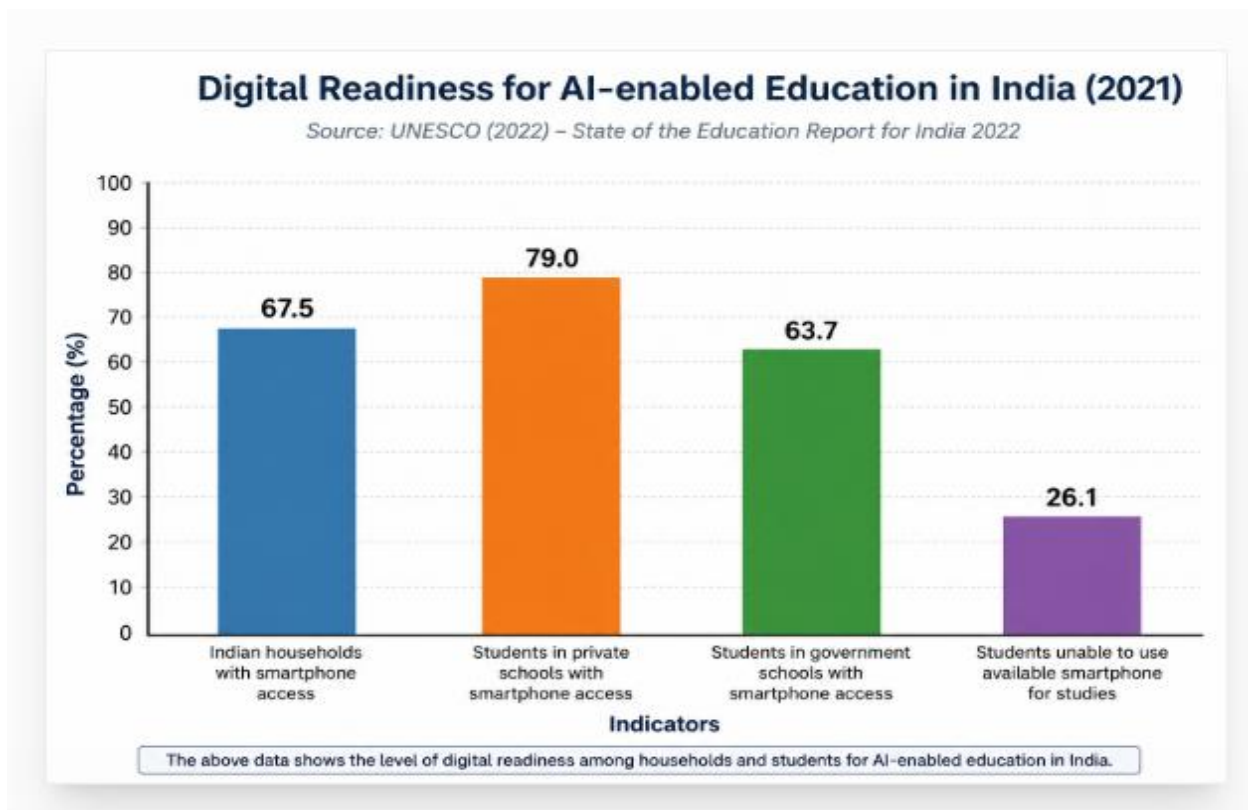


Figure 1

Table 2. Major Policy Support for AI and Value-based Education

Policy / Organization	Major Recommendation	Relevance to Present Study
NEP 2020	Promote technology-enabled and value-based education	Supports AI integration with Indian values
UNESCO (2022)	Human-centred and ethical AI	AI should support teachers and cultural learning
UNICEF (2021)	Safe, inclusive and child-centric AI	Protects children's rights while using AI
NITI Aayog (2018)	AI for All Strategy	Encourages AI adoption in education

Sources: Government of India (2020); UNESCO (2022); UNICEF (2021); NITI Aayog (2018).

Table 3. Opportunities and Challenges of AI in Promoting Ind Values

Opportunities	Challenges
Personalized learning	Digital addiction
Regional language learning	Privacy concerns
AI storytelling	AI-generated misinformation
Virtual museums	Algorithmic bias
Digital preservation of heritage	Digital divide
Intelligent tutoring systems	Lack of cultural authenticity in AI content

(This Table 3 is based on a literature review and analysis of policy documents.)

Table 1 and Figure 1 illustrate the digital readiness level for AI-enabled education in India, based on the UNESCO (2022) report. The findings indicate that 67.5% of Indian households possessed smartphones, highlighting a developing digital infrastructure capable of supporting AI-based learning. Students in private schools had the most access to smartphones (79.0%), compared to 63.7% in government schools. This disparity shows a digital divide that might impact fair access to AI-powered educational resources.

The data further shows that 26.1% of students were unable to use smartphones for their studies despite having them at home. This highlights that just having a digital device isn't enough for effective AI-enabled learning. Reasons such as shared devices, low internet connectivity, and socio-economic issues can prevent students from engaging in digital education.

Table 2 provides the main policy frameworks and institutional recommendations for incorporating AI into value-based education. Results indicate that national and international

organizations alike see AI as a powerful tool for enhancing educational quality and promoting ethical and cultural values. The National Education Policy (NEP) 2020 places emphasis on linking technology with value-based education, and highlights the significance of safeguarding Indian cultural heritage through digital learning. Similarly, UNESCO (2022) recommends adopting a human-centric and ethical approach to AI, stressing that AI should support teachers, promote inclusive learning, and reinforce cultural understanding rather than replacing human interaction.

The 2021 UNICEF policy emphasizes creating safe, inclusive, and child-centric AI systems that safeguard children's rights, privacy, and welfare while encouraging responsible technology usage. Additionally, NITI Aayog's 2018 'AI for All' strategy supports integrating AI into education to enhance learning outcomes, digital accessibility, and innovation.

Table 3 outlines the major opportunities and challenges related to using Artificial Intelligence (AI) to promote Indian cultural values among the youth. The findings show that AI provides significant opportunities to strengthen value-based education through personalized learning and regional language acquisition. AI-based storytelling, virtual museums, digital conservation of cultural heritage, and intelligent tutoring systems. These applications have the potential to make Indian traditions, moral values, and cultural knowledge more appealing, accessible, and practical for the digitally connected younger generation.

Additionally, the table highlights numerous challenges affecting the proper implementation of AI in cultural education. These include digital addiction, privacy concerns, AI-driven misinformation, algorithmic discrimination, the digital divide, and a lack of cultural authenticity in AI-generated content. Such issues can undermine trust in AI-based educational resources and create disparities in access to digital learning opportunities.

10. FINDINGS OF THE STUDY

1. **Digital Readiness:** The study revealed that India has made substantial progress in digital readiness for AI-enabled education. Nevertheless, the disparity in smartphone access and usage between private and public-school students is affecting equal learning opportunities.
2. **Policy Support:** National and international policy frameworks—such as NEP 2020, UNESCO (2022), UNICEF (2021), and NITI Aayog (2018)—strongly advocate for the ethical integration of AI in education, with a focus on value-based learning, cultural preservation, and inclusive education.
3. **AI Opportunities:** Artificial Intelligence presents significant opportunities to promote Indian cultural values through personalized learning, regional language education, AI-powered storytelling, virtual museums, digital heritage preservation, and intelligent tutoring systems.
4. **AI Challenges:** The study highlights significant obstacles, including digital addiction, privacy issues, AI-driven misinformation, algorithmic bias, the digital divide, and a lack of cultural authenticity in AI-generated content, all of

which may impede the effective integration of AI into value-based education.

5. **Final Conclusion:** The study finds that AI holds significant potential to reconnect young people (aged 10-25) with Indian cultural values, assuming it is implemented responsibly through ethical policies, authentic educational content, teacher guidance, and equal access to digital technologies.

11. CONCLUSION

This research examined AI's role and potential in linking young people (10-25 years) to Indian cultural values using real secondary data analysis. Results suggest AI can significantly boost value-based education through personalized learning, multilingual resources, digital storytelling, virtual experiences, and intelligent tutoring. Policy initiatives like NEP 2020, along with recommendations from UNESCO, UNICEF, and NITI Aayog, We completely support using AI in education ethically and inclusively. However, we need to tackle issues such as the digital divide, privacy worries, misinformation, and the requirement for culturally authentic AI content. The study's finding is that AI should supplement the efforts of teachers, parents, and educational institutions, rather than replacing them. By implementing it ethically, ensuring digital access, and providing culturally relevant educational resources, AI can become a powerful tool to preserve Indian cultural heritage, reinforce ethical values, and foster a culturally conscious, responsible, and digitally proficient youth.

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