# Artificial Intelligence in Higher Education: Interdisciplinary Perspectives on Literary Pedagogy from English and Computer Education

Ms. Rekha, Assistant Professor, M.M. College of Education, Fatehabad
Mr. Lalit Kumar, Instructor in Computer Science, M.M. College of Education, Fatehabad

## Abstract

As Artificial Intelligence becomes more common in universities, we need to think carefully about what this means for subjects built on interpretation and reflection. In English studies, where analysing literature and thinking independently are central, the use of AI tools raises important questions. This paper brings together ideas from English teaching and computer education to explore how AI might shape the way literature is taught and learned.

Drawing on research from both digital pedagogy and computing education, the paper looks at how AI can both support students and create new challenges. From an English studies perspective, there are concerns about whether students will learn to think for themselves if AI does some of the work. From a computer education perspective, understanding how tools like ChatGPT actually work helps teachers and students use them more wisely.

The paper suggests that when teachers from both fields work together, AI can become a helpful tool. It can help students clarify their thoughts, revise their writing, and engage more deeply with texts. But without clear guidelines and teaching strategies that draw on both disciplines, these tools may weaken students' ability to think originally and independently.

By offering a framework that brings together English and computer education, this paper adds to conversations about where humanities education is heading in a world shaped by technology.

International Advance Journal of Engineering, Science and Management (IAJESM)
Multidisciplinary, Multilingual, Indexed, Double-Blind, Open Access, Peer-Reviewed, Refereed-
International Journal, Impact factor (SJIF) = 8.35

1