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Manuscript No.: IJAR-59859

Title: Generative AI and the Future of Teaching and Learning: Rethinking Pedagogy, Assessment and Teacher Roles.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality	✓			
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This conceptual paper examines generative AI's educational opportunities and risks and proposes a human-centred framework for schools and universities. Drawing on UNESCO guidance, recent reviews and learning theory, it analyses four connected themes—GenAI, pedagogy, assessment and teacher roles—and identifies four shifts: content delivery to learning design; answer production to inquiry and critique; product-focused to process-rich assessment; and teacher-as-transmitter to designer, mentor and ethical decision-maker. A five-layer framework links human purpose, AI literacy and ethics, pedagogical integration, process-oriented assessment and institutional governance, yielding five testable propositions. It highlights hallucination, bias, privacy, unequal access, over-reliance and authorship, arguing that GenAI's value depends less on tools than on task design, teacher agency, learner AI literacy and institutional safeguards.

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Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

1- The paper is connecting Gen AI, pedagogy, assessment, teacher roles and governance as one system rather than treating cheating or tools in isolation.
2- It draws on UNESCO guidance, systematic/scoping reviews, learning theory and a large field experiment, giving the argument a credible base.
3- The paper keeps human purpose, learner agency and ethical use central, rather than adopting a narrowly tool-focused or efficiency-driven view.
4- The framework links purpose, AI literacy/ethics, pedagogical integration, assessment and institutional governance, making the analysis practical and systemic.
5- It derives five propositions that future empirical research can examine, increasing its value for scholarship beyond description.
6- It gives serious attention to hallucination, bias, privacy, unequal access, over-reliance and authorship while also recognising genuine affordances.

WEAKNESSES:

1- The paper does not collect or analyse new empirical evidence,
2- The framework and propositions are logically derived but not piloted, operationalised or tested for feasibility with teachers, students or institutions.
3- The paper relies heavily on UNESCO guidance and general principles, with only brief attention to national and local realities

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