

Artificial Intelligence and Outcome-Based Education in Higher Education: A Comparative Study of Student Learning Outcomes in India and Selected Countries

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ABSTRACT

Artificial Intelligence (AI) is transforming higher education by influencing teaching, student engagement, assessment, and competency development. In management education, AI can strengthen Outcome-Based Education (OBE) through personalised learning, feedback, and development of industry-relevant skills. This study comparatively examines the impact of AI on student learning outcomes in India and selected countries, with a focus on undergraduate management education. It evaluates the relationship between AI adoption and key outcomes such as academic performance, engagement, critical thinking, problem-solving, digital competency, decision-making, and employability skills. The study also considers AI literacy, institutional support, faculty readiness, and accessibility as factors influencing learning outcomes. Through comparative analysis, the research aims to identify differences, common patterns, and effective approaches to AI integration in management education and provide insights for improving OBE and developing future-ready managerial competencies.

Keywords: Artificial Intelligence; Outcome- Based Education; Higher Education; Management Education; Learning Outcomes; Student Engagement; AI Adoption; Employability Skills; Competency Development; Comparative Study.

INTRODUCTION

Artificial Intelligence (AI) has emerged as one of the most significant technological developments influencing higher education. The increasing availability of generative AI, adaptive learning systems, intelligent tutoring tools, and learning analytics is changing how students access information, engage with learning activities, and develop academic and professional competencies. In management education, these technologies have particular relevance because managerial learning increasingly requires analytical thinking, problem-solving, creativity, communication, decision-making, and digital competence. AI can support these outcomes by providing personalised learning experiences, immediate feedback, interactive simulations, and access to diverse sources of information.³

The emergence of AI also requires higher education institutions to reconsider traditional approaches to teaching, assessment, and learning outcomes. Outcome-Based Education (OBE) places emphasis not merely on what teachers teach but on what students are expected to know, understand, and demonstrate after completing a course or programme. The integration of AI can potentially strengthen this approach by enabling institutions to connect teaching and learning activities more closely with measurable competencies and graduate attributes. However, effective integration requires appropriate pedagogical design, faculty preparedness, digital infrastructure, and responsible use of technology. UNESCO has similarly emphasised that generative AI should be integrated through a human-centred approach that promotes meaningful, ethical, safe, and equitable educational use.⁴

2. Artificial Intelligence in Higher Education: Emerging Paradigms

The role of AI in higher education has moved beyond simple digitisation towards more personalised and data-driven learning environments. AI-based systems can analyse student interactions, identify learning needs, recommend learning resources, generate feedback, and support individualised learning pathways. Generative AI has further expanded these possibilities by allowing students to interact with intelligent systems through natural language and obtain assistance with brainstorming,

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³ OECD, OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem (2023).

⁴ Fengchun Miao & Wayne Holmes, Guidance for Generative AI in Education and Research (UNESCO 2023).

writing, problem-solving, information synthesis, and other academic activities. In management education, such applications can support case analysis, business simulations, market analysis, strategic decision-making exercises, and development of professional communication skills.⁵

At the same time, AI represents a shift from technology being merely a supporting classroom tool to becoming an active component of the learning ecosystem. This transformation creates opportunities for greater student autonomy and engagement, but also raises concerns regarding overdependence on AI, accuracy of generated information, academic integrity, unequal access, privacy, and the possible weakening of independent cognitive skills. The OECD has noted that AI can improve the quality and equity of learning when appropriate conditions are provided, while also creating risks associated with unequal access, data protection, quality assurance, and the capacity of teachers and learners to use these technologies effectively.⁶

3. Outcome-Based Education: Concept, Principles and Educational Outcomes

Outcome-Based Education focuses on clearly defined learning outcomes and the demonstrable competencies that students are expected to achieve at the end of a course or programme. Instead of concentrating primarily on the completion of a syllabus, OBE emphasises measurable learning achievements and requires alignment among intended learning outcomes, teaching and learning activities, and assessment. This approach is closely associated with the concept of constructive alignment, under which curriculum design, teaching methods, learning activities, and assessment are systematically connected to the intended outcomes of learning.⁷

In management education, OBE is particularly relevant because graduate success depends on the ability to apply knowledge rather than merely recall theoretical concepts. Desired outcomes may include analytical ability, critical thinking, problem-solving, communication, teamwork, leadership, innovation, digital competence, and managerial decision-making. AI can potentially support these outcomes by providing students with opportunities for personalised practice, scenario-based learning, simulations, feedback, and experiential activities. However, the value of AI within OBE ultimately depends on whether its use contributes to genuine competency development rather than simply enabling students to complete academic tasks more quickly. Accordingly, AI should be viewed as a tool for strengthening outcome-oriented learning rather than as a substitute for the intellectual and pedagogical role of educators.⁸

4. Convergence of Artificial Intelligence and Outcome-Based Education

The integration of Artificial Intelligence (AI) with Outcome-Based Education (OBE) represents an important shift from technology-assisted teaching towards outcome-oriented and learner-centred education. OBE requires educational institutions to clearly define what students should be able to demonstrate at the completion of a course or programme and to align curriculum, teaching activities, and assessment with those intended outcomes. AI can strengthen this alignment by supporting personalised learning, continuous feedback, adaptive learning activities, and outcome-based assessment. AI-enabled systems can analyse students' responses and learning behaviour and provide targeted resources or feedback according to individual learning requirements. This creates opportunities to move beyond a uniform teaching model towards learning experiences that respond more effectively to differences in students' abilities and learning progress. The principle is consistent with constructive alignment, which connects intended learning outcomes, teaching and learning activities, and assessment.⁹

AI can also contribute to OBE by strengthening the continuous assessment of learning outcomes. Traditional assessment practices may provide limited opportunities for immediate and individualised feedback, whereas AI-enabled systems can support formative assessment, automated feedback, learning analytics, and identification of areas requiring further development. Recent research reviewing 159 studies on AI-supported assessment in higher education found that AI applications can enhance assessment strategies, feedback, student engagement, and learning outcomes, although significant challenges remain concerning data, validation, and responsible implementation.¹⁰ Thus, AI should not be regarded merely as a mechanism for automating assessment; rather, it can provide continuous evidence of students' progress towards defined learning outcomes.

⁵ OECD, OECD Digital Education Outlook 2023, at 264-65 (2023).

⁶ OECD, OECD Digital Education Outlook 2023, at 264-65, 272-75 (2023).

⁷ John Biggs, Catherine Tang & Gregor Kennedy, *Teaching for Quality Learning at University* 5th ed. (McGraw Hill 2022).

⁸ John Biggs & Catherine Tang, *Teaching for Quality Learning at University* (McGraw-Hill/Open University Press 4th ed. 2011).

⁹ John Biggs, *Enhancing Teaching Through Constructive Alignment*, 32 *Higher Education* 347, 347-64 (1996), <https://doi.org/10.1007/BF00138871>

¹⁰ Mohammed Bashraheel & Gheorghita Ghinea, *How Does Leveraging Artificial Intelligence in Assessments Impact Student Outcomes? A Systematic Review*, 61 *Computer Science Review* 100929, 1-19 (2025), <https://doi.org/10.1016/j.cosrev.2026.100929>

For management education, this convergence is particularly significant because OBE extends beyond the acquisition of theoretical knowledge to the development of practical and professional competencies. Management graduates are expected to demonstrate analytical reasoning, problem-solving, communication, leadership, creativity, teamwork, strategic thinking, and decision-making abilities. AI-based simulations, business cases, virtual scenarios, and interactive learning environments can provide students with opportunities to apply theoretical concepts to realistic managerial situations. Generative AI can further support brainstorming, case analysis, and alternative-scenario development, provided that students critically evaluate AI-generated outputs rather than accept them without verification. A recent systematic review and meta-analysis of 57 studies found that Generative AI had positive effects on university students' learning outcomes, including academic achievement and higher-order thinking.¹¹

Therefore, the convergence of AI and OBE should be understood as an alignment between technology, pedagogy, and measurable educational outcomes. The mere availability of AI tools does not automatically produce better learning outcomes. Their educational value depends upon purposeful integration into curriculum design, learning activities, and assessment practices. Recent evidence also indicates that the effectiveness of Generative AI varies according to learning context, teaching approach, and the manner in which students interact with the technology.¹²

5. Transforming Student Learning Outcomes in Management Education

Artificial Intelligence has the potential to transform the nature of learning outcomes expected from management students by shifting the emphasis from information acquisition towards the application, interpretation, and critical evaluation of knowledge. Management education traditionally combines conceptual understanding with practical competencies such as decision-making, analytical reasoning, communication, leadership, and problem-solving. AI tools can supplement these competencies by allowing students to explore multiple solutions to business problems, analyse large volumes of information, simulate managerial decisions, and receive immediate feedback. Consequently, the educational value of AI lies not simply in its ability to provide answers but in its potential to create learning environments in which students can experiment, compare alternatives, and develop higher-order cognitive skills. Research on Generative AI in higher education has identified positive effects on academic achievement and higher-order thinking, although the outcomes vary according to the learning environment and pedagogical approach.

One of the most important potential contributions of AI is the development of critical thinking and problem-solving abilities. Management students frequently encounter situations in which there is no single correct solution, such as strategic planning, human resource management, marketing decisions, financial analysis, operations, and entrepreneurship. AI can be used to generate alternative scenarios or competing solutions, which students can subsequently evaluate using management theories, evidence, and professional judgement. Such an approach changes AI from an answer-generating mechanism into a learning tool that encourages analysis and reflection. Recent meta-analytic evidence indicates that Generative AI can have a positive effect on higher-order thinking when appropriately incorporated into learning activities.

AI can also contribute to the development of digital and employability competencies, which have become increasingly important in contemporary management careers. Future managers are likely to work alongside AI systems in areas such as marketing analytics, financial forecasting, human-resource management, operations, customer relationship management, and strategic decision-making. Management education must therefore prepare students not only to operate AI tools but also to understand their capabilities, limitations, and appropriate application. AI literacy should consequently become an important component of outcome-based management education alongside communication, leadership, analytical ability, and decision-making. Students should be able to formulate appropriate questions, assess the reliability of AI-generated information, interpret outputs, and combine technological assistance with human judgement.

Another significant area is student engagement and personalised learning. AI-enabled educational platforms can adapt learning materials and feedback to individual students, potentially supporting learners who progress at different rates. This is particularly relevant to OBE because achievement of learning outcomes may require different forms and levels of support for different learners. AI-supported assessment systems can further provide continuous information about student performance and engagement, allowing educators to identify areas where additional instructional intervention may be required. (*Bashraheel & Ghinea, supra*).

¹¹ Shuzhen Chen & Alan C.K. Cheung, Effect of Generative Artificial Intelligence on University Students' Learning Outcomes: A Systematic Review and Meta-Analysis, *Educational Research Review*, 100737 (2025), <https://doi.org/10.1016/j.edurev.2025.100737>

¹² Changxin Fan, Lele Ke, Zexiong Chen & Pin Lv, Exploring the Effect of GenAI on Learning Outcomes in Higher Education: A Three-Level Meta-Analysis, 17 *Frontiers in Psychology* 1758670 (2025), <https://doi.org/10.3389/fpsyg.2026.1758670>

However, the transformation of learning outcomes through AI also requires a careful distinction between AI-assisted learning and AI-dependent learning. Excessive reliance on AI may reduce opportunities for students to independently analyse information, formulate arguments, and develop original solutions. In management education, where judgement, creativity, leadership, and decision-making are central competencies, this distinction is particularly important. Students should therefore be encouraged to use AI for exploration, feedback, simulation, and augmentation while retaining responsibility for reasoning, verification, and final decision-making. UNESCO similarly recommends a human-centred approach to Generative AI in education, emphasising meaningful, safe, equitable, and responsible use of the technology.¹³

Overall, AI can broaden the meaning of learning outcomes in management education from what students know to what students can do with knowledge, technology, and professional judgement. Its effective integration with OBE therefore requires learning outcomes to incorporate not only academic achievement but also critical thinking, creativity, digital competence, decision-making, adaptability, and responsible use of technology. Such an approach can help management institutions prepare graduates for workplaces in which collaboration between human intelligence and artificial intelligence is likely to become increasingly important.

6. AI-Enabled Teaching, Learning and Assessment in Management Education

Artificial Intelligence is reshaping teaching and learning practices in management education by enabling more interactive, personalised, and application-oriented approaches. AI-powered tools can assist educators in preparing instructional materials, developing business cases, generating discussion questions, providing formative feedback, and creating simulated business environments. For management students, these applications can make learning more closely connected with real-world business situations by enabling them to analyse hypothetical markets, evaluate strategic alternatives, examine consumer behaviour, and explore organisational decision-making. The use of AI therefore has the potential to complement conventional lectures and case-based teaching with more adaptive and experiential learning approaches. The OECD has recognised that AI can support personalised learning, improve educational processes, and provide new opportunities for interaction between learners, educators, and digital learning environments.¹⁴

Generative AI has further expanded the possibilities for interactive learning. Management students can use AI tools to brainstorm business ideas, develop marketing strategies, analyse case studies, prepare business plans, and explore alternative solutions to managerial problems. However, these applications are most valuable when students are required to critically assess, modify, and justify AI-generated outputs. In this respect, AI can support higher-order learning rather than merely facilitate the completion of academic assignments. Research on Generative AI in higher education indicates that its educational benefits can extend to academic achievement, higher-order thinking, and creativity when it is appropriately integrated into learning activities.¹⁵

AI is equally significant in the transformation of assessment. Outcome-Based Education requires assessment to demonstrate whether students have achieved predetermined learning outcomes, and AI can assist educators in designing diverse forms of formative and summative assessment. AI-supported assessment may provide rapid feedback, identify patterns in student responses, and support personalised remedial learning. In management education, assessment can increasingly incorporate simulations, problem-solving exercises, scenario analysis, presentations, and project-based tasks rather than relying exclusively on traditional written examinations. Such approaches can provide a broader assessment of managerial competencies. At the same time, AI-generated assignments create challenges for conventional assessment practices and require institutions to reconsider how authentic learning and individual achievement are evaluated.¹⁶

7. International Perspectives on Artificial Intelligence and Outcome-Based Education

The integration of AI into higher education is occurring across different educational systems, although the extent, objectives, infrastructure, and institutional approaches vary considerably. Countries such as the United States, United Kingdom, Australia, Singapore, and several European countries have increasingly incorporated AI into teaching, learning, assessment, and institutional decision-making. International experiences demonstrate that AI adoption is not simply a technological process but also a pedagogical and institutional transformation. Educational systems are increasingly focusing on how AI can

¹³ Fengchun Miao & Wayne Holmes, Guidance for Generative AI in Education and Research (UNESCO 2023), <https://doi.org/10.54675/EWZM9535>

¹⁴ OECD, OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem 264-75 (2023), <https://doi.org/10.1787/c74f03de-en>

¹⁵ Shuzhen Chen & Alan C.K. Cheung, Effect of Generative Artificial Intelligence on University Students' Learning Outcomes: A Systematic Review and Meta-Analysis, Educational Research Review, 100737 (2025), <https://doi.org/10.1016/j.edurev.2025.100737>

¹⁶ Mohammed Bashraheel & Gheorghita Ghinea, How Does Leveraging Artificial Intelligence in Assessments Impact Student Outcomes? A Systematic Review, 61 Computer Science Review 100929 (2025), <https://doi.org/10.1016/j.cosrev.2026.100929>

be used to improve learning experiences while maintaining academic standards, human interaction, and student development. The UNESCO framework similarly emphasises that the use of Generative AI in education should be guided by human-centred principles, inclusion, equity, transparency, and responsible use.¹⁷

International approaches also demonstrate increasing attention to the development of AI literacy among students and educators. The objective is gradually shifting from simply teaching students how to operate digital tools towards developing the ability to critically evaluate AI outputs, understand its limitations, use appropriate prompts, recognise potential biases, and apply professional judgement. This is particularly relevant to management education because future managers will increasingly interact with AI in areas such as marketing, finance, human resources, operations, entrepreneurship, and strategic management. The European Commission's Ethical Guidelines on the Use of Artificial Intelligence and Data in Teaching and Learning similarly emphasise the importance of developing AI and data literacy while ensuring ethical and responsible educational practices.¹⁸

International experiences further suggest that effective AI integration requires institutional preparedness rather than isolated adoption by individual students or faculty members. Universities need appropriate digital infrastructure, faculty development, institutional policies, curriculum redesign, and mechanisms for evaluating the educational effectiveness of AI applications. Differences in technological infrastructure and access can also produce unequal educational benefits. The OECD has highlighted the importance of developing effective digital education ecosystems in which technology, institutional capacity, educators, learners, and educational policies work together rather than treating technology as an independent solution.¹⁹

From the perspective of OBE, international developments are particularly relevant because different higher education systems increasingly emphasise demonstrable competencies, employability, lifelong learning, and graduate attributes. AI provides opportunities to make these outcomes more visible through continuous assessment, learning analytics, simulations, and personalised feedback. However, international experience also demonstrates that the success of AI-enabled OBE depends on contextual factors, including educational culture, faculty readiness, infrastructure, student digital literacy, and institutional objectives. Consequently, there is no single model of AI integration that can be uniformly applied across all higher education systems.

8. India in Comparison with Selected International Higher Education Systems

India is experiencing rapid growth in the use of Artificial Intelligence within higher education, supported by increasing digitalisation, the expansion of online learning, and growing student familiarity with Generative AI tools. The National Education Policy 2020 places considerable emphasis on technology-enabled education, multidisciplinary learning, critical thinking, skill development, and the use of technology to improve teaching and learning. These priorities provide a favourable context for integrating AI with Outcome-Based Education.²⁰

Compared with more mature AI ecosystems in countries such as the United States, United Kingdom, Singapore, and Australia, Indian higher education institutions face differences in infrastructure, faculty preparedness, institutional resources, and access to advanced digital technologies. At the same time, India's large and diverse higher education system provides significant opportunities for AI-enabled learning at scale. The development of AI-supported management education can potentially help institutions provide personalised learning, strengthen digital and analytical competencies, and improve alignment between academic programmes and industry requirements. India's emphasis on employability, multidisciplinary education, and technology-enabled learning creates considerable scope for connecting AI adoption with measurable graduate outcomes.²¹

A comparative perspective, therefore, suggests that India can learn from international approaches while developing context-specific models of AI-enabled OBE. International systems can provide useful practices relating to AI literacy, faculty development, assessment redesign, academic integrity, and responsible AI use, while Indian institutions can adapt these practices to their own institutional, technological, and socio-economic contexts. The objective should not be to replicate international models mechanically but to identify practices that can enhance learning outcomes within India's diverse higher education environment. In management education, such an approach can contribute to developing graduates who combine

¹⁷ Fengchun Miao & Wayne Holmes, Guidance for Generative AI in Education and Research 9-25 (UNESCO 2023), <https://doi.org/10.54675/EWZM9535>

¹⁸ European Commission, Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators 7-16 (2022), <https://doi.org/10.2766/153756>

¹⁹ OECD, OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem 13-28, 264-75 (2023), <https://doi.org/10.1787/c74f03de-en>

²⁰ Ministry of Education, Government of India, National Education Policy 2020 52-55 (2020), https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

²¹ University Grants Commission, Guidelines for the Introduction of NEP-2020 in Higher Education Institutions (2022)

disciplinary knowledge with technological competence, analytical ability, creativity, adaptability, and sound managerial judgement. As AI continues to reshape the workplace, aligning these competencies with clearly defined learning outcomes will become increasingly important for the relevance and competitiveness of management education.

9. Challenges, Ethical Issues and Institutional Considerations

Despite the potential of Artificial Intelligence to strengthen Outcome-Based Education, its integration into higher education presents several challenges. One of the major concerns is the possibility of excessive dependence on AI tools. When students rely on AI to generate answers, prepare assignments, analyse cases, or solve problems without independently evaluating the outputs, the development of critical thinking, creativity, and problem-solving abilities may be affected. This concern is particularly relevant to management education, where students are expected to develop independent judgement and make decisions in complex and uncertain business environments. Generative AI may also produce inaccurate, incomplete, or misleading information, making verification and critical evaluation essential components of AI-supported learning.²²

Academic integrity represents another significant challenge. The ability of Generative AI to produce essays, reports, presentations, business plans, and other academic work creates difficulties for conventional assessment systems. If students submit AI-generated content as their own work, institutions may find it difficult to determine whether the intended learning outcomes have actually been achieved. This has encouraged educators to reconsider traditional assessment practices and place greater emphasis on authentic, application-based, oral, collaborative, and process-oriented assessment. In management education, case discussions, presentations, simulations, projects, reflective assignments, and problem-based assessments can provide greater opportunities to evaluate students' individual reasoning and managerial competencies. UNESCO has consequently recommended that educational institutions develop appropriate guidance and institutional frameworks for responsible use of Generative AI.²³

Issues of equity and accessibility must also be considered. Differences in students' access to reliable internet services, digital devices, paid AI platforms, and technological support may create disparities in educational opportunities. Similarly, differences in faculty members' AI literacy can influence the quality and effectiveness of AI-supported teaching. Institutions therefore need to invest in digital infrastructure, faculty development, student training, and appropriate institutional policies. The OECD has emphasised that digital technologies and AI can contribute to educational quality and equity only when appropriate conditions and safeguards are established.²⁴

Privacy, data protection, transparency, and algorithmic bias represent additional institutional considerations. AI systems may process substantial amounts of student information, including learning behaviour, academic performance, and personal data. Institutions must therefore ensure that the collection and use of such information are responsible and transparent. Furthermore, AI-generated recommendations may reflect biases contained within training data or underlying algorithms. These concerns require institutions to establish clear principles governing the responsible use of AI while ensuring that human oversight remains central to educational decision-making.²⁵

10. Opportunities and Future Directions for AI-Enabled Management Education

The continuing development of AI creates significant opportunities for transforming management education. One important opportunity is the creation of AI-supported experiential learning environments in which students can practise managerial decision-making in simulated business situations. AI can generate dynamic scenarios involving changing markets, customer preferences, financial conditions, human-resource challenges, and competitive strategies. Students can evaluate different alternatives and observe potential consequences, thereby connecting theoretical knowledge with practical managerial decision-making. Such learning approaches are consistent with the objectives of OBE because they allow students to demonstrate competencies rather than simply reproduce theoretical information.

AI can also support greater personalisation and continuous learning. Management students have different academic backgrounds, interests, abilities, and career aspirations. AI-enabled platforms can potentially recommend learning resources, provide individualised feedback, identify areas of weakness, and support students in developing specific competencies. This can contribute to a more flexible learning environment in which students progress towards defined learning outcomes through different learning pathways. Research increasingly suggests that AI-supported learning can influence cognitive, behavioural,

²² Fengchun Miao & Wayne Holmes, Guidance for Generative AI in Education and Research 9-25 (UNESCO 2023), <https://doi.org/10.54675/EWZM9535>

²³ UNESCO, Guidance for Generative AI in Education and Research 25-34 (2023), <https://doi.org/10.54675/EWZM9535>

²⁴ OECD, OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem 264-75 (2023), <https://doi.org/10.1787/c74f03de-en>

²⁵ European Commission, Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators 17-23 (2022), <https://doi.org/10.2766/153756>

and affective dimensions of student learning, although the effectiveness of these applications depends on appropriate instructional design and human supervision.²⁶

Another major opportunity is the development of AI literacy as a graduate competency. The future management workforce is likely to operate in environments where human employees and AI systems work together. Management graduates therefore need to understand not only how to use AI but also when to use it, how to evaluate its outputs, and when human judgement should override technological recommendations. AI literacy can consequently become an important component of OBE alongside communication, leadership, analytical thinking, innovation, and decision-making. The World Economic Forum's analysis of emerging workplace requirements similarly identifies analytical thinking, creative thinking, technological literacy, and adaptability among important skills for the evolving labour market.²⁷

Future management education is therefore likely to move towards a human-AI collaborative learning model rather than a model in which AI replaces educators or students. Faculty members will increasingly function as facilitators, mentors, evaluators, and designers of meaningful learning experiences, while AI can provide technological assistance, personalised feedback, simulation, and analytical support. This transformation will require curriculum redesign and stronger collaboration between academic institutions and industry. Management programmes may increasingly incorporate AI-related competencies across disciplines such as marketing, finance, human resource management, operations, entrepreneurship, and strategic management.

11. Conclusion

Artificial Intelligence is increasingly becoming an important component of the transformation of higher education and has considerable potential to strengthen Outcome-Based Education in management studies. Its applications in personalised learning, experiential education, assessment, feedback, simulation, and competency development can help institutions move beyond knowledge transmission towards measurable and practice-oriented learning outcomes. However, the educational value of AI depends not on the technology itself but on how effectively it is integrated with curriculum design, pedagogy, assessment, and institutional objectives.

The international experience demonstrates that AI-enabled education requires a balanced approach that combines technological innovation with human judgement, faculty preparedness, accessibility, academic integrity, and responsible use. For management education, the focus should increasingly be placed on developing graduates who can work effectively with AI while retaining critical thinking, creativity, ethical judgement, communication, leadership, and decision-making abilities. AI should therefore be treated as an enabler of Outcome-Based Education rather than a replacement for educators or independent student learning. A carefully designed human-AI learning ecosystem can contribute to more personalised, competency-oriented, industry-relevant, and future-ready management education.

²⁶ Mohammed Bashraheel & Gheorghita Ghinea, How Does Leveraging Artificial Intelligence in Assessments Impact Student Outcomes? A Systematic Review, 61 Computer Science Review 100929 (2025), <https://doi.org/10.1016/j.cosrev.2026.100929>

²⁷ World Economic Forum, The Future of Jobs Report 2025 37-39 (2025)