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30th January, 2024

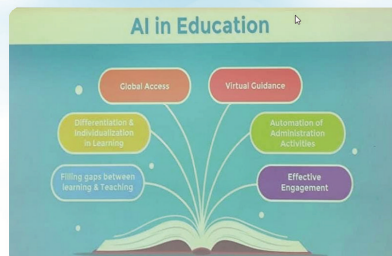
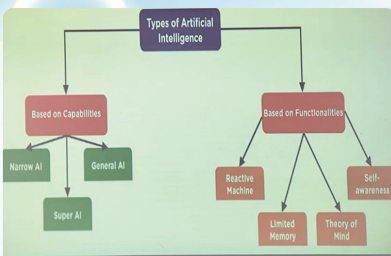
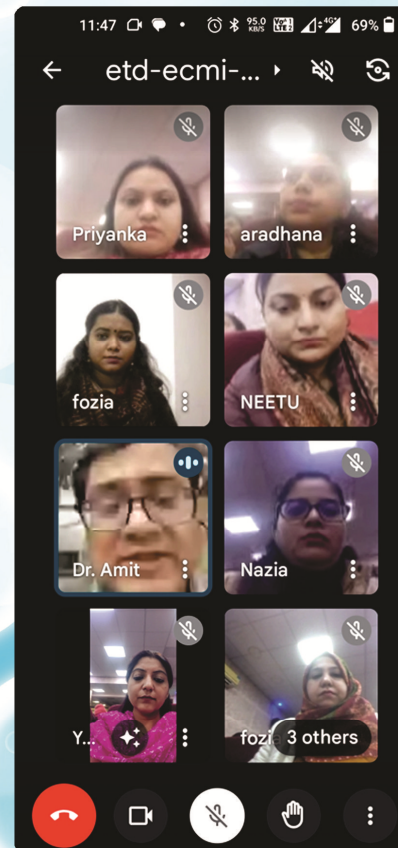


Institute of Vocational Studies

A Unit of Awadh Public Charitable Trust

Recognized by NCTE

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Patron

Mr. Naushad Khalid

Director

Mr. Khalid Hashmi

Convener

Dr. Mandira Gupta

Conference Coordinator

Dr. Fozia Roohi

Ms. Neetu Sharma

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Author’s Name: Dr. Mandira Gupta

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MESSAGE

Artificial Intelligence (AI) has a familiar presence in our lives, acknowledged by individuals whether actively utilizing or not. The New Education Policy (2020) has ushered in AI technology, permeating various facets of our lives, notably influencing our education system. I am deeply enthused, akin to the enchantment inspired by mountains, in expressing gratitude for the collective efforts of my team and participants in organizing the one-day National Conference on "Artificial Intelligence-A New Dawn in Education" held on January 30, 2024.

Educators, much like professionals, are reaping the benefits of AI-powered services in their daily routines, utilizing voice assistants, linguistic tools, data management, and automated trip planning on their phones. This technological advancement offers opportunities for educators to cater the diverse needs of everyone, including children with disabilities and multilingual learners, through greater adaptation and personalization in digital learning tools. Learners themselves are delving into AI, becoming proficient with tools like Chat GPT, Click Up, Jasper, GrammarlyGO, actively involved in content creation and modification.

While envisioning a future where AI may replace traditional classrooms with smart robotic classrooms is not distant, the current conference strives to foster a robust discussion on the transformation of the entire education system. It delves into the potential benefits and negative impacts on the economy, students' mental health, and work culture that may arise with the integration of AI.

The conference aims to serve as a think-tank, encouraging stakeholders to probe deeper into AI opportunities. I assert that the papers presented and published will prompt serious considerations from government bodies, institutions, industries, and the service sector, indicating their collective commitment to advancing AI. The papers in the proceedings underwent meticulous review, editing, and proofreading by the editorial board before finalization for publication.

In conclusion, I extend sincere thanks to all the dignitaries from esteemed colleges and universities who enriched the conference by presenting their research papers.

Dr. Mandira Gupta

Principal

Institute of Vocational Studies

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USE OF GENERATIVE AI: A PRACTICAL IMPLEMENTATION FOR CBSE IX AI SYLLABUS

Dr. Tanveer Ikram*

ABSTRACT

Practical implementation of Generative AI within the Central Board of Secondary Education (CBSE) Class IX AI syllabus in India, aiming to contribute valuable insights to the intersection of artificial intelligence (AI) and education. The journey begins with a comprehensive exploration of the background and the significance of Generative AI in education, laying the foundation for the objectives outlined in this paper. A deliberate and focused experiment was performed to investigate the implementation of generative AI, aiming to provide insights into successful applications, lessons learned, and feedback received from students and teachers. The core paper lies in where practical strategies for integrating Generative AI into the CBSE Class IX AI syllabus are detailed. Experiment forms the empirical backbone, presenting successful implementations, lessons learned, and feedback from students and teachers. The ethical considerations section addresses concerns related to privacy, data security, fairness, and bias in AI integration. Emphasis is placed on transparency to ensure responsible and equitable implementation in education. The paper concludes with a forward-looking perspective, exploring future implications of scaling Generative AI in education. Recommendations are proposed for professional development among teachers and policy suggestions for seamless AI integration in schools. The conclusion provides a concise recapitulation of the paper's findings, drawing implications for the future of education in the context of Generative AI.

Key words: Artificial Intelligence, Generative AI, Contents, NEP, CBSE.

* Principal & Professor, Comm-IT Career Academy affiliated to GGSIP University, Delhi

INTRODUCTION

Background

The integration of artificial intelligence (AI) in educational settings has garnered significant attention in recent years, with educators and policymakers exploring innovative ways to enhance the learning experience. One particularly promising avenue is the use of generative AI, a subset of AI that involves machines creating content autonomously. As we delve into the realm of education, specifically focusing on the Central Board of Secondary Education (CBSE)

IX syllabus based on NEP, it becomes imperative to assess the practical implementation of generative AI to optimize the teaching and learning processes.

Generative AI, encompassing techniques such as natural language processing and machine learning, holds great potential in revolutionizing traditional educational approaches. It enables the creation of personalized learning materials, adaptive assessments, and interactive educational tools, catering to the diverse needs of students [1]. This aligns with the evolving paradigm of education, emphasizing individualized and student-centric learning experiences [2].

The CBSE IX syllabus, a foundational stage in the Indian education system, provides a unique context for implementing AI. By harnessing the capabilities of generative AI, we aim to create practical solutions that address the challenges faced by both students and educators in the CBSE IX curriculum.

This paper aims to contribute to the growing discourse on AI in education by providing insights into the practical implementation of generative AI in the CBSE IX syllabus. Through a comprehensive literature review, we will explore the current landscape of generative AI applications in education [3], setting the stage for a detailed analysis of its potential benefits and challenges in the context of CBSE IX education.

By presenting case studies and experiments, we seek to highlight successful implementations of generative AI in educational settings, emphasizing the real-world impact on student learning outcomes [4]. Additionally, ethical considerations such as privacy, fairness, and transparency in AI-driven education will be addressed, ensuring a well-rounded evaluation of the implications of this technological integration [5].

Ultimately, this paper aims to offer valuable insights for educators, policymakers, and technologists, paving the way for the responsible and effective use of generative AI in transforming the CBSE syllabus and, by extension, contributing to the broader discourse on AI in education.

SIGNIFICANCE OF GENERATIVE AI IN EDUCATION

The significance of incorporating Generative AI in education, especially in the context of implementing it within the CBSE syllabus, is multifaceted and transformative. Generative AI, a subset of artificial intelligence that involves creating content autonomously, holds the potential to revolutionize traditional teaching methodologies.

Firstly, Generative AI can facilitate personalized learning experiences for students [6]. By tailoring educational content to individual needs and learning styles, it addresses the diverse academic backgrounds and cognitive abilities of students in a classroom. This personalization contributes to increased engagement, comprehension, and overall academic performance.

Secondly, the integration of Generative AI in education supports the development of adaptive learning systems [7]. These systems dynamically adjust content and pace based on the student's progress, ensuring that learning objectives are met efficiently. This adaptability accommodates variations in students' learning speeds and helps maintain a balanced and inclusive educational environment.

In the specific context of the CBSE IX syllabus, which often follows a standardized curriculum, the introduction of Generative AI can add a layer of dynamism and relevance. Customizing learning materials based on the syllabus requirements and students' proficiency levels ensures that educational content remains up-to-date and aligned with the evolving needs of the curriculum.

The significance of incorporating Generative AI in education lies in its ability to enhance personalization, adaptability, efficiency, and relevance within the educational ecosystem. As educators explore practical implementations within the CBSE syllabus, the potential benefits for both students and teachers become increasingly apparent.

OBJECTIVES OF THE PAPER

1. Examine the current landscape of Generative AI in education to understand its potential impact on transforming traditional teaching methodologies (Smith et al., 2020) [8].
2. Evaluate the existing CBSE syllabus, identifying areas where Generative AI can be practically applied to enhance learning experiences and outcomes (CBSE, 2021) [9].

3. Explore the benefits and challenges associated with the integration of Generative AI tools in the CBSE syllabus, emphasizing practical considerations for effective implementation (Jones & Wang, 2019 [10]; Kumar, 2022[11]).
4. Demonstrate practical implementations of Generative AI within the CBSE IX syllabus, showcasing real-world applications and their impact on student engagement and understanding (Gupta et al., 2023) [12].
5. Analyze case studies and experiments that highlight successful uses of Generative AI in educational settings, with a focus on measurable improvements in teaching and learning outcomes (Johnson & Patel, 2018 [13]; Rao, 2020)[14].
6. Address ethical considerations related to the use of Generative AI in the education sector, including issues of privacy, data security, fairness, and transparency (Brown, 2019 [15]; UNESCO, 2021) [16].
7. Provide insights into the future implications of integrating Generative AI into the syllabus, offering recommendations for scaling up implementations, teacher training, and policy development (World Economic Forum, 2022[17]; Ministry of Education, India, 2023) [18].

LITERATURE REVIEW

Overview of Generative AI

Generative Artificial Intelligence (Generative AI) represents a transformative paradigm within the field of artificial intelligence, offering unique capabilities to create new, original content autonomously [19]. Unlike traditional AI models that rely on predefined rules, generative models harness the power of deep learning to generate creative outputs such as images, text, and even educational materials [20]. The primary advantage lies in their ability to understand patterns, context, and nuances, enabling them to produce content that goes beyond mere replication of existing data.

In recent years, the applications of Generative AI have expanded across various domains, including education [21]. Educational institutions are increasingly exploring the integration of Generative AI to enhance teaching and learning experiences [22]. The potential of Generative AI to tailor educational content to individual student needs and provide personalized learning experiences is particularly promising.

This paper aims to explore the practical implementation of Generative AI within the context of the Central Board of Secondary Education (CBSE) IX AI syllabus. By leveraging Generative AI tools, educators can potentially revolutionize the delivery of curriculum content, adapting it to diverse learning styles and fostering a more engaging educational environment [23].

Current Trends in AI Integration in Education

Generative Artificial Intelligence (Generative AI) represents a transformative paradigm within the field of artificial intelligence, offering unique capabilities to create new, original content autonomously [24]. Unlike traditional AI models that rely on predefined rules, generative models harness the power of deep learning to generate creative outputs such as images, text, and even educational materials [25]. The primary advantage lies in their ability to understand patterns, context, and nuances, enabling them to produce content that goes beyond mere replication of existing data.

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GENERATIVE AI: A TOOL FOR EDUCATIONAL TRANSFORMATION

Understanding Generative AI

Generative AI, a subfield of artificial intelligence, has gained considerable attention for its ability to create new, original content autonomously. In the context of education, its potential lies in transforming traditional teaching methods and enriching learning experiences. Generative AI algorithms, such as deep learning models and neural networks, have demonstrated remarkable capabilities in generating text, images, and even educational materials.

The use of Generative AI in education can be seen as an innovative approach to address the diverse learning needs of students. Through personalized content creation, these algorithms can adapt to individual learning styles, offering a more tailored and engaging educational experience [29]. Additionally, the technology holds promise in automating certain aspects of curriculum development, providing educators with valuable time to focus on interactive and student-centered teaching methods.

Despite its potential benefits, the integration of Generative AI in education is not without challenges. Ethical considerations, privacy concerns, and the need for transparent algorithms are critical aspects that must be addressed to ensure responsible deployment [30]. Moreover, the effectiveness of Generative AI tools in enhancing the CBSE syllabus necessitates a careful examination of how these technologies align with educational goals and standards.

POTENTIAL BENEFITS FOR EDUCATION

The application of generative AI in education offers several potential benefits. Firstly, it enables the creation of dynamic and interactive educational content, making learning more engaging (Williams, 2021) [31]. Additionally, generative AI supports adaptive assessment tools, allowing for real-time feedback and personalized evaluation (Wang et al., 2022) [32]. This individualized approach contributes to a more student-centric education system (Gupta & Sharma, 2017) [33].

CHALLENGES AND LIMITATIONS

While acknowledging the benefits, it is crucial to consider the challenges and limitations associated with generative AI in education. Ethical concerns, such as data privacy and algorithmic bias, must be carefully addressed to ensure the responsible deployment of AI tools in the classroom (Johnson & Smith, 2021) [34]. Moreover, educators may face challenges in adapting to these technologies, emphasizing the importance of comprehensive training programs (Lee, 2019) [35].

PRACTICAL IMPLEMENTATION OF GENERATIVE AI IN CBSE IX SYLLABUS

Designing Curriculum-Enhancing Tools

Generative AI can be leveraged to design curriculum-enhancing tools that cater to the diverse learning styles and paces of CBSE Class students. By employing natural language processing algorithms, interactive textbooks, and educational games can be generated, providing a more

engaging and personalized learning experience (Chen et al., 2020) [36]. These tools can dynamically adapt to the academic progress of individual students, ensuring that the content remains challenging yet accessible (Li & Wang, 2019) [37].

Customizing Learning Experiences

The customization of learning experiences is a key advantage of incorporating generative AI into the CBSE syllabus. AI algorithms can analyze individual student performance data and preferences to generate tailored learning paths. This personalization goes beyond traditional one-size-fits-all approaches, allowing students to explore topics at their own pace while receiving targeted support in areas where they may need additional assistance (Zhang & Liu, 2021) [38]. This adaptability enhances student engagement and promotes a deeper understanding of the curriculum.

Integrating AI in Assessment Strategies

Generative AI can revolutionize the assessment strategies employed in CBSE syllabus. Automated assessment tools can be developed to provide real-time feedback on student performance, enabling timely interventions by teachers (Wu et al., 2022) [39]. By analyzing patterns in student responses, AI algorithms can identify areas of strength and weakness, informing educators about the effectiveness of instructional methods and allowing for data-driven decision-making in the teaching process (Ma & Smith, 2018) [40].

Creation of Generative AI contents for Class IX AI-An Experiment

Practical Implementation of Generative AI:

The primary focus of this abstract is on the practical implementation of generative AI within the educational context of CBSE Class IX AI syllabus. Rather than a theoretical discussion, the authors engage in a hands-on experiment to assess the real-world applicability of generative AI in generating educational content for this specific academic level.

Targeted Experiment:

The authors conduct a purposeful and well-defined experiment to evaluate the effectiveness of generative AI tools in creating content for the CBSE Class IX AI syllabus. This experiment involves assigning a particular topic from the syllabus to generative AI tools, with subsequent tasks of script creation and video production. This targeted approach ensures a focused

examination of the capabilities and limitations of generative AI within the given educational framework.

Successful Implementations:

The study focuses on exploring the viability of generative AI in creating educational content for Class IX AI syllabus. By selecting a specific topic from the syllabus, the experiment involves assigning this topic to a generative AI tool for script creation and subsequently to another tool for video production. The results showcase the creation of an informative video that provides valuable insights into the practicality and effectiveness of generative AI in the educational domain. Analyzing the nuances of these successful implementations serves as a guide for educators and policymakers, offering a blueprint for replicating such models in diverse educational settings.

Lessons Learned:

While generative AI proves adept at generating high-quality educational content, the study highlights the significance of cost as a critical factor. The current expenses associated with these tools pose a potential barrier to widespread adoption. However, the paper suggests that with the maturation of technology, there is a hopeful expectation that costs may become more affordable in the future, paving the way for broader utilization in educational contexts.

Student and Teacher Feedback:

The experiment includes soliciting feedback from students who have experienced AI education in Class IX and teachers from an educational institution. The responses indicate a positive reception, with students finding the AI-generated content to be beneficial and superior to traditional classroom teaching methods based on textbooks and chalkboards. Teachers express optimism regarding the potential of AI-generated content to enhance teaching efficiency and provide students with a better understanding of the subject matter.

Ethical Considerations

As the implementation of generative AI in the CBSE syllabus unfolds, it is imperative to carefully examine the ethical dimensions associated with this technological integration. Ethical considerations play a pivotal role in ensuring that the benefits of AI in education are realized without compromising the rights and well-being of students and educators.

Privacy and Data Security

Privacy concerns arise with the utilization of generative AI, particularly when dealing with student data. The collection, storage, and analysis of personal information raise questions about how to safeguard sensitive data and ensure compliance with privacy regulations [41]. Striking a balance between utilizing data for personalized learning experiences and protecting individual privacy is crucial for the ethical deployment of generative AI in educational settings.

Fairness and Bias

Generative AI systems, if not carefully designed and trained, can inadvertently perpetuate biases present in the data used for their development. This poses a significant ethical challenge, especially in educational contexts where fairness is paramount. Addressing biases in generative AI models is essential to prevent discriminatory outcomes and to ensure that all students, regardless of background, receive fair and equitable treatment [42].

Transparency in AI-Driven Education

Transparency is a key ethical consideration in the deployment of AI-driven educational tools. The opaque nature of some AI algorithms can lead to a lack of understanding and trust among educators, students, and parents. Establishing transparency in how generative AI is utilized within the CBSE syllabus ensures that stakeholders can comprehend the decision-making processes behind AI-generated content, assessments, and recommendations [43].

These ethical considerations underscore the need for a holistic approach to the integration of generative AI in education. Policymakers, educators, and developers must collaborate to establish robust guidelines and frameworks that prioritize privacy, fairness, and transparency. By addressing these ethical concerns, we can harness the potential of generative AI to enhance the educational experience while upholding the values of privacy, fairness, and transparency.

Future Implications and Recommendations

The successful implementation of generative AI in the CBSE IX AI syllabus opens up avenues for future developments and improvements in educational practices. This section outlines key recommendations and considerations for scaling generative AI in education, providing professional development for teachers, and suggesting policy initiatives for seamless AI integration in schools.

Scaling Generative AI in Education

The scalability of generative AI in education is a critical aspect for its long-term impact. To effectively scale the implementation of generative AI tools, collaboration between educational institutions, technology developers, and policymakers is essential. Establishing standardized protocols, interoperability standards, and open frameworks can facilitate the widespread adoption of generative AI across diverse educational contexts [44]. Additionally, investing in research and development to enhance the adaptability and efficiency of generative AI systems will contribute to their scalability in educational settings.

Professional Development for Teachers

As generative AI becomes an integral part of the educational landscape, providing adequate professional development opportunities for teachers is paramount. Training programs should be designed to familiarize educators with the capabilities and limitations of generative AI, enabling them to integrate these tools seamlessly into their teaching methodologies [45]. Emphasizing the ethical considerations associated with AI in education should also be a key component of professional development initiatives, ensuring that educators are equipped to navigate the challenges and make informed decisions in the classroom.

Policy Suggestions for AI Integration in Schools

To create an environment conducive to the responsible and effective use of generative AI in schools, policymakers must develop clear and comprehensive guidelines. These policies should address issues related to data privacy, algorithmic transparency, and fairness in AI-driven educational systems [46]. Collaboration between education authorities, technology experts, and legal professionals is crucial for formulating policies that strike a balance between innovation and ethical considerations. Policymakers should also encourage ongoing dialogue to adapt regulations in response to evolving technologies and educational needs.

CONCLUSION

The exploration into the practical implementation of generative AI in the CBSE IX AI syllabus has provided valuable insights into the potential transformation of educational practices. This conclusion offers a recap of the key findings and discusses the implications of these findings for the future of education.

RECAP OF FINDINGS

Throughout this paper, we have delved into the capabilities and challenges of incorporating generative AI in the CBSE IX AI syllabus. The literature review highlighted the current landscape of generative AI applications in education, emphasizing the need for personalized and adaptive learning experiences. The examination of the CBSE IX AI syllabus identified specific areas where generative AI can enhance teaching methodologies and student engagement.

The experiments showcased successful implementations of generative AI in educational settings, demonstrating its positive impact on student outcomes. However, ethical considerations, including privacy, fairness, and transparency, emerged as critical aspects that require careful attention to ensure responsible and equitable deployment.

IMPLICATIONS FOR THE FUTURE

The findings of this study have far-reaching implications for the future of education. The successful integration of generative AI in the CBSE syllabus suggests a transformative potential for AI in enhancing teaching and learning experiences. The scalability of generative AI, coupled with ongoing professional development for teachers, can contribute to a paradigm shift in how education is delivered and received.

As we move forward, it is crucial to consider the ethical dimensions of AI in education, making informed policy decisions that prioritize student privacy, fairness, and transparency. Policymakers, educators, and technology developers must collaborate to create a supportive ecosystem for the responsible and effective use of generative AI in schools.

In conclusion, the practical implementation of generative AI in the CBSE IX AI syllabus offers a glimpse into the future of education, where innovative technologies can be harnessed to tailor learning experiences to the individual needs of students. By addressing challenges and embracing ethical considerations, we pave the way for a future where generative AI contributes significantly to the evolution of educational practices and outcomes.

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SPREADING SCOPE OF AI IN EDUCATION, CHALLENGES AND OPPORTUNITIES IN ITS ADOPTION

Dr. Mandira Gupta*

Dr. Fozia Roohi**

ABSTRACT

Increasing demand and multiple advantages of Artificial Intelligence (AI) are knocking the doors of every organization to support and share their manual, mechanical and personal tasks. Recent introduction of AI technology has expanded vivid phases of our lives but scholars and intellectual are engaged in minute observation of those challenges which would be proposed by AI. No doubt, education is also greatly influenced of various tools and technologies under artificial intelligence. Educators are frequently adapting with this latest innovation and learners are too benefitted with the advent of AI despite a fear that it would be affecting whole education scenario by transforming our schools and classrooms into human- teacher less schools and classrooms. This paper is an exploration as how the teachers and educators are adopting AI and what kind of challenges and opportunities would be there in its adoption.

Keywords: AI Tools, Advantages of AI, Challenges and Opportunities

* Principal, Institute of Vocational Studies affiliated to GGSIP University, Delhi

** Asst. Prof., Institute of Vocational Studies affiliated to GGSIP University, Delhi

INTRODUCTION

Artificial Intelligence can be defined as machines that can perform the tasks that humans carry out through their thinking. (Dörfler, 2022) Its use is growing at an unprecedented rate & it is rapidly changing the aspects of human life. In recent years the use of Artificial Intelligence (AI) & various learning devices under AI have effectively been introduced in the field of education. Education includes many aspects of teaching & learning and it involves both school education and higher education. Teacher education is an integral part of our education system as it serves as a mean of shaping the future. There is a close positive correlation between the college teachers and higher education. (Deng et al., 2022) The National Council for Teacher Education (NCTE) has defined Teacher Education as a programme of education, research & training of persons to teach students of pre-primary to higher education. The ultimate aim of teacher

education is to develop skills and competencies in the prospective teachers so that it enables them to meet the requirements of teaching profession and prepare them to meet future needs. (Lal & Jamal, 2021) It is important to understand that Artificial Intelligence can support teachers, through the provision of educational applications, in the same way as these technologies are reshaping other fields.(Salas-Pilco et al., 2022). “The main purpose of developing artificial intelligence is to make computer combined with mechanical equipment competent for some complex work which usually needs human intelligence and greatly reduce the burden of human beings”.(Xue & Wang, 2022b)

CONCEPT OF ARTIFICIAL INTELLIGENCE

Artificial Intelligence (AI) The term Artificial Intelligence was first coined and used by John McCarthy in the year 1956 during a two month long workshop held at Dartmouth College, US. Although, evidences suggest that artificial intelligence had been a part of discussion earlier too. M.A. Turing in his paper Computing Machinery & Intelligence (1950) wrote, “We may hope that machines will eventually compete with men in all purely intellectual fields”. (Turing.Pdf, n.d.) This quote of Turing makes it evident that it has been coined too earlier and ChatGPT has popularized in 2022. Artificial Intelligence is also called as the machine intelligence. A machine (computer system) mimics the human intelligence. Knowingly or unknowingly artificial intelligence has become an integral part of our lives. (Arya & Yadav, 2021) It is widely being used during online shopping, browsing internet, travelling using GPS. Efforts are continuously being made by academicians to integrate AI in education for carrying out task automation, personalized learning, providing universal access, smart content creation, teaching the teacher, identifying classroom weakness, 24/7 assistance.(Top 7 Ways Artificial Intelligence Is Used in Education, n.d.) The integration of AI in education has the potential to transform the way teachers are trained and to enhance the quality of teacher education. India has been at the forefront of the adoption of AI in education but we need to identify the challenges and opportunities it presents.

The rate of adoption of AI in education is comparatively low as compared to other fields, such as medicine, industry, and finance. Due to complete absence of human touch and cultural rigidities or societal barriers the people are less eager to accept AI in educating their children. But, no far it would become a part of our schools and classrooms despite many challenges.

In this paper, the authors are eager to explore the evidences expressing educational innovations through the application of AI in teacher education. These applications may serve many purposes such as visualizing pre- and in-service teachers’ behaviors and interactions, assessing

their video-based oral presentations through automatic scoring, introducing AI literacy to in-service teachers, completing assignments and lesson planning etc.

Different Dimensions of AI

While there are no straightforward and specific dimensions of AI but Stuart J. Russell and Peter Norvig in their book “Artificial Intelligence: A Modern Approach (2010)” had provided following dimensions of AI:

1. **Thinking Humanly:** It means that AI is prepared to think as human and possess human thought process with human touch.
2. **Acting Humanly:** This denotes to human behavior which means the AI performs human activities. Despite being a machine it is performing all such roles which are human in nature.
3. **Thinking Rationally:** This is the ability of thinking rationally and making suitable decision without errors and ill effects.
4. **Acting Rationally:** It means AI is enough intelligent to solve problems and providing solutions, enough competent in decision making for growth and progress.

ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

1. Artificial intelligence can automate basic activities in education

In educational institutions, grading homework and tests for large lecture courses can be tedious work. Even in lower grades, teachers often find that grading takes up a significant amount of time that could be used to interact with students, prepare for classes, or work on professional development. Although, AI may not ever be able to truly replace human grading, it's getting pretty close and we can use all kinds of multiple-choice and fill-in-the-blank testing and automated grading of student writing may not be far behind.

2. Educational software can be adapted to student needs

The new technology involves growing numbers of adaptive learning programs, games, and software which create more stimulation in learning and suits to the needs of all kinds of learners. This kind of custom-tailored education could be a machine-assisted solution for helping students at different levels, work together in one classroom and offering help and support when needed.

3. Students could get additional support from AI tutors

Some tutoring programs based on artificial intelligence already exist and can help students through basic mathematics, writing, and other subjects. These programs can teach students fundamentals, but so far aren't ideal for helping students learn high-order thinking and creativity, which real-world teachers are still required to facilitate. Yet, that shouldn't rule out the possibility of AI tutors being able to do these things in the future. With the rapid pace of technological advancement that has marked the past few decades, advanced tutoring systems may not be a pipe dream.

4. It is altering how we find and interact with information

AI-based systems have already radically changed how we interact with information and with newer more integrated technology, students in the future may have vastly different experiences doing research and looking up facts than the students of today. To make it more interactive and updated, AI constantly updates information available everywhere.

5. It could change the role of teachers

AI will shift the role of the teacher to that of facilitator. AI systems could be programmed to provide expertise, serving as a place for students to ask questions and find information or could even potentially take the place of teachers for very basic course material.

6. AI can make trial-and-error learning less intimidating

Trial and error is a critical part of learning, but for many students, the idea of failing, or even not knowing the answer, is paralyzing. Some simply don't like being put on the spot in front of their peers or authority figures like teachers. An intelligent computer system, designed to help students to learn, is a much less daunting way to deal with trial and error. Artificial intelligence could offer students a way to experiment and learn in a relatively judgment-free environment.

7. AI-powered data can change how educational institutions find, teach, and support students

Smart data gathering, powered by intelligent computer systems, is already changing how educational institutions interact with prospective and current students. From recruiting to helping students choose the best courses, intelligent computer systems are helping make every part of the college experience more closely tailored to student needs and goals.

8. AI may change where students learn, who teaches them, and how they acquire basic skills

While major changes may still be a few decades in the future, the reality is that artificial intelligence has the potential to radically change just about everything we take for granted about education. Using AI systems, software, and support, students can learn from anywhere in the world at any time, and with these kinds of programs taking the place of certain types of classroom instruction, AI may just replace teachers in some instances (for better or worse). Educational programs powered by AI are already helping students to learn basic skills. Still, as these programs grow and as developers learn more, they will likely offer students a much wider range of services.

ADVANTAGES OF ARTIFICIAL INTELLIGENCE IN EDUCATION

- At present young people tend to use lot of time using their smartphones or tablets. This gives them a chance to study for ten to fifteen minutes in their free time by using AI applications. AI helps us understand the mood or ease of student during the lectures by using Gesture Recognition Technology. Since AI becomes more sophisticated the machine reads the facial expressions or gestures of the student and uses them to know if the student is struggling to understand the lecture and alter the lesson so that the student can follow up easily.
- The customization of the academic curriculum can be done by AI powered machines. AI tools can make global classrooms possible including people who are visually or hearing impaired. This can also help students who cannot attend classes due to illness. In the normal education system, the teacher grades the students on their homework and tests, which would consume a lot of time. Here when AI steps in it would make a quick

work out of these tasks. It also helps in suggesting the ways to overcome the gaps in learning.

- AI provides with several resources to people who speak different languages or have hearing or visual difficulties. Presentation Translator provides subtitles in real-time mode, which is an AI based system application. For example, with the help of google translator students can read and hear in their national language. For more interactive sessions modern technologies like VR and gamification are helpful.
- There were already some setups where multiple-choice tests were graded through machines and now developments are being made in the direction where written type answers like paragraphs, statements can be graded using machines. This makes the work of a teacher easier and no time is wasted and this saved time can be used to concentrate more on individual student assessment and their development.
- Admissions and enrollment processes can also be done with AI in the future and its full potential is yet to be out. AI can help students in their homework or test preparations at home. AI in the near future will be able to respond to a range of learning styles. It's all thanks to Artificial Intelligence that tutoring and studying programs are becoming more advanced. AI applications such as AI mentors for learners are being developed for education.
- The traditional methods of learning are becoming old fashioned and are slowly being discarded by various educational institutions and some universities. They have already started offering students voice assistants instead of providing them with printed study material or websites with complicated information for their campus related information. As an example, there is the Arizona State University is offering Amazon's Alexa to their new students as an attempt to provide the students with more regular concise and precise institutional information regarding their campus needs.
- Voice Assistants can be used at home and other non-educational locations to access any learning assistance. Voice Assistants main aim here is to provide answers for the common questions regarding campus needs or for a particular schedule and courses of each student which helps the institution in cutting down the printing expenses of handbook that are only used temporarily during the initial period of their joining in the institution and supports in reducing the requirement for internal support. The use of this technology is expected to be escalated in the coming years.

AI Based Solution in Education

There are lots of tech driven solutions which are commonly adopted by educational institutions at large such as- Dream Box, Khan Academy, Achieve3000, etc. There are several educational platforms based on AI technology.

- Third Space Learning
- DragGan
- CTI
- Brainy
- Carnegie learning
- ChatGPT
- Power Point Speaker
- Gradescope and many more



Fig.1 AI Based Solution in Education

CHALLENGES BEFORE ARTIFICIAL INTELLIGENCE

- Despite of the huge opportunities AI offers there might also be some potential risks with it. AI is likely to become either the best or the worst thing that might happen to humanity. AI could support teaching and learning but new ethical implications and risks emerges with the development of AI applications in higher education. One such example is, due to the ongoing corona virus pandemic and the budget cuts, the administrators might think of replacing teaching with profitable automated AI solutions. If the usage of AI in education increases there might be chance that personal interactions get decreased and students get technology addicted and sometimes this may hurt the learners instead of helping them.
- The faculty members, student counsellors, teaching assistants and administrative staff might get feared that the Intelligent Tutor System which is application of AI might replace them.
- AI system require a huge amount of data including information of students and staff which is confidential and it heads to serious privacy issues.
- When compared to the cost of installation, maintenance and repair AI is highly expensive. Only the heavily funded educational organizations can allow themselves to enjoy such high technology.
- When relied on this technology too much it can cause lack of personal connections and might hurt the users in this perspective. When something like natural disasters or accidents occur and an AI needs repairs we can never know how much amount of data is lost.
- AI may also face cultural challenges in teacher education. For example, there may be resistance to the use of AI in education from some teachers and educators, who may feel that it threatens their professional autonomy. AI technologies interact with globally diverse societies and cultures, with different values and interpretive practices, this results in cultural incongruences. This issue needs to be addressed.
- The open AI Chabot sources like the ChatGPT help in text generation but without any proper citation, if a researcher passes a text generated by AI without proper citing the source or without the consent of the copyright holder then this might lead him/her in legal dispute.

Future Prospects in Effective Adoption of Artificial Intelligence

- **Comprehensive Public Policy:** A comprehensive public policy on AI for its effective and easy adoption is required. As part of this strategy, countries are developing labs and incubators with public funds to unfold initiatives in AI that promote public goods.
- **Creating partnership with private sector:** The state must create partnerships with the private sector to enlarge the AI ecosystem because the public sector will not be able to innovate at such a complex technological level alone.
- **Data Security:** Attempts should be made to safeguard the personal data of the users, especially students. Educators should make students aware of the fact that the data their personal data are being collected as per their consent. The objective of using AI in education is to focus on learning outcomes and for learning, trust is an essential component. The data provided by the users/students shouldn't be mishandled in any way.
- **Irreplaceability of Teacher:** AI can never replace teacher. People have been interacting with AI since years, teachers need to use AI for executing their pedagogical processes and objectives. AI can assist teacher but would not replace them. The teacher should act as a facilitator and mediator in the adoption of AI in order to enhance their pedagogical practices. (Queiroz et al., 2022) Although bold statements like, "Robots will replace teacher by 2027" has been made by British Education expert Anthony Seldon. "But the act of teaching is complex and, while technology will inevitably influence the judgment and practice of teachers, it is not possible to reduce that complexity to a set of algorithms". (Batchelor & Petersen, 2019) Creativity, inventions and originality can be brought in the classroom by a teacher through his/her rich experience. AI is run by preprogrammed algorithms, it lacks the talent, experience originality and critical perspective of a teacher. Hence, it need to be created with more interactivity and human touch.
- **Training in the field of AI:** Ensuring economic concerns and job opportunities of teachers and preparing teachers for AI-powered education is the need of the hour.
- **Prospective Area of Research:** AI has generated significant researches areas in the field of education, services and industrial areas making itself a vast attraction for research for the upcoming scholars.

CONCLUSION

AI in education is a revolutionary change and the next level uses of AI in Education is not yet invented, so, the people working on AI applications should let the educators and education policy makers know about this latest upcoming technology in depth. Although there are several cons of using AI in educational sector but simultaneously there are several challenges attached with it. Our future is AI, so, the educational system should start exposing their students to this sort of technology. The impact of AI is visible in the lowest education levels and gradually would be increasing to the Higher Education. The main aim of AI is to make the work of an educator easier but not to replace them. The educators has to be motivated to adopt themselves with this new technology and utilize it to be at par with time.

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PLAYFUL PEDAGOGY: DIGITAL VIDEO GAMES (DVGS) AS TOOLS FOR INCLUSIVE EDUCATION AND SKILL REINFORCEMENT

Ar. Tushar Mondal*

ABSTRACT

This paper explores the transformative potential of digital video games in education, focusing on their role in inclusive learning and skill reinforcement. The study highlights how DVG-based learning challenge traditional education by offering personalized learning paths tailored to individual needs, fostering engagement, motivation, and skill development. The advantages of DVG-based learning and the challenges in such a system are acknowledged. The paper concludes that DVGs hold a huge potential in improving the current education system and how advancements in AI technology promises even greater personalization and immersion, emphasizing on responsible implementation of the system.

Keywords: Video Games in Education, NEP 2020, Inclusive Education, Skill Reinforcement, AI in Education.

* Asst. Professor, Periyar School of Architecture affiliated to GGSIP University, Delhi

INTRODUCTION

Digital Video Games, shortened to DVGs from here on, have increasingly blurred their identity as mainstream mediums of entertainment across the globe. The COVID pandemic resulted in a massive strain on the collective world mental health (World Health Organization: WHO, 2022), and many people turned to DVGs as a form of escape and shelter (Statista, 2021). As with other sectors, the pandemic necessitated the integration of digital platforms, tools, and technologies into Education. Further, it has also become important now to impart education in a manner which is inclusive and accommodating. The one-size-fits-all approach to education, which is currently employed everywhere, from primary to postgraduate institutions, is not sufficient anymore. The development of digital tools and technologies, particularly the easy access to Artificial Intelligence (AI) since the last few years, means that it has become possible to tailor lessons and teachings according to the aptitude and pace of the students. This is also reflected in India's National Education Policy of 2020 (NEP 2020) which acknowledge the impact and usefulness of AI and other digital tools (Ahmed, 2022).

India as a country had already started embracing digital tools for education almost two decades prior – Gyandarshan was a telecommunication platform launched by IGNOU in the year 2000, recognised as the first official online education distribution system (Broadcast at IGNOU- Gyan Darshan - Introduction, n.d.). But it wasn't until the pandemic that digital media and mediums became common-practise. As digital technology advances at a rapid pace, it has become imperative for industries to keep pace with these development and utilise these emergent technologies. Since students can now learn from multitude of easily accessible resources, educators have to employ new methods of teaching to hold their attention, educate them, and steer them away from misinformation.

Based on the above premises, this paper aims to suggest DVGs as tools that can be employed for inclusive education and for skill reinforcement. The research methodology employed to reach the findings and arguments presented below is primarily an in-depth analysis of literature, spanning publications across mediums such as articles, reports and research findings over a period of two decades, 2000 to present. The objectives are a) to assimilate and distil the findings spread across such a large group of literature, focussing on the usefulness of DVGs in Education, b) to check whether the initial hypothesis of this usefulness has any credibility or not, and c) in case of such affirmations, suggest ways in which DVGs can be employed in Education in India.

Moreover, this paper considers the societal impact of DVGs, addressing both the positive and negative implications associated with gaming from an educational viewpoint. The scope of this research covers the possibility of DVGs being utilised as tools, rather than completely replacing educators.

DIGITAL VIDEO GAMES (DVGS) – THE MEDIUM

Video games, once regarded as a niche form of entertainment, have evolved into a globally pervasive phenomenon that transcends cultural, financial, demographic, and even linguistic boundaries. Originating a few squiggles on a CRT-screen in the mid-20th century (“Video Game History - Timeline & Facts,” 2017), DVGs are now commanding a multi-billion-dollar industry in the present day (Statista, 2024). As interactive digital experiences that engage players in virtual worlds and narratives, DVGs have become a cornerstone of modern popular culture, influencing social interactions, consumer behaviour, and technological development.

According to a report in 2023, there were an estimated 3 billion gamers worldwide in 2022 (Zandt, 2023). Gaming as an industry has not only grown in revenue, but also in maturity and complexity. DVGs have integrated themselves into mass media, and become mediums of interactive story-telling, puzzle-solving, and escape. The target audience of modern gaming have expanded from just adolescent boys to a range starting from adolescence and going all the way to retirement, across genders, with games targeted at and curated for different demographics releasing every day. While DVGs have been celebrated for their potential to foster cognitive skills, social interaction, and immersive storytelling experiences, they have also raised concerns regarding issues such as gaming addiction, online harassment, and the portrayal of violence.

As of a 2022 estimate, India have over 500 million active gamers (Lumikai, 2022). This number has been forecasted to increase even more. Gaming industry generated approximately Rs. 2.1cr in the Fiscal Year of 2022 (Dentsu Gaming Report India 2022 – ‘For the Game,’ n.d.). Further insights from reports by Lukamai show that about 50% of Indian gamers belong to the age group of 18-30 year olds. Additionally, around 40% of Indian gamers are females, showing a healthy balance in what is assumed to be a male-dominated group (Lumikai, 2022). Looking back the age group demographic, the major share of Indian gaming audience (18-30 year old) heavily coincides with the Education sector demographic. Roughly estimated, around 200 million individuals fall into both categories – Students and Active gamers.

Impacts of DVG Development on Technology

Further, the development of DVGs have given rise to a plethora of technology that have had real-world impacts, shaping global technology and entertainment. Video game development has driven innovation and contributed to the advancement of digital technology on a global scale, and has successfully impacted areas such as Education, Healthcare, Architecture, and Engineering. DVGs have driven advancements in semiconductor technology, leading to faster and more efficient processors, higher-resolution displays, and immersive virtual reality experiences (New Semiconductor Technologies and Applications - IEEE IRDSTM, n.d.).

Software development has also seen significant progress. DVGs have continuously pushed the boundaries of digital technologies such as real-time rendering, artificial intelligence, and procedural generation algorithms (AI In Video Games, 2022). Most of these technologies have had significant real-world integration in the last decade. Networking infrastructure has also

seen significant improvements worldwide. Since online gaming platforms and services require consistent network connections to support real-time play and communication between players, there have been major investments in high-speed internet and data centres across the globe (Ncfa & Ncfa, 2023). Significantly, this played a crucial role in keeping the world connected and operational during the pandemic. Online play has also sped up globalisation and increased cross-cultural exchanges, with gaming being the common shared interest superseding regional differences.

Additionally, DVGs have influenced user interface design, introducing intuitive and immersive interfaces that extend beyond gaming into operating systems and mobile apps. Many Quality of Life innovations such as gesture-based controls, voice recognition, augmented reality (AR), and haptic feedback systems find their roots in video game development. DVG development teams are generally interdisciplinary in nature, often including professionals from a variety of backgrounds including computer science, art and design, psychology, music, and storytelling. This interdisciplinary approach has led to innovations that extend beyond the realm of gaming, into areas such as Education, Healthcare, Architecture, and Engineering.

Impacts of DVG Development on Culture

DVGs have given rise to a plethora of new forms of experiences, entertainment, and revenue generation, and have also been used to mark cultural turning points since the 21st century (cite). Video games serve as platforms for diverse cultural representations, allowing players to explore and interact with narratives, characters, and settings that reflect a spectrum of cultural backgrounds and experiences. Through inclusive storytelling and character development, DVGs contribute to the representation and celebration of diverse identities, challenging stereotypes and fostering empathy among players. This aspect of cultural identity and representation in DVGs exemplifies their potential to influence societal perceptions and promote inclusivity. (See Dhiman, 2023; Shliakhovchuk & García, 2020; and Forni, 2020)

DVGs also facilitate social interaction and community engagement on a global scale, providing platforms for collaboration, competition, and camaraderie among players. Online gaming communities and forums serve as spaces for discourse, exchange of ideas, and shared experiences, fostering a sense of belonging and solidarity among individuals with common interests and passions. Furthermore, video game events, tournaments, and conventions serve as

focal points for community building and cultural celebration, attracting enthusiasts from diverse backgrounds and fostering a sense of belonging within the gaming community.

The cultural impacts of DVGs are further exemplified by the proliferation of games into everyday life. Games like Candy Crush and Cut the Rope, primarily targeted at middle aged mothers, have brought a wave of highly accessible games. In the past year Wordle, a digitised version of the crossword, took the world by storm, engaging millions of individuals daily. On the big-budget side, games like The Last of Us got highly anticipated TV adaptations. All these events were highly talked about and celebrated by a majority of the population, showing the stronghold video game identities hold in popular culture.

Further, DVGs have emerged as effective tools for education and learning, offering interactive experiences that engage and motivate learners across various age groups and academic disciplines. DVGs promote digital literacy, creativity, and adaptability, equipping individuals with valuable skills for the 21st century. (See Salvat, 2007; Arias, 2014; Steinkuehler & Squire, 2023)

DVGs and Education – An Evolving Relationship

The traditional modes of education that we currently practice across institutions face numerous challenges that impede effective knowledge dissemination. One of the primary issues is our current one-size-fits-all approach, which fails to accommodate diverse learning styles and individual needs. This standardized approach often results in disengagement from the study material, and thus a lack of understanding of core concepts. This leads to achievement gaps among students. Additionally, traditional education lacks the personalization to meet the varied needs, learning ability, and paces of students.

Moreover, current educational systems tend to prioritize rote memorization over deep understanding and critical thinking skills, leading to a lack of application in real-world contexts. Instead, students are often trapped in the cycle of scoring better marks, opting to let go of deeper understanding of the concepts. It also reduces opportunities for creative thinking and out of the box approaches. This leads to alienation and exclusion, with students unable to form a personal connect to the subject matter. These shortcomings of traditional education systems can be tackled using DVG-based learning systems.

DVG-based education can leverage the immersive and interactive nature of video games to create personalized learning experiences; thereby promoting engagement, motivation, and achievement among learners (Estaiteyeh & DeCoito, 2023). Educational games and simulations provide opportunities for hands-on exploration, problem-solving, and critical thinking, supplementing traditional teaching methods and catering to diverse learning styles. DVGs have also emerged as powerful tools for making education more inclusive and fostering skill development in engaging and innovative ways (Barr, 2018). There are three technologies that have emerged in the past decade in this context (Grendel Games, 2023)-

- a. Gamification – It refers to the process of adding game-like elements to teaching methods to make lessons more interesting. Duolingo, Code Combat would be such examples.
- b. Game based learning – It refers to repurposing games into teaching tools. While the games themselves aren't necessarily designed for education, they can be used to teach. Examples would be the use of Minecraft for creative problem solving, Assassin's Creed Discovery Tours for history and archaeology, and Cities Skylines for city buildings and simulation natural disasters.
- c. Serious games – Also known as games for education, these are games specifically developed to teach certain subjects or courses. Examples include the Microsoft Flight Simulator, aimed at teaching how to run an aircraft; Kerbal Space Program EDU, aimed at rocket science and space exploration; GoNishaGo, a game aimed at spreading awareness about women's bodies and menstruation.

ADVANTAGES OF DVG-BASED EDUCATION – INCLUSIVITY AND SKILL REINFORCEMENT

DVGs, by their nature, always had certain inclusive attributes, which have only improved with developing game technology. Accessibility features in games ensure that all learners, regardless of ability or background, can have fun participating and learning. Some of the accessibility features are listed in Table 1. Moreover, DVGs can provide opportunities for collaborative learning and social interaction, fostering a sense of belonging and community among students. Multiplayer games encourage teamwork and communication skills, as players coordinate strategies and communicate effectively with teammates. They can also prevent cases of cyber-bullying by allowing learners to find appropriate peer groups by themselves.

Table 1 Accessibility Features in Digital Video Games

ACCESSIBILITY FEATURE	REMARKS
Closed Captions	Provides text-based captions for dialogue and audio in games, making them accessible for students with hearing impairments.
Adaptive Controllers	Enables students with disabilities to play games using specialized controllers that are designed to accommodate their specific needs.
Audio and Visual Cues	Includes audio and visual cues and indicators in games to assist students with visual impairments in navigating and understanding the game play.
Adjustable Difficulty Paths	Allows students to customize the game's difficulty to match their skill level, ensuring that all students can engage with the content at their own pace.
Endless Repetition	Allows students to repeat lessons and chapters endlessly until satisfied, at no major expense.
Multiple Learning Paths	Offers multiple pathways for students to achieve learning objectives, accommodating different learning styles and preferences.

Source: Author

Skill reinforcement is another key benefit of DVG, with games offering practice and repetition in a fun and engaging format. Adaptive mechanics challenge players at their appropriate level, promoting mastery and skill development over time. Real-time scoring and visible improvement in scores not only help make mundane practice rewarding, but also improve quick decision making and motor skills. Playing DVGs can enhance cognitive skills in various ways (Zaparyniuk, 2006). For example, action-based games require players to make split-second decisions, improving reaction times and spatial awareness (Oscarido et al., 2023). Puzzle games encourage problem-solving and critical thinking skills as players work to solve complex challenges. Additionally, strategy games promote strategic planning and decision-making, which can translate to real-life scenarios such as planning and organization (Yılmaz & Griffiths, 2023). DVGs often require players to develop and master a range of skills. Fast-paced

action games can improve hand-eye coordination and reflexes, while simulation games like flight or driving simulators can enhance precision and spatial awareness (Rosser, 2007).

CHALLENGES IN DVG-BASED EDUCATION

Like any other system, DVGs also have certain risks and concerns that must be addressed to ensure responsible implementation.

- a. Risk of Addiction – Students may neglect personal hygiene, academic, and social relationships in favour of gaming.
- b. Negative Health Effects – Prolonged gaming sessions can contribute to a range of physical health problems such as eye strain, headaches, obesity, muscle stiffness, and poor posture.
- c. Aggressive Behaviour – While there is no concrete consensus on violent games leading to increased aggression (Kühn et al., 2018), exposure to violent content in games may desensitize students to real-world violence.
- d. Social Isolation – Spending long hours gaming alone or with online friends may detract from face-to-face socialization opportunities, leading to feelings of loneliness and social alienation.
- e. Lack of Skilled Educators – Educators would need to constantly up skill themselves and stay updated with the current gaming tools available, thereby increasing the burden on them in the short-term.

Potential issues such as addiction and distraction require careful consideration, along with the importance of selecting high-quality, educational games aligned with learning objectives. Thus, educators and policymakers would play a crucial role in guiding the integration of DVG-based learning into educational settings, providing support, resources, and training to maximize its benefits while mitigating potential risks.

CONCLUSION

DVGs hold a huge potential as new-age tools of education. Since by nature games are constantly developing and one of the primary drivers of technological advancements, integrating them into education would ensure that students have access to the latest tools and technologies, thereby making them future ready. As seen through this research, DVGs have

already become capable of being used directly as educational tools, and specific focus on developing Serious Games would further improve their performance in imparting knowledge. The future of DVGs hold even greater potential with advancements in artificial intelligence virtual reality, and augmented reality technologies. AI-powered adaptive learning systems could tailor experiences to individual strengths and weaknesses, providing personalized feedback and support for learners. VR and AR technologies could be utilised to create immersive learning environments that enhance engagement and foster deeper understanding of complex concepts.

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EMPOWERING INCLUSIVE ENGLISH LANGUAGE TEACHING THROUGH ARTIFICIAL INTELLIGENCE: STRATEGIES AND IMPLICATIONS FOR DIVERSE LEARNER PROFILES

Humairah Khatoon*

Prof. Syedah Fawzia Nadeem**

ABSTRACT

This research delves into the potential utilization of artificial intelligence to enhance inclusivity in English language instruction (ELT). The investigation explores the strategies and consequences of integrating AI tools into ELT classes to address the diverse needs of learners and promote inclusiveness. The study offers valuable insights for educators, guiding them in conceptualizing inclusive learning environments by examining theoretical foundations, AI technologies, and learner-centric approaches. Findings underscore the transformative impact of AI in fostering personalized instruction, improving accessibility, and facilitating differentiated learning experiences, ultimately propelling the evolution of inclusive ELT pedagogy.

Keywords: Artificial Intelligence, Inclusive English Language Teaching, Learner Diversity, Personalized Instruction, Differentiated Learning Experiences

*Research Scholar, Department of Teacher Training & Non-Formal Education, IASE, Jamia Millia Islamia, New Delhi

**Professor, Department of Teacher Training & Non-Formal Education, IASE, Jamia Millia Islamia, New Delhi

INTRODUCTION

The role of Artificial Intelligence (AI) in addressing learner diversity

In the field of English language teaching, artificial intelligence has become a game-changing tool with enormous potential for addressing learner diversity. Artificial Intelligence technologies comprise an extensive array of instruments and methodologies, including machine learning, natural language processing, and adaptive learning systems, which can be utilized to customize education and facilitate the various learning demands (D'Mello et al., 2017).

One of the most important ways AI addresses learner diversities in education is by providing personalized learning experiences. One-size-fits-all approaches that might not effectively

engage or support diverse students are often the result of traditional ELT environments' inability to meet the unique needs, preferences, and tastes of individual students. Koedinger and Aleven (2007) assert that artificial intelligence technologies offer the potential to tailor learning objectives, pace, and content to each individual learner. By evaluating learner data and applying adaptive algorithms, AI systems can identify trends, make inferences, and generate customised recommendations, resulting in the development of a distinct learning path for each student (D'Mello et al., 2017).

The vast amounts of data that AI can analyze and generate insights from can also be used to address the diverse linguistic and cultural backgrounds of learners. Teachers can assist students from different linguistic backgrounds by recognizing common errors, linguistic patterns, and inter-language differences with the use of AI-powered language analysis tools (D'Mello et al., 2017). By offering AI can support the development of cultural sensitivity and intercultural competence through interactive simulations, virtual contacts, and cross-cultural communication chances inside the ELT framework (Pettit, 2019). Through exposure to a variety of cultures, perspectives, and real language usage, these AI-driven programmes help pupils become more adept at communicating across cultural boundaries.

To sum up, AI has a great deal of promise to handle the diversity of learners in ELT. AI technologies support linguistic and cultural diversity, offer individualized instruction, help students with disabilities, and create dynamic, engaging learning environments—all of which contribute to inclusive and learner-centered ELT environments. To ensure the ethical use of AI while optimizing its benefits and effective implementation in ELT classrooms, more research, teamwork, and professional growth are needed.

Background and significance of Inclusive English Language Teaching

Teachers can overcome traditional barriers and provide students with disabilities with specialized help by implementing AI in inclusive ELT. For example, AI-powered voice recognition and synthesis systems can help learners with hearing impairments by improving their listening and speaking skills (Afonso et al., 2018). Likewise, AI-driven adaptive learning systems can provide students with varying degrees of linguistic competency or learning preferences individualized learning materials and courses to meet their specific needs.

All things considered, inclusive ELT welcomes technology as a means of enhancing learning for all students, supports diversity, and promotes equality of opportunity. By leveraging AI technologies, educators can design inclusive, personalized language programmes that empower learners of all backgrounds and ability levels.

BARRIERS AND CHALLENGES TO INCLUSIVITY IN ELT CLASSROOMS

The purpose of inclusive English language teaching is to create equitable learning environments for all students; nevertheless, there are several barriers that stand in the way of this objective. It is essential to identify these challenges in order to apply AI to properly tackle them.

One of the main obstacles to inclusivity in ELT is educators' ignorance of the variety of requirements of student's classes. Forlin and Chambers (2011) found that it could be challenging for instructors to provide the right kind of support and accommodations if they don't have a good grasp of disability and cultural and linguistic diversity. By using professional development programmes that emphasise inclusive practices, cultural competency, and disability understanding, teachers can overcome these challenges and create inclusive learning environments (Forlin & Chambers, 2011).

Ineffective collaboration and communication between stakeholders, including teachers, students, and families, can also undermine inclusivity in ELT classrooms. Collaborative relationships between teachers and families are essential for serving students' diverse needs and creating a sense of belonging, according to study by Flores and Goh (2015). A more diverse educational environment atmosphere can be produced by integrating families into the educational process and establishing effective communication channels (Flores & Goh, 2015).

Institutional and structural barriers may also make it more difficult to advance diversity inside educational institutions. Rigid curriculum frameworks, standardized examinations that disregard students' diverse learning needs, and a lack of appropriate policy support for inclusive practices are a few examples of these barriers. Slee (2011) highlights the necessity of enacting new laws.

In conclusion, inclusion in ELT courses is hampered by a variety of issues. These include structural barriers in educational systems, a lack of money, a lack of cooperation, and educators' inadequate understanding and comprehension. To overcome these obstacles, inclusive practices in legislative reforms must be prioritized, sufficient funding must be provided, and cooperative

partnerships must be formed make an attempt and spend money on targeted professional development. All students in ELT courses can benefit from equal access and the greatest learning possibilities when these barriers are removed.

AI's role in fostering cultural sensitivity, intercultural competence, and global awareness in ELT classrooms

In the field of English language teaching, artificial intelligence is crucial not just for language acquisition but also for helping students develop their intercultural competency, global awareness, and cultural sensitivity. Artificial intelligence (AI) technologies provide state-of-the-art resources and environments that facilitate productive cross-cultural interactions and expand understanding of diverse perspectives and cultures. As they engage with AI-driven resources, learners are exposed to real cultural materials, interactive language exchanges, and virtual encounters that simulate in-person intercultural interactions.

AI also makes a major contribution to the development of intercultural competency by improving communication and collaboration amongst students from different cultural backgrounds. With chatbots and language exchange systems driven by AI algorithms, students can communicate with classmates or native speakers from various cultures, promoting intercultural learning and language training 2019. Wang et al. These AI-driven tools facilitate effective cross-cultural communication by offering quick feedback, guidance, and cultural insights. Moreover, AI technologies support the development of global consciousness by exposing pupils to global communities and resources. AI-powered platforms enable learners to collaborate with learners worldwide, participate in global activities, and access online communities (Wang & Suh, 2020). This exposure to a variety of perspectives and global issues enhances students' understanding of interconnected everything is and promotes a sense of global citizenship.

It is evident from all inclusivity that fostering cultural sensitivity, intercultural competency, and global awareness in ELT lessons requires the use of AI. Learners are provided with the knowledge and abilities necessary to effectively navigate the complexities of our globalized society through AI-powered virtual reality experiences, authentic cultural content, platforms for cross-cultural collaboration, and global relationships. Instructors may help students gain a deep understanding of many cultures, participate in meaningful cross-cultural interactions, and develop into active global citizens by utilizing AI technology and platforms.

Recommendations for educators and curriculum developers on effectively integrating AI technologies

English language teachers (ELTs) and curriculum designers need to consider carefully how to integrate AI technologies into ELT in a way that makes sense. To ensure a successful integration, many recommendations can be followed.

Above all, teachers and curriculum designers need to stay current with the latest advancements and research in artificial intelligence in relation to ELT. By keeping up with new tools, platforms, and pedagogical approaches, they may select which AI technologies best fit their educational goals and the needs of their students.

The prioritization of ethical considerations is crucial when implementing AI technologies. These are important considerations for educators and curriculum designers to make sure data security and privacy are maintained. They should also promote diversity and equity, making sure that AI tools don't perpetuate biases or unfairly single out certain students (Dillenbourg et al., 2019). It is necessary to continuously analyze and assess the effectiveness of AI integration in ELT. In addition to looking at learning outcome data and gathering input from peers and students, educators should also think about how AI technologies are changing the way that people teach and learn. Their ability to make informed decisions regarding the continuous advancement of AI integration in ELT will be enhanced by this iterative process of review and reflection.

AI-driven tools, applications, and platforms for personalized instruction and accessibility

By offering personalized instruction and accessibility to learners, AI-driven tools, programs, and platforms have revolutionized the area of education. This (AI) powered solutions provide ground-breaking techniques to meet individualized learning demands, improve engagement, and guarantee fair access to educational resources. For individualized education and accessibility, instructors can use the following AI platforms and apps:

1. **Duolingo:** AI algorithms are used by the well-known language learning software Duolingo to customise language sessions. It tailors the learning experience according to the user's proficiency level, progress, and preferred method of learning. In order to help users improve their language abilities effectively, the app provides ideas, comments, and customised exercises.

2. **Khan Academy:** Artificial intelligence is used by Khan Academy, an online learning platform, to provide personalised instruction for a variety of courses. It assesses performance and provides individualised learning paths, practice exercises, and video courses to address each learner's distinct strengths and limitations. The website offers access to a substantial collection of educational resources available to pupils worldwide.
3. **Brainly:** Brainly is a peer-to-peer learning platform that leverages artificial intelligence (AI) to facilitate academic help. An AI-powered system allows users to pose inquiries, and it matches them with community members or subject matter experts who may provide explanations and answers. Through answering specific queries posed by users and promoting information exchange, this platform encourages customised learning.
4. **Read & Write:** Read & Write is an AI-powered reading, writing, and language understanding assistance programme that benefits pupils. It offers features like text-to-speech, speech-to-text, word prediction, and highlighting tools to help students with different needs, such as those who have dyslexia or visual impairments. Teachers can access Read&Write and other resources on a number of platforms Include it in their instructional strategies.
5. **Microsoft Learning Tools:** Microsoft Learning capabilities are a set of AI-powered accessibility features that are integrated into OneNote, Microsoft Word, and the Edge browser. By providing functions like text-to-speech, immersive reading, and personalised learning preferences, these resources support kids with visual impairments, dyslexia, and other learning difficulties. Teachers can utilise these resources to make their course materials more inclusive and accessible.
6. **SMART Learning Suite:** The SMART Learning Suite is an interactive teaching tool with AI-driven capabilities. It enables educators to create customised lessons, interactive activities, and evaluations. Through the use of AI, the platform provides real-time feedback and insights on students' development, empowering teachers to effectively modify their instruction and suit the needs of their students' requirements of every single pupil.

SUMMARY OF KEY FINDINGS AND IMPLICATIONS

When analysing the key findings and implications of utilising AI technologies in English Language Teaching (ELT), a number of significant factors become apparent. To begin with, it has been shown that integrating AI into ELT significantly affects learner engagement and motivation. It has been demonstrated that intelligent instruction and adaptive learning

favourably affect student engagement virtual reality, gamification, tutoring systems, and personalised learning apps. Better motivation and active engagement in language learning activities follow from this.

Moreover, recommendations for educators and curriculum developers are required for the effective integration of AI in ELT. To effectively employ AI technology and create inclusive learning environments, educators must get professional development and assistance in the use of AI tools. Providing educators with the instruments, materials, and ongoing assistance they require can help them to make informed decisions and successfully use AI into their instructional strategies.

All things considered, the application of AI technology in ELT has had a lot of noteworthy effects. Among advantages include more learner motivation, individualised learning experiences, customised instruction, and enhanced accessibility for students with a range of needs. To make the most of AI in ELT, teachers and curriculum designers must adhere to recommendations. The ELT by providing instructors with professional development and support, developing inclusive and effective language learning environments, and integrating AI technology into curriculum design, the community can optimise the benefits of AI.

DISCUSSION ON THE TRANSFORMATIVE POTENTIAL OF AI IN PROMOTING INCLUSIVE ELT

Investigating AI's revolutionary potential to promote inclusive English language teaching (ELT) is crucial. Artificial Intelligence (AI) has the potential to revolutionise English Language Teaching (ELT) by providing personalised and varied education, addressing the diverse learning needs of students, and promoting cultural understanding. Regardless of a student's aptitudes, background, or using AI algorithms and technology, educators may create inclusive learning environments tailored to each student's learning preferences.

One of the transformative aspects of AI in promoting inclusive ELT is its ability to enhance accessibility and accommodation. AI-driven tools can provide support to learners with disabilities, such as visual or hearing impairments, by offering features like text-to-speech conversion, closed captioning, or sign language interpretation. This empowers learners with disabilities to participate fully in language learning activities and engage with the content on an equal footing with their peers.

Even though AI has enormous revolutionary potential to advance inclusive ELT, ethical concerns and difficulties must be carefully taken into account. The need for human monitoring and interaction, privacy concerns, and bias in AI systems are some of the most significant factors. To create laws, policies, and frameworks that advance justice, educators, legislators, and academics must collaborate. To ensure ethical and responsible usage of AI while optimising its benefits, there must be transparency and equity in its integration.

CONCLUSION

In conclusion, AI has enormous revolutionary potential for advancing inclusive ELT. AI technologies offer the potential to develop inclusive learning environments and empower students with a variety of requirements through improved accessibility, cultural sensitivity, personalized training, and increased access to excellent education. To guarantee that AI technologies are used sensibly and morally in promoting inclusion, it is crucial to approach the integration of AI in ELT with a critical lens, considering ethical considerations and problems.

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PARADIGM SHIFT FROM TRADITIONAL CLASSROOM TO TECHNOLOGY BASED CLASSROOM

Aradhana Jha*

Shivani**

ABSTRACT

Technology has certainly made our lives easier as it improved the ways we carry out our daily activities from easy access to abundant information to bettering the learning process. As we know that Educational Technology utilises varied types of mass media whether in written or audio-visual forms and includes different technology applications like audio or video platform, computer-based learning, and web-based learning amongst others.

This paper emphasis on the need for personalized learning since it acknowledges that children have a variety of learning styles, interest and aptitudes. Educational learning platforms can recommend modified learning paths and content, allowing students to learn at their own pace and in a way that suits their individual learning needs. This could improve the student's motivation, engagement and learning outcomes. Online learning has emerged as a dynamic and innovative educational paradigm, reshaping traditional learning models and expanding opportunities for students of all ages.

Technological advancements are changing the approach of teaching. Technology has started playing an important role. Modern pedagogy demands use of technology. As a professional practitioner, the teacher is expected to have the have the know-how of latest technology. Teacher should be able to incorporate technological aids in their classrooms, use it in their personal documentation as well as for communication purpose.

Keywords: Paradigm, Educational Technology, Methodology, E-learning & Self- Learning

*Asst. Professor, Institute of Vocational Studies affiliated to GGSIP University, Delhi

**Scholar, Institute of Vocational Studies affiliated to GGSIP University, Delhi

INTRODUCTION

‘Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important’

-Bill Gates

Paradigm shift is a progressive change it is a dramatic change in methodology or practice. Technology has created new dimensions for revolution in the field of education, where traditional teaching is being of learned in a modern way through various ICT tools, e-learning etc. Technology has replaced the traditional teaching-learning mode.

Digital teaching is transforming current Traditional teaching scenario rapidly in education sectors. It has replaced conventional classrooms in educational institution's with smart classrooms with latest technology enabled tools and devices. In the education system, paradigm shift occurs when faculty and their institutions redesign and learning activities to fully utilize new technology.

In era of 21st century learning acknowledges the changing needs of the digital age and aims to prepare students for a rapidly evolving and interconnected world. Hence, there have been numerous education policies and incentives in different parts of the world since the new century.

Digitalization has completely changed the traditional concept of learning-teaching process. The components of digitalization are being integrated into the education program in such a way as to enable the teacher to cope with new demands of teaching and formally improve the efficiency and effectiveness of education at all levels. The evolution of digital-learning has evolved from computer-aided teaching-learning to all adaptive learning method stage.

It has gradually replaced its authority over traditional teaching. In the wireless internet era, perhaps the hypothetical method of having classrooms with rows of benches and chairs is becoming increasingly vague, but it cannot limit the role of teachers. In the age of digital teaching, now teachers play a different and multiple role of students. Now they are not only teachers but they are instructor or guide of their pupils. Because of this, teachers are now moving from the traditional classroom to the technology classroom.

They are incorporating digital mode more in their teaching methods. The next generation is progressively defining itself in a variety of ways in terms of their social network- their hobbies, interests, and activities and interpersonal relationships- rather than Credentials and affiliations.

BACKGROUND OF THE STUDY

While this change has given new dimensions to teaching, the paradigm shift in teaching has also brought about a radical change in the functioning of teachers, which has an impact in their learning behavior along with their teaching method.

This has also affected their satisfaction with their work. In this study, we are studying the effect of this paradigm shift in the life of a teacher. Traditional teaching has been transformed into digital technology due to paradigm shift in learning process.

Digital classroom

Digital classroom are defined by using electronic devices or platform such as social media, multimedia and mobile phones to teach students. With digital technology in education, today's educational landscape has altered for the improvements. Digital learning is a learning strategy that employs technology to fulfil the entire curriculum and allows students to learn quickly and rapidly. The digital classroom entirely focuses on teaching via the use of technology.

Students use technological or internet-connected gadgets like laptops, tablets, chrome books, etc. instead of taking notes on what the teacher has taught, most of the curriculum is delivered to students online through an engaging and interactive platform. Despite its many facets, education is fundamentally a kind of communication. The internet has resulted in the rise of new communication channels, which have extended the options for the transmission and access to educational information. These media and virtual venues serve as learning facilitators.

Role of Educational Technology and internet in current Education System

Internet play a vital role in education. It makes children as well as students easy to gather and understand information on various platforms. Within short period of time. Something and gathering information make the students more active and to create their own. It can improve quality of education in many ways. Now a days, online education has become more essential.

Internet has become a vast reservoir of knowledge. It has E-books, chapters of various books and soft copies of entire books. Teacher and the taught can access these books from any place and any time. Various search engines like Google, Yahoo, MSN, Firefox etc. has made searches extremely fast and access on fingertips.

1. **Enhanced online teaching:** Technology and internet based courses and programmes are used to improve online teaching. It is related with content that is easily accessible through the use of the internet.
2. **Enlarge information access:** Accessing and disseminating information has never been easier or more accessible thanks to educational technology. Teachers and students can join online practice communities based on their interests rather than their geography.
3. **Digital books:** Access to a greater depth and range of resources and information is made possible through educational technology.
4. **Creating digital content:** when it comes to technology and education, the use of electronic media in the classroom has grown. This infiltration has resulted in trainees being monitored 24 hours a day, as well as a plethora of career and support forums. There are and will be more applications to support kids in their learning and growth as the power of digital expands.
5. **Encourage learning participation:** Educational technology examines the learning process and related theories. It allows students to study more in less time. Online degree are becoming increasingly popular. People are interested in taking online courses for the purpose of education and certification.
6. **Blended Learning environment:** Blended learning refers to a fundamental shift in educational design that involves combining digital learning objects with active learning approaches to improve the learning experiences and outcomes.
7. **(7) Build Knowledge and understanding skills:** technologies strive to build knowledge, understanding and skills to ensure that students thrive individually and as a team. Teachers may encourage children's curiosity and inquisitiveness through exciting and instructive material, which has been linked to their academic performance.
8. **Creating inclusive learning environments:** An inclusive learning environment provides an equal opportunity for each students with different ability levels to learn in the same place. Virtual classrooms, video, augmented reality, robots and other technology tools make the class exciting and create inclusive learning environments that foster collaborations and curiosity while allowing teachers to collect data on student performance.
9. **Flexible education:** as results of technology improvements, education is becoming more flexible and accessible. Online degrees and mobile learning are becoming

more popular, physical boundaries have been removed and technologies can help their employees pursue their education. These are an excellent way for teacher to teach children how to keep organised and simplify their tasks right from the start. In addition to giving children access to information modern technology has the potential to excite and empower them.

10. Students gain self-learning abilities :- Students can build self-directed strong learning abilities tools and technology. They can figure out what they need to know, locate and use online resources, apply what they have learned to the problem and even analyse comments. As a consequence, they have increased their production and efficiency. Digital learning tools and technology engage students and improve critical thinking skills, the foundation for developing analytic reasoning. Because they require children to observe the rules and convention to play, interactive social skill games effectively teach youngsters discipline. Even children dissatisfied with other learning methods may continue to play games for a long time since playing itself is enjoyable. This aids in developing patience, which is another essential experience feelings of accomplishments due to gaining new knowledge and skills through digital learning tools, which gives them the confidence to pursue new interests.

Government of India has brought about major reforms in education sector for bringing about improvement in Quality and access to education government initiative includes the following:

(1) Swayam Mooc portal (Study of webs of active learning for young aspiring minds) is an indigenous mooc portal which provide high quality education to anytime at anywhere without any cost. It has courses by the best teacher in the country and it offers e-reading materials, video lectures, discussion forum and assessment system which result in award of credits to the successful learners.

(2) National Digital Library (NDL) is virtual collection of learning resources with a single window search facility. It has already brought together 15 million books and journals and 31 lakh learners are using this facility.

(3) Unnat Bharat Abhiyan (UBA) is an initiative to lesson the technology gaps in rural areas. 750 higher education institutions are being selected. This scheme is being used to customize existing technology as per local needs.

(4) Operational Digital Board. Government department plans to support digital board programme through centre, state and community to provide education by effective use of technology and telecom service and convert class 9th and above classroom into a digital classroom.

(5) E-pathshala. This has been developed by NCERT (National Council of Educational Research and Training) for showcasing and disseminating all educational e- resources like audio, video, periodicals and variety of other print and non- print materials. So far, 3062 audios and videos, 650 e-books and 504 flip books have been made available on the portal and mobile app.

All these initiatives shows that government realises the importance of technology in education. It understands the far reaching effects of technology on learning and knowledge expansion. Thus it has initiated several initiatives and programmes to digitalise education in India.

Future Scope of Educational technology based classroom

Online education has been on the rise in india especially in recent years due to the COVID-19 pandemic. The future of online education in India looks bright as more and more students turn to online learning. Here are some potential future scopes of online education in India.

(A) Increase Accessibility

Online education has the ability to reach students in remote areas where traditional education is not possible. With the increasing availability of internet services, online education can provide students with access to quality education no matter where they are located.

(B) Personalized Learning

Online education platforms can provide a personalized learning experience for students , tailored to their specific learning needs and pace. Through the use of technologies such a artificial intelligence and machine learning, online education on platform can analyze student data and make recommendations for personalized learning.

(C) Cost Effective

Online education can be more cost-effective than traditional education because it eliminates the need for physical infrastructure such as classrooms and buildings. This can make education more affordable and accessible to more students.

(D) Skill-Based Learning

Online education can provide skills- based learning opportunities that are particularly useful for training and professional development. This can help fill the skills gap in India's workforce and lead to more job opportunities.

(E) Global Exposure

Online education can expose students to global perspectives and experiences. Online courses and programs offered by universities and international organizations can provide students with a global educational experience without the need to travel.

RECOMMENDATIONS

- (1) Every educational sector must better plans for E-learning.
- (2) To conduct more educational technologies awareness programs and webinars.
- (3) Our education sector must create innovative ecosystem for sustainable Entrepreneurship.
- (4) The government must make every effort to ensure the personal and financial safety and stability of poor students, especially in this pandemic crisis.
- (5) Every educational sector requires its own teaching platform, as well as college-specific tools or software (such as the teach mint app). Which can then be accessible without needing to be connected to the internet.
- (6) To improve education for everybody, the Indian government should place a little more emphasis and attention on rural areas.

CONCLUSION

The implementation of new educational technologies into teaching and learning has had a great impact on the educational environment. A traditional classroom is transformed into a digital classroom through computers and the internet. Students can learn more efficiently and track their progress with the help of technology Digital technology in classroom refers to various

software and gadgets meant to help students with particular accessibility needs. The most effective way to reduce the number of repetitive, time-consuming duties a teacher undertake is to use technology in the classroom. Educational technology applications may save a lot of time and every by automating or partially automating day -to -day operations like attendance tracking and performance monitoring. Students are taught how to use technology responsibly and strategically, which can help them make decisions and develop self-discipline. Technology in education can help students to prepare for lifelong learning. These technologies provide students with a virtual world and the freedom to access digital knowledge according to their learning styles.

Indian government has also realised the importance of technology into education and has brought about several reforms to incorporate technology into education and learning support. Government is providing support through various programmes, website and apps like e-Yantra, Virtual Labs, National Digital Library, E- pathshala etc. The blending of new paradigm approaches and technologies that have improved education and learning, but still there is lack access to quality education because there is a lack of adequate educational technology content for teachers to teach with, in addition, there is a scarcity of experts in rural areas who can provide competent advice.

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ARTIFICIAL INTELLIGENCE AND THE FUTURE CLASSROOM

Nazia Hassan*

Sapna Pandey**

ABSTRACT

AI has evolved in ways that far exceed its original conception. With incredible advances made in data collection, processing and computation power, intelligent systems can now be deployed to take over a variety of tasks, enable connectivity and enhance productivity”. AI has become more essential in higher education institutions since the introduction of computers. Many programs have been developed for various areas or professional classes. Traditional teaching and learning techniques typically lack effective means of communicating intuitive and obvious content, which AI may compensate for through the application of innovative software and hardware approaches. This paper highlights the challenges and future prospect of Artificial intelligence.

Keywords: Artificial Intelligence, Challenges, Classroom

* Asst. Professor, Institute of Vocational Studies affiliated to GGSIP University, Delhi

** Scholar, Institute of Vocational Studies affiliated to GGSIP University, Delhi

INTRODUCTION

The current educational environment is at a turning point, dealing with the problems of an increasingly diverse student body and the rapid expansion of digital technology. While effective, traditional teaching approaches face constraints in meeting each student's unique demands, learning styles, and individual talents. This essay digs into the complex relationship between AI and the future classroom, examining how this fusion can transform traditional pedagogical practices and lead the way for a more customized, adaptable, and engaging learning experience.

Meaning of Artificial Intelligence?

In the year **1956**, American computer scientist John McCarthy organised the **Dartmouth Conference**, at which the term ‘Artificial Intelligence’ was first adopted. The government of India has defined AI as “the ability of machines to perform cognitive tasks like thinking, perceiving, learning, problem solving and decision making. Initially conceived as a technology that could mimic human intelligence, AI has evolved in ways that far exceed its original

conception. With incredible advances made in data collection, processing and computation power, intelligent systems can now be deployed to take over a variety of tasks, enable connectivity and enhance productivity”.

Application of AI in classrooms

Learning using AI is the use of AI-driven technologies in teaching and learning, which includes:

- AI can help learners with disabilities with technologies including intelligent tutoring systems, dialogue-based tutoring systems, exploratory learning environments, automatic writing evaluation, learning network orchestrators, chatbots, and more.
- AI support for administrative systems (e.g., recruiting, timetabling, and learning management);
- AI can help teachers by curating learning materials and tools more effectively.

AI has become more essential in higher education institutions since the introduction of computers. Many programs have been developed for various areas or professional classes. Traditional teaching and learning techniques typically lack effective means of communicating intuitive and obvious content, which AI may compensate for through the application of innovative software and hardware approaches.

Artificial intelligence-powered systems can tailor material, speed, and evaluation to each student's individual learning style and progress. This ensures that students receive the appropriate degree of challenge and assistance, so increasing their engagement and overall learning results. Students may study without fear using the experimental technique, since AI bolsters their learning and helps them develop. Artificial intelligence enables the automation of administrative duties such as grading and scheduling, allowing educators to devote more time to teaching. Teachers can utilize more real-life examples when teaching. It will significantly improve the teaching process. AI technology may help educational systems use data to increase educational equity and quality, as well as personalization and improved teacher performance. It can be used by them for enhancing their abilities in terms of making the availability of assignments, resources, e-resources, test, projects using ICT tools but for that having proper knowledge of the mechanism is very necessary.

AI enables virtual assistants, which improve engagement by providing real-time instruction. These virtual assistants may be included into the virtual classroom platform to provide a more dynamic and responsive learning environment. Data analytics information may be utilized to discover learning patterns, anticipate performance trends, and give instructors with useful insights for improving their teaching practices. Collaborative learning is enabled by group formation algorithms, the use of virtual community platforms, and other grouping tactics when creating lesson plans, which may have a significant influence on student performance and instructor efficiency. Early warning systems alert to possible problems, allowing for quick response.

The teacher plays a very important role in guiding the students about the generative AI tools and technologies. Students are fully aware that technologies such as ChatGPT exist and are already experimenting with them on their own, but there is the requirement of proper direction on how to use them safely. Exams are the method by which students are assessed. A thorough examination requires substantial planning. A test requires a significant amount of labor, from question development to grading. The process of reviewing answer sheets, grading them, and generating a final merit list might take a lengthy time, which increases instructors' burden. Artificial intelligence has the potential to greatly minimize this work. Online and remote exams are benefits of AI-based education.

All of the above activities will have a better version if a real time feedback is provided to both the students and to the teachers. The importance of feedback goes beyond the realm of classroom teaching and evaluation. It plays a significant role in enhancing performance, fostering learning, and promoting continuous improvement. It supports goal achievement by helping individuals align their efforts with specific objectives. Using AI one can predict the pattern and performance using selective data that can help in understanding the level of development and can work accordingly. A constructive feedback promotes eagerness, motivation and a conviction towards the tasks.

Challenges of using AI

The incorporation of artificial intelligence into education creates a transformational environment, but it also introduces a slew of challenging issues. The influence of Artificial Intelligence (AI) on creativity is being debated, with worries voiced regarding potential negative consequences. Critics claim that artificial intelligence may erode creativity by

restricting varied ideas and encouraging uniformity. Data privacy and security are critical concerns, as AI systems rely on sensitive student information, necessitating strong safeguards against unwanted access and data breaches. Bridging the digital divide is a significant concern, since not all students have equal access to the equipment and internet needed for AI-powered learning, exacerbating educational gaps.

Implementing Artificial Intelligence in education can be costly and infrastructure-intensive, especially for smaller institutions and those operating in resource-constrained situations. Achieving a peaceful cohabitation of technology and conventional teaching techniques while keeping critical thinking abilities and interpersonal relationships is a continuous challenge for educators. Addressing these numerous difficulties will need coordinated efforts among stakeholders, strong legislative frameworks, and a commitment to ethical AI research and deployment in education.

DISCUSSION

It is important to understand the fact the AI and ICT are related but different concepts. AI can be understood as the making of the computers ability to perform human actions or to develop an ability to assist humans in performing certain tasks, whereas ICT or Information and communication technology is a broader term which encompasses technology related to creation, storing or transmission of information or communication. The literature review section of this paper delves into the multifaceted nature of AI into classrooms with respect to teacher, students and administration. A significant importance was given to the integration of AI within classroom in terms of education, learning and teaching strategies, feedback and tutoring. It helps us to understand its nature that is helping in transforming the entire education sector. Additionally, it addresses the evolving dynamics within the classroom, emphasizing AI's potential to foster collaborative learning and streamline administrative tasks for educators. The paper critically analyses both the merits and challenges of the AI in education in terms of ethical consideration, forums and intellect. It also explores new developments in the field and how they might affect education in the future, such as augmented and virtual reality. This thorough review of the complicated interplay between AI and education also covers policy implications, practical problems, and the need for more research to close current gaps.

CONCLUSION

Artificial intelligence has enormous promise in the field of education. In essence, combining virtual classrooms with AI personalizes learning while also optimizing teaching techniques, resulting in a dynamic and inclusive educational environment with limitless potential. There is greater flexibility in classroom instruction than in other forms of learning. Thus, focus is placed on implementing AI both in and out of the classroom. According to current statistics, artificial intelligence may evolve into automated thinking, neural networks, mechanical emotions, and so on in the future. If current artificial intelligence can provide students with the necessary learning content and massive learning resources, future artificial intelligence may be able to meet students' inner needs, solve emotional problems, and provide psychological guidance. Keeping the great potential and benefits of AI in mind, it is important have a critical gaze as well in order to achieve the best of the available opportunities.

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EMERGING TRENDS OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Dr. Farzana Munawwar*

ABSTRACT

Artificial intelligence (AI) is a catch-all phrase for technologies that let robots learn from data and experience and come to their own conclusions. By streamlining repetitive processes, enhancing instruction, and offering more individualized learning opportunities, artificial intelligence (AI) holds the potential to completely transform the education sector. The potential of AI to automate repetitive labor is its most noticeable educational influence. Administrative processes like course registration, attendance monitoring, and grading can all be automated with AI. Teachers may now concentrate on more crucial responsibilities like curriculum development and student engagement because of the time they have saved. Understanding how teachers' duties are changing in the digital era might be difficult. Students today expect teachers to be technologically savvy, computer literate, and educated to the greatest standards, which may give the impression that their jobs have significantly grown.

AI has the potential to support customized learning as well. Based on each student's unique learning preferences, learning material can be recommended to them by AI-driven algorithms. It has been demonstrated that this kind of individualized learning improves student outcomes by boosting motivation and engagement. AI is also starting to be applied to raise teaching standards. Teaching data can be analyzed by AI-driven algorithms to give teachers practical advice on how to enhance their instruction. AI can also be used to identify mistakes in student solutions and give teachers constructive criticism on how to fix them.

Keywords: Artificial Intelligence, Learning, Relevance, Change, Enhancement

* Asstt, Professor, Al-Falah University, Dhauj-Faridabad

INTRODUCTION

Artificial intelligence (AI) has been widely used in educational activities, such as intelligent tutoring systems, teaching robots, learning analytics dashboards, adaptive learning systems, human-computer interfaces, etc., thanks to the advancement of computing and information processing technology. Even though AI has the potential to revolutionize education, employing

cutting-edge AI computer technology alone rarely results in excellent educational outcomes. More significantly, using various classes of educational technologies typically implies varying pedagogical and philosophical viewpoints, which have a significant impact on the caliber of instruction and learning. A multidisciplinary group at the forefront of computer science, education, and psychology is the International Artificial Intelligence in Education Society (AIED). On January 1st, 1997, the International AIED Society was established. By hosting the AIED conference series and the International Journal of AI in Education (IJAIED), it brings together researchers. In academic support services, as well as institutional and administrative services, AIED is generally divided into four areas: personalization, adaptive systems, assessment and evaluation, profiling and prediction, and intelligent tutoring systems. Artificial Intelligence is a derivative and inventive field.

A new technology called artificial intelligence has begun to alter educational resources and establishments. The best educational practice in the sphere of education is having teachers present. The employment of teachers, who are vital to the educational system, is altered by the development of artificial intelligence. The AI tracks a specific person's speed in relation to other using machine learning, deep learning, and advanced analytics. As artificial intelligence (AI) solutions advance, they aid in identifying gaps in instruction and learning and raise educational proficiency. AI can improve productivity, personalization, and administrative activities so that teachers have more time and freedom to impart knowledge and flexibility—qualities that are exclusive to humans and which computers would find difficult to match. By utilizing both technology and educators, it is feasible to get the greatest performance from pupils.

REVIEW OF RELATED LITERATURE

Jagadeesh Kengam, AI is bringing about a fundamental shift in schooling. The next generation of AI applications in education have not yet been developed, according to a paper published by the Center for Integrative Research in Computer and Learning Sciences. Thus, those developing AI applications ought to provide thorough information on this to educators and those drafting education policy. Even though there are a number of drawbacks to employing AI in education, AI is the way of the future.

Chong Guan, this study has highlighted four primary paradigm shifts in research that correspond to the evolving role of artificial intelligence (AI) in education. The popularity of

remote learning led to a rise in research outputs in the areas of online education design and implementation in schools between 2000 and 2009. This research strand gave rise to a subtheme on virtual reality (VR) as a tool for bringing lifelike experiences into the classroom. Following the emergence of big data, learning analytics and student profile models that facilitated customized learning design gained prominence from 2010 to 2019. By examining significant research paradigms throughout history and the lifecycles of various research paradigms, this temporal bibliometric analysis, which is based on several publications of AIED research published in the last 20 years, adds to the body of literature on AIED research.

Fan Ouyang, to systematically summarize how AI techniques are used to address learning and instructional issues in education, we propose three AIED paradigms: AI-directed, learner-as-recipient; AI-supported, learner-as-collaborator; and AI-empowered, learner-as-leader. These paradigms have the potential to significantly stimulate and advance instructional and learning sciences, which in turn would offer evidence-based opportunities for developing AI technologies. Above all, it is critical to stress that AIED integrates educational, social, cultural, and economic aspects while applying technology in a way that goes beyond simply implementing AI. Researchers can draw new concepts or interpretations of pedagogy and learning sciences arising from AIED applications based on pre-existing educational theories.

The Impact

Future artificial intelligence (AI) will affect almost every aspect of our lives, but the education sector will be particularly affected because education is a vital component of life and the existing system needs a lot of improvement. The educational options available in the future thanks to AI are far more versatile than those of the past. The teachers who are most crucial to the educational system are both costly and not scalable. Teachers are underappreciated and given a ton of paperwork in some of the countries. AI can assist each person independently by providing them with a customized curriculum based on their assessments of their skills and areas of interest. AI will be beneficial. Indeed, AI will revolutionize education in the ensuing decades. According to Clark, "AI has the potential to accelerate and lower the cost of learning—even fundamental skills like reading, writing, and math—on a global scale." It will make educational advancements in the past appear like rounding mistakes. According to Clark, a growing number of tasks associated with education will be replaced by bots, or software obots. These tasks include recruiting new students, orienting them to colleges and universities, nagging and pleading with them to turn in assignments, grading some of their work, and even

offering a certain level of Socratic tuition. AI will also be helpful in that it will allow associated technologies, like augmented and virtual reality, to reach their full educational potential. Learning about Napoleon through firsthand experience at the Battle of Waterloo will be far more engaging than reading about it or hearing a speaker recount it. A teacher can guide her students through a virtual reality model of alcohol's molecular structure, which will make the explanation much simpler. Paradoxically, artificial intelligence (AI) has the potential to make learning more enjoyable, efficient, and natural. Particularly in higher education, the amount of text produced has increased exponentially, making it akin to an intensive paper farm. Humans are better at talking than writing, and cutting-edge natural language processing technology can help us go back to that.

What Advantages does it bring

Young people these days often spend a lot of time on their tablets or cell phones. This allows individuals to use AI applications to study for 10 to fifteen minutes during their free time. AI uses gesture recognition technology to help us understand the students' ease or mood during the lessons. As artificial intelligence (AI) advances, the machine can now scan student facial expressions and movements to determine whether a student is having difficulty understanding the lecture and can adjust the lesson to make it easier for the student to follow up. Machines with artificial intelligence (AI) capabilities can personalize the course material. AI solutions can enable those with visual or hearing impairments to participate in global classrooms. Students who are ill and unable to attend class may also benefit from this. Under the traditional educational system, the teacher assigns grades based on assignments and tests, which takes a lot of time. When AI intervenes in this situation, it would quickly handle these jobs. It also aids in offering solutions for filling up knowledge gaps. AI offers a variety of resources to multilingual speakers and those with vision or hearing impairments. Presentation Translator is an AI-powered system application that offers subtitles in real-time. For instance, kids can read and hear in their native tongue with the use of Google Translate. Modern technologies like VR and gamification are useful for more participatory meetings. Multiple-choice examinations have previously been assessed by machines in a few configurations, and progress is also being made towards the possibility of grading written responses—such as paragraphs and statements—by machines. This facilitates a teacher's work and saves time, which may be allocated towards focusing more on the growth and individual assessment of each student. In the future, AI may be used for enrollment and admissions procedures as well; its full potential has not yet been realised. AI can assist students at home with their schoolwork and test preparation. In the near

future, artificial intelligence will be able to adapt to various learning methods. Artificial Intelligence is the reason behind the advancement of tutoring and study programmes. Voice assistants are a convenient way to obtain learning support while you're not in an educational setting, like at home. The main purpose of voice assistants is to respond to frequently asked questions about campus requirements, individual student schedules, and courses. This helps the institution reduce costs associated with printing hand books that are only needed momentarily when a student first enrolls, as well as the need for internal support. In the upcoming years, it is anticipated that the application of this technology will increase. AI-powered personalized learning: Learning plans and experiences may be tailored to each learner individually. This enables educators to better adapt the curriculum and teaching resources to the needs and interests of their pupils. Better Assessment: Tasks like grading essays and giving feedback on student work can be automated with the help of artificial intelligence. This gives teachers more time to devote to other crucial responsibilities, such curriculum development and student involvement. Enhanced Engagement: AI-powered algorithms can be used to tailor learning materials to the tastes of specific students, resulting in a classroom environment that is more motivated and engaged. Enhanced Teaching Quality: AI can be used to evaluate student learning data and give instructors practical advice on how to enhance their pedagogy. Improved Resource Management: By predicting student demand and optimizing resources, AI-driven algorithms help educational institutions allocate resources more wisely. Through the analysis of each student's unique interests, learning preferences, and areas of weakness, AI-powered online learning may offer individualized learning experiences. With the help of artificial intelligence (AI), teachers may free up more time to assist students and provide feedback on their projects and assignments. AI can be utilized to develop interactive experiences and simulations that allow students to apply what they've learned in a secure setting. Teachers often complain that manual grading takes up a lot of time that could be spent on improving the learning environment for students. AI can be utilized in education to automate functions like grading and evaluation. Algorithms powered by AI can be used to automatically evaluate student work and give teachers practical advice on how to enhance their instruction. Thus, auto grading could free up instructors' time to concentrate on what really matters: designing more tailored and interesting lessons, interacting directly with students, and organizing in-class activities. All levels of competitive exams, such as job interviews and university admission exams, could benefit from the use of automated grading technologies. These tests receive a large number of applications, thus prompt and precise grading is required. AI can also be utilized to develop more individualized educational opportunities. Based on each student's unique learning

preferences, learning materials can be recommended to them by AI-driven algorithms. It has been demonstrated that this kind of individualized learning improves student outcomes by boosting motivation and engagement. AI can also be utilized to adapt curricula to meet the requirements of various educational establishments. AI-driven algorithms can be used to evaluate instructional data and give educational establishments practical suggestions for enhancing their curricula. Artificial intelligence (AI) can also be used to identify mistakes in student solutions and give educational organizations advice on how to fix them.

CONCLUSION

Education is a fundamental human right and plays a significant role in modifying pupils' behavior. It is a fundamental and important component of any society's and nation's overall growth. AI- Powered Course Development, AI-Assisted Instruction AI-Powered Learning Games, grading systems, voice assistants, online tutoring , advanced classes, automated questions solver are just some of the examples of how AI is empowering education, it enhances education system with it's capabilities and brings out the best from teachers as well as students if used wisely, it encourages students to try new things, things they know nothing about , because it gives them that capacity, that backing to ask anything they are inquisitive about, how to do things, how not do, what to take care of, what is something you should focus on or not, it motonly provides students with platforms of when they need as assistance but to actually try newer things, explore undiscovered things and this in fact helps students with the biggest question of what they would like to do with their life, because now they can understand what all specialties, difficulties and specifications a field has. It helps the students to grow organically with enabling them with the best advices, learning experiences, courses possible and a whole lot more to it.

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EXPLORING ENSEMBLE METHODS FOR EFFECTIVE TEXT CLASSIFICATION IN DATA MINING ENVIRONMENTS

Gyanendra Kumar Shukla*

Lekhram Prajapati**

ABSTRACT

The mining of data and extraction of information become more difficult when the data to be mined is big, scattered, and diverse. In the field of data mining, classification is a job that sees significant use for the purpose of prediction. A huge variety of different approaches to machine learning have been developed specifically for this objective. The performance of individual classification algorithms may be improved by the use of ensemble learning, which combines many different basic classifiers. In particular, distributed data mining makes extensive use of ensemble learning as an important component. Therefore, research into ensemble learning is essential if one want to use it to solve data mining issues that are relevant in the real world. We present a method for constructing an ensemble of classifiers and analyses its performance using well-known learning methods on a variety of publically accessible datasets from the biomedical domain. These datasets are from the field of medical research. The automated division of text into a set of predetermined categories has been recognized for as long as anyone can remember as an important step in the management and processing of large quantities of digital documents, which are becoming more prevalent in today's society. This kind of information may be found on the web and is often referred to as digital or electronic information. It can be found in the form of papers, conference material, publications, journals, editorials, web pages, e-mail, and other forms. People no longer rely just on antiquated paper sources like books, periodicals, newspapers, and the like to get their knowledge; rather, they obtain it mostly via the many internet sources. The fact that this massive amount of information is not well organized, which makes it difficult to handle, is nonetheless the primary issue. Text categorization is widely acknowledged to be one of the most important strategies used for the purpose of arranging this sort of digital data. In this article, we have conducted research on the work that has already been done in the subject of text classification. This will enable us to have an accurate assessment of the advancements that have been achieved in this area up to this point. We have read the papers to the best of our ability and have made an effort to condense and synthesise all of the material that is currently available in an organized and comprehensible manner.

Keywords: Ensemble Learning; Meta-Learning; Classifier Ensemble; Ensemble Method; Classification Performance; Meta-Classifer.

*HOD, COMM-IT Career Academy affiliated to GGSIP University, Delhi

** Asst. Professor, COMM-IT Career Academy affiliated to GGSIP University, Delhi

INTRODUCTION

The task of assigning a document to one of many predetermined categories is known as text categorization. Text classification will give a document the category c_j it belongs to if, to put it more properly, d_i is a document that is part of the full collection of documents D and $c_1, c_2, c_3, \dots, c_n$ is the set of all the categories (Ikonomakis et al., 2005). Documents may be designated as belonging to one class, many classes, or neither class at all, based on the features they possess. The term "single-label" is used to refer to a document that has been assigned to only one class, while the term "multi-label" is used to refer to a document that has been allocated to more than one class (Wang & Chiang, 2011). If only one of the two classes is assigned to the document, a "single-label" text classification problem is considered a "binary class" problem. On the other hand, a "single-label" text classification problem is considered a "multi-class" problem if only N classes that are mutually exclusive are assigned to the document. Text classification involves representing the document, choosing which features to use or transforming those features, using a data mining technique, and, as a last step, evaluating the effectiveness of the data mining algorithm that was used. These days, the quantity of knowledge that can be found on the internet is staggering, and it is continuing to grow at an exponential pace. Since the advent of digital documents, automatic text categorization has been a key application and research area in order to effectively handle the vast amounts of data that are now accessible over the internet (Ikonomakis et al., 2005). It is based on methods of machine learning that automatically create a classifier by learning the features of the categories from a group of documents that have already been pre-classified (Sebastiani, 2002). The process of information extraction and summarization, as well as text retrieval and question answering, are all made much easier by its use. In most cases, the majority of the data that is used for categorization is of a heterogeneous character. This data may be obtained via the web, through newsgroups and bulletin boards, as well as through broadcast or printed news items, news reports, movie reviews, and ads. Due to the fact that they are compiled from a variety of sources, any document within the same category will often include a distinctive structure, its own unique vocabulary, and frequently a considerably unique writing style. Because of this, the automated categorization of text is very important. This article presents a comprehensive analysis of the work that has been done up to this point in the field of text classification. The

research focuses on the difficulties that arise while attempting to categorise unstructured online content.

Text Mining Methods and Techniques

This section displays the chosen articles organised into groups according to the various text mining approaches and procedures that were used, as shown in Table 3. Text classification (which made up 32% of the total) and natural language processing (which made up 31% of the total) were the two that stood out the most, followed by information retrieval, text clustering, and text summarization. In addition, throughout our search, we came across theoretical publications. These studies just provide thoughts about the potential uses of text mining to educational settings. In conclusion, additional procedures and techniques that are used less often include information extraction, machine translation, and text synthesis, among many others.

Application of a Data Mining Algorithm

After the features have been selected and transformed, the documents are able to be represented in a manner that is straightforwardly compatible with a data mining technique. Either statistical methods, collectively. Referred to as the statistical method, or machine learning methods, collectively referred to as various supervised and unsupervised techniques of machine learning, can serve as the foundation for a data mining method. The statistical method is the more common of the two. There are several different text classifiers that make use of machine learning strategies such as decision trees (DT), naive-bayes (NB), rule induction, neural networks (NN), K-nearest neighbours (KNN), and support vector machines (SVM) (SVM). Both their architecture and the strategy that they take are unique to them. Table 3 provides a summary of some of the most well-known data mining approaches.

Widely used Data Mining Methods

(RQ3) SVM, KNN, NB, ANN, Rocchio algorithm, and Association rule mining were found to be the most popular data mining techniques, according to a comprehensive literature review conducted in the field of text classification. Other popular approaches were association rule mining and Rocchio algorithm (ARM). Table 5 displays various machine learning algorithms and approaches, together with the number of published publications that make use of these methodologies. The chart makes it very evident that the SVM is the tool that is used by researchers in their work the most often. Quite a few of the writers have worked on the SVM

method and suggested an enhanced version of it in order to further boost the application of this approach, which ultimately results in improved text classification performance. KNN algorithm is the second prominent approach utilised by the researchers as it is used in 31 articles. In a manner analogous to that of SVM, the authors of these papers have proposed various variants of KNN. They have also compared the performance of their proposed KNN algorithm to that of other machine learning algorithms in order to demonstrate that the new KNN algorithm performs better than traditional algorithms. Last but not least, we have the NB algorithm, which has been cited in 23 articles and is thus ranked third. It is also easy to observe that 65% of the papers use the KNN algorithm and the SVM algorithm to classify the text, while only 35% of the articles use other approaches outside the KNN and SVM algorithms. This is something that can be seen very clearly. Figure 5 is an illustration of this pattern. This unequivocally demonstrates that the SVM and KNN algorithms are among the most often used machine learning algorithms that are utilised by the academics. The SVM and KNN algorithms were used in 86 of the total 132 publications, while the other data mining approaches were utilised in 44 of the studies.

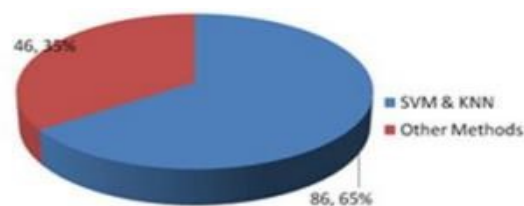


Figure 5. Distribution of machine learning methods (Number of papers/ percentage of total papers)

Table 5. Most important data mining methods used

Rank	Data Mining Methods	# Papers
1	SVM	55
2	KNN	31
3	NB	23
4	ANN	10
5	Rocchio Algorithm	9
6	Association Rule Mining	4

Methods of data mining in its many forms (RQ4) Figure 6 illustrates the distribution of the data mining strategies that have been used in the various articles. The approaches have been classified into the following categories: statistical methods, machine learning based methods, statistical methods and machine learning based methods, and the category of "unknown." When statistical techniques and machine learning based methods are utilised in the same

model, the approach of that publication is referred to as "statistical methods Plus machine learning based methods." Some of the authors (Tao et al., 2005; Altinacy & Erenel, 2010; Luo et al., 2011) have not used any of the data mining methods in their paper because they have proposed a new term-weighting method and have compared its performance with the performance of the existing term weighting schemes. Consequently, they have not used any of the data mining methods. The methodology of that particular study is referred to as "unknown procedures." It has been observed that 86 percent of papers used machine learning based methods, whereas only 6 percent of papers used statistical methods such as the Hidden Markov Model (Frasconi et al., 2002), Logistic Regression (Zhang and Oles 2001; Yen et al. 2011), Partial Least Squares (Namburu et al., 2005), and Linear Least Square Fit (Yang & Pedersen, 1997; Yang, 1999; Zhang & Oles, 2001). It is encouraging to note that more academics are studying the potential of machine learning approaches to forecast text categorization modules. This is because statistical methods are seen as black-box solutions, and these models are very reliant on data. According to the data shown in figure 6, out of a total of 132 studies, 8 papers used statistical techniques, 113 papers utilised machine learning methodologies, and 8 papers utilised both statistical and machine learning methodologies.

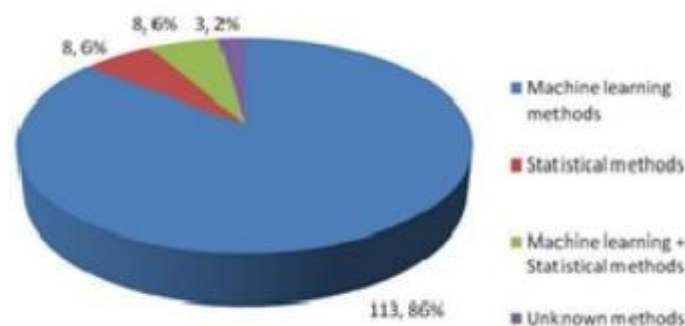


Figure 6. Distribution of data mining methods (Number of papers/ percentage of total papers)

OBJECTIVES OF THE STUDY

- 1) To study of the data mining algorithm.
- 2) To study of the data mining methods.

EVALUATION

TM has been used extensively in a variety of situations for the purpose of evaluating the performance of students, particularly for the purpose of evaluating essays and online projects

(Dikli, 2006; Kadupitiya, Ranathunga, & Dias, 2017). Several pieces of literature advocated for the evaluation of essays based on superficial characteristics, such as word counts (Dikli, 2006; Rudner, Garcia, & Welch, 2006). However, it is essential to move beyond this analysis (Crossley et al., 2015; Ericsson & Haswell, 2006), and there are a large number of publications that are centred on the application of semantic methods (Hughes, Hastings, Magliano, Goldman, & Lawless, 2012; Simsek et al., 2015), writing style (Oberreuter & Velásquez, 2013; Snow, Allen, Jacovina (2017). Approaches lexical and semantic are used in a manner similar to that previously described in the assessment of online assignments (Cutrone & Chang, 2010; Prevost, Haudek, Urban-Lurain, & Merrill, 2012; Ramachandran & Gehringer, 2011). However, in this particular instance, the works tend to be more focused on solving specific problems such as plagiarism (Adeva, Carroll, & Calvo, 2006), analysing short answer (Saha, Dhamecha, Marvaniya, Sindhgatta, & Sengupta, 2018), and classifying the questions. [Citations from: Adeva, Carroll, & Calvo, 2006; Saha, Dhamecha, Marvaniya, Sindhgatta (Godea, TulleyPatton, Barbee, & Nielsen, 2018). Finally, it could be used in formative evaluation to assist educators in establishing a pedagogical basis for decisions in order to maintain the environment (Gibson et al., 2017; Lehman, Mills, D'Mello, & Graesser, 2012) and evaluate interactions on educational online discussions. (Gibson et al., 2017; Lehman, Mills, D'Mello, & Graesser, 2012). (Rubio & Villalon, 2016; Yoo & Kim, 2014).

Goal	Number of papers (%)
Evaluation	95 (27.69%)
Student support/motivation	48 (13.99%)
Analytics	45 (13.11%)
Question/content generation	22 (06.41%)
User feedback	18 (05.24%)
Recommendation systems	9 (02.62%)
Others	106 (30.90%)

Evaluation of a Text Classifier

The effectiveness of a text classifier may be evaluated with the use of an assessment measure. Ckwe are able to construct a confusion matrix for each category, which is depicted in Figure 2. In this figure, a represents the number of true positive classifications, b represents the number of false positive classifications, c represents the number of false negative classifications, and d represents the number of true negative classifications. If the classifier was flawless, both b and c would have a score of zero.

		Predicted Class	
		C_k	Not C_k
Actual Class	C_k	a	c
	Not C_k	b	d

The prediction accuracy may be calculated using the value $(a+d)/(a+b+c+d)$. Recall and accuracy are often used as the performance metrics for evaluating text categorization systems. The percentage of documents in category C_k that are properly predicted is what is meant by the term "recall," which is defined as $a/(a + c)$. The ratio of the number of documents that are predicted as being in category C_k to the actual number of documents that are in that category is known as the precision of the classification system. Each degree of recall has a corresponding amount of accuracy that goes along with it. In general, increasing the recall will result in a decrease in accuracy, and vice versa (Yang & Pedersen, 1997). The break-even point, sometimes referred to as the BEP, is the point at which recall and accuracy are equal. This point is frequently used as a single summary statistic for comparing findings. There are certain circumstances in which a genuine BEP is not present. It is usual practise to combine Recall and Precision into a single performance measure known as the F1 Score. This score is defined by the formula $F1 = 2PrecisionRecall / (Precision+Recall)$, and it is derived from the combination of the two performance measures. This is the product of accuracy and recall divided by their average, and it serves as yet another helpful statistic that is utilised for analysing the efficacy of classifiers. After computing these scores for the binary judgements on each particular category, the results are then averaged across all of the categories. When dealing with many classes, there are two different approaches to average these measurements, namely the macro-average and the micro-average. Both of these averages have their advantages and disadvantages (Antonie & Zaiane, 2002). When doing the macro-averaging, one confusion matrix is utilised for each class. The performance measures are calculated on each of the confusion matrices, and then the results are averaged. In micro-averaging, there is just one contingency table that is utilised for all of the classes. Within each cell, an average of all of the classes is calculated, and the performance measures are derived from those cells. The macro-average metric assigns equal importance to each of the classes, irrespective of the total number of documents that fall within each category. The micro-average metric assigns equal weight to each document, giving more importance to overall performance on common classes.

Documents, Social Networks, Blogs, and Emails

Emails, social networks, and blogs are some examples of additional resources that may give information on the users' interactions inside educational settings. Text mining applications that make use of these resources are often tied in some way to text categorization, with a primary emphasis placed on sentiment analysis. In this context, sentiment analysis has been applied in order to solve various problems, such as the following: to extract opinion about the educational environment (Kechaou, Ammar, & Alimi, 2011); to assist the instructor in improving the educational environment increasing the student engagement and creating an adaptive educational environment (Ortigosa, Martn, & Carro, 2014); and to aid in teaching evaluation and provide feedback based on the user interaction on social networks. In addition, sentiment analysis has been applied in order to extract opinion (Leong, Lee, & Mak, 2012).

Traditional statistical features such as TFIDF, Information Gain, Mutual Information, and CHI statistics can be combined with natural language processing features in order to extract sentiment from online educational platforms. Other features, such as TFIDF, Information Gain, Mutual Information, and CHI statistics, can also be used (Kechaou et al., 2011; Truong, 2016). In order to extract these characteristics successfully, it is necessary to first carry out a preprocessing phase (Leong et al., 2012). Text categorization is also used to extract information about students' behaviours, in addition to sentiment analysis (Tobarra et al., 2014). It provides assistance to educators in enhancing student input and preventing the loss of students. To extract user behaviour, Mansur and Yusof (2013) suggested the deployment of a hybrid approach that would be based on a mix of logs from educational settings and social network analysis. This approach would be implemented. In the similar vein, Tobarra et al. (2014) blends social network and forums interaction to develop students' models. Email analysis is another application of text mining that may be used (Aghaee, 2015). Finally, it is also conceivable to automatically forecast each student's mark based on his or her participation in the online community that constitutes the class blogosphere (Gunnarsson & Alterman, 2012).

CRITERION

In order to properly evaluate each possible main research, systematic reviews need to have well defined inclusion and exclusion criteria. The inclusion and exclusion criteria for primary studies are determined by the research questions, and these criteria guide the selection of primary studies (Catal, 2011). The publications were taken into consideration for inclusion in our review if they described research on text categorization. This evaluation does not provide

practitioners with a comprehensive description of all text categorization models or the methods that were used in the development of those models. Our objective is to categorise the articles according to the years they were published, the datasets they used, the various feature selection methods, the data mining algorithms, and an assessment metric. We included the articles that were published in reputable digital journals and conference proceedings such as ACM, IEEE, Springer, and Elsevier. These journals and portals are listed in the previous sentence. The publications that did not provide the results of any experiments were disregarded by our team. We did not omit the publications in which a new feature selection approach or some new evaluation measure was presented rather than a new data mining algorithm. In these papers, we did not offer a new data mining algorithm. To put it another way, we included all of the publications that were in some way connected to the subject of text categorization, whether directly or indirectly. The year of publication of the study or the procedures that have been employed were not taken into consideration prior to our exclusion.

CONCLUSION

The process of retrieving particular information from the internet is analogous to the classic search for a needle in a haystack. In the context of this study, the "needle" refers to a specific piece of knowledge that a user is looking for, while the "haystack" refers to the massive data warehouse that has been accumulated on the web over an extended period of time. Text categorization is quickly becoming one of the most significant approaches to solving this challenge. In this study, we analyses the progress that has been done in the field of text classification so far by conducting a survey of the publications on text classification that have been published between the years 1997 and 2012 in reputable conference proceedings and academic journals. This review would be helpful for future research that is based on the studies that have been done in the past. We have reviewed the articles with a particular emphasis on the different kinds of data mining methods, feature selection methods, the dataset, and the evaluation approaches that were employed by each research to carry out the outcomes.

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REVOLUTIONIZING TEACHER EDUCATION: A SYNERGISTIC APPROACH TO SUSTAINABILITY THROUGH ARTIFICIAL INTELLIGENCE

Muzammil Akhlaq*

ABSTRACT

In the rapidly evolving landscape of education, the imperative to foster sustainable practices within teacher education has gained prominence. This abstract explores the transformative potential of collaborative efforts between Artificial Intelligence (AI) and teacher education, ushering in innovative paradigms that not only enhance the quality of educators but also contribute to sustainable pedagogical practices. The integration of AI technologies into teacher education programs signifies a departure from traditional methods, offering novel tools for personalized learning, real-time feedback, and data-driven decision-making. AI-driven platforms assist in the creation of adaptive curricula tailored to individual learning needs, fostering a more sustainable and inclusive educational environment. Additionally, intelligent tutoring systems powered by machine learning algorithms provide educators with valuable insights into student progress, enabling timely interventions and personalized support. Furthermore, AI contributes to the sustainability of teacher professional development by facilitating continuous learning experiences. Virtual mentors, powered by natural language processing and machine learning, offer personalized guidance to educators, helping them navigate the complexities of contemporary education. This collaborative approach not only ensures the continual improvement of teaching practices but also promotes a culture of lifelong learning among educators. Ethical considerations in the integration of AI in teacher education are paramount, and this abstract emphasizes the importance of responsible AI use, transparency, and equity to avoid perpetuating existing educational disparities. The collaborative synergy between AI and teacher education holds the potential to address global challenges such as teacher shortages and educational inequalities, ultimately contributing to the development of a more sustainable and equitable education system. In conclusion, this exploration of AI and teacher education collaboration illustrates a groundbreaking shift in the way educators are prepared and supported. By embracing the potential of AI, teacher education can cultivate a sustainable and adaptive learning environment that empowers educators to meet the diverse needs of students in the 21st century.

Keywords: Artificial Intelligence, Sustainability, Teacher Education, SDG4

*Research Scholar, Department of Educational Studies, Jamia Millia Islamia, New Delhi,

INTRODUCTION

The Evolving Landscape of Education

The evolving landscape of education is marked by dynamic shifts in pedagogy, technology integration, and the recognition of diverse learning needs. Traditional educational models, once centered on lecture-based instruction, are now undergoing a transformative process to meet the demands of a rapidly changing world. As Hase and Kenyon (2000) aptly note, this evolution is driven by the realization that learning is a lifelong, continuous process that extends beyond the confines of formal education. The contemporary educational landscape embraces a more student-centric approach, emphasizing personalized learning experiences and catering to individual learning styles.

Technological advancements play a pivotal role in shaping this evolution, offering unprecedented opportunities to enhance teaching and learning practices. The infusion of digital tools, online resources, and interactive platforms has ushered in an era where educators can engage students in innovative ways (Prensky, 2001). Additionally, the widespread availability of information through the internet has empowered learners to take charge of their education, fostering a culture of self-directed learning (Siemens, 2004).

Furthermore, the evolving landscape recognizes the importance of inclusivity and diversity in education. There is a growing acknowledgment of various learning styles, cultural backgrounds, and abilities, challenging educators to create inclusive environments that cater to the needs of all students (Banks, 2015). This shift aligns with a broader societal understanding of the value of diversity and the benefits it brings to the learning experience.

The evolving landscape also emphasizes the cultivation of 21st-century skills, such as critical thinking, creativity, collaboration, and digital literacy (Trilling & Fadel, 2009). As the demands of the workforce change, education must equip students with the skills necessary for success in an increasingly complex and interconnected world.

In conclusion, the evolving landscape of education is characterized by a departure from traditional models towards a more dynamic, inclusive, and technologically infused approach.

This evolution is driven by a commitment to lifelong learning, harnessing the potential of technology, and recognizing the diversity inherent in the student population. As educators navigate this landscape, they must remain adaptable and open to innovative pedagogical practices that prepare students for the challenges and opportunities of the future.

Challenges in Traditional Teacher Education

Challenges in traditional teacher education persist in the face of an ever-evolving educational landscape. While traditional models have long been the bedrock of teacher preparation, they encounter several obstacles that hinder their effectiveness in preparing educators for the complexities of modern classrooms.

One significant challenge is the slow adaptation of traditional teacher education programs to incorporate technological advancements (Inan & Lowther, 2010). The rapid integration of technology in education necessitates that educators possess the skills and knowledge to leverage digital tools effectively. However, traditional teacher education often lags in providing comprehensive training in this aspect, leaving educators ill-equipped to navigate the demands of a technology-driven classroom.

Another critical challenge lies in the mismatch between theoretical knowledge and practical classroom realities. Traditional teacher education programs often emphasize theoretical pedagogical concepts without providing sufficient opportunities for real-world application (Feiman-Nemser, 2001). As a result, novice teachers may find themselves unprepared for the dynamic challenges of classroom management, student engagement, and diverse learning needs.

Furthermore, traditional teacher education models may struggle to address the growing emphasis on inclusivity and diversity in education (Zeichner & Conklin, 2005). The student population is increasingly diverse, requiring educators to possess cultural competence and the ability to cater to varied learning styles. Traditional programs may fall short in preparing teachers to create inclusive environments that celebrate diversity and accommodate the needs of all students.

The duration and structure of traditional teacher education programs pose additional challenges. The conventional model, typically structured around a fixed timeline, may not allow for the

depth and breadth of preparation needed for aspiring educators (Cochran-Smith & Zeichner, 2005). Short student teaching periods and limited exposure to diverse classroom settings may hinder the development of practical skills and the ability to adapt to different teaching contexts. In conclusion, challenges in traditional teacher education encompass issues related to technology integration, the gap between theory and practice, inclusivity, and program structure. Addressing these challenges is crucial for ensuring that teacher preparation programs evolve to meet the demands of contemporary education, equipping educators with the skills and knowledge needed to excel in today's diverse and dynamic classrooms.

RATIONALE FOR THE INTEGRATION OF AI

AI as a Catalyst for Innovation

Artificial Intelligence (AI) stands as a transformative force, acting as a catalyst for innovation across various domains. The integration of AI technologies has ushered in a new era of possibilities, driving advancements in fields ranging from healthcare to finance and, notably, education.

AI's catalytic role in innovation lies in its capacity to process vast amounts of data and identify complex patterns, enabling tasks that were previously deemed insurmountable. As Brynjolfsson and McAfee (2014) highlight, AI has the potential to enhance productivity, streamline processes, and offer novel solutions to longstanding challenges.

In education, AI serves as a catalyst for innovation by revolutionizing traditional teaching methods and personalizing the learning experience. Adaptive learning systems, powered by AI algorithms, provide tailored educational pathways to individual students, accommodating diverse learning styles (VanLehn, 2011). This innovation addresses the limitations of one-size-fits-all education, fostering a more inclusive and effective learning environment.

Moreover, AI-driven innovations in education extend to the realm of continuous professional development for teachers. Virtual mentors, powered by AI, offer personalized guidance and support, enhancing educators' pedagogical skills and adapting to their specific needs (Bannister & Remesal, 2012). This personalized mentorship not only contributes to teacher growth but also promotes a culture of lifelong learning.

In healthcare, AI serves as a catalyst for innovation by enabling predictive analytics, personalized treatment plans, and diagnostics (Topol, 2019). AI algorithms analyze vast

datasets to identify potential health risks, recommend tailored interventions, and contribute to more efficient and effective patient care.

Additionally, AI's impact on the business sector is profound, particularly in the realms of automation, data analytics, and decision-making. AI algorithms can analyze market trends, predict consumer behavior, and optimize business processes, driving innovation and competitiveness (Varian & Choi, 2018).

In conclusion, AI's role as a catalyst for innovation is evident across diverse sectors, reshaping traditional approaches and unlocking new possibilities. By harnessing the power of data analysis, machine learning, and automation, AI propels industries toward greater efficiency, customization, and adaptability, marking a paradigm shift in how we approach and solve complex problems in the modern era.

Addressing Sustainability in Education

Addressing sustainability in education is a critical imperative in the face of global challenges such as climate change, resource depletion, and environmental degradation. As UNESCO (2014) emphasizes, sustainable education goes beyond imparting environmental knowledge; it involves instilling values, fostering critical thinking, and promoting responsible citizenship to create a more sustainable society.

Sustainability in education encompasses a holistic approach that integrates environmental, social, and economic dimensions (Sterling, 2010). This multifaceted perspective encourages students to understand the interconnectedness of ecological systems, social structures, and economic practices. By incorporating sustainability principles into curricula, educators contribute to developing environmentally conscious and socially responsible citizens.

Moreover, addressing sustainability in education involves transforming educational practices to align with principles of conservation and responsible resource use. This includes adopting eco-friendly infrastructure, implementing waste reduction measures, and integrating sustainable development goals into educational objectives (Leal Filho et al., 2020). Sustainable education practices extend beyond the classroom, influencing institutional policies and fostering a culture of environmental stewardship.

The role of technology, particularly Artificial Intelligence (AI), is increasingly recognized in addressing sustainability in education. AI-powered educational tools can enhance awareness, monitor environmental impact, and promote sustainable practices. Virtual simulations and AI-driven platforms provide immersive experiences, allowing students to explore the consequences of human actions on the environment, encouraging a deeper understanding of sustainability issues.

In conclusion, addressing sustainability in education requires a comprehensive and integrated approach that extends beyond environmental concerns. By instilling sustainable values, transforming educational practices, and leveraging technological innovations like AI, education becomes a powerful catalyst for fostering a generation of environmentally conscious and socially responsible global citizens, capable of addressing the complex challenges of the 21st century.

LITERATURE REVIEW

The intersection of Artificial Intelligence (AI), sustainability, and teacher education represents a burgeoning field with substantial implications for reshaping educational practices. Literature in this domain highlights the transformative potential of AI in promoting sustainability through personalized learning experiences, adaptive mentorship, and addressing educational disparities. AI's role in enhancing personalized learning experiences is a recurring theme in the literature. Buckingham Shum and Deakin Crick (2012) emphasize how AI-driven adaptive learning systems analyze individual learning patterns, offering tailored content that caters to diverse needs and promotes a more sustainable, inclusive educational environment. This personalization aligns with the broader goal of creating adaptable learning experiences that address the unique requirements of each learner (Molnar, 2018).

Moreover, AI in teacher education fosters sustainability through continuous professional development. Virtual mentors powered by AI provide personalized guidance, enhancing pedagogical skills and supporting educators in their lifelong learning journey Aldosari, S. (2020). This approach not only contributes to the sustainability of teacher expertise but also fosters a culture of ongoing learning in the educational community.

The literature also recognizes AI's potential to mitigate educational disparities. Barman, N. (2022) points out that AI-driven innovations, such as adaptive learning systems, have the capacity to address diverse learning needs, reducing disparities in access to quality education.

By providing targeted interventions and personalized learning pathways, AI can contribute to a more equitable educational landscape.

However, ethical considerations and the need for careful implementation emerge as recurring themes. Shalini, & Tiwari, A. (2020) emphasize the importance of addressing ethical concerns to ensure that AI integration in teacher education aligns with sustainable and human-centric educational goals.

In conclusion, the literature on AI, sustainability, and teacher education underscores the transformative potential of AI in creating more personalized, inclusive, and equitable learning environments. While the promise is evident, careful consideration of ethical implications and ongoing research is essential to harness the full benefits of AI in promoting sustainability within teacher education.

The Synergistic Approach: Integrating AI into Teacher Education:

Adaptive Learning Systems

Adaptive Learning Systems (ALS) harness the power of Artificial Intelligence (AI) to personalize and optimize the learning journey for individual students. AI algorithms analyze student performance data, identify learning patterns, and dynamically adapt instructional content, pacing, and assessments to suit each learner's needs. This tailored approach enhances engagement and effectiveness, addressing diverse learning styles (Buckingham Shum & Deakin Crick, 2012). ALS in the context of AI signifies a departure from one-size-fits-all education, offering a responsive and interactive educational environment. The integration of AI into adaptive learning not only enhances the efficiency of educational interventions but also contributes to the broader paradigm shift toward more student-centric, personalized learning experiences in the evolving landscape of education.

Personalized Learning Paths

Personalized Learning Paths, enriched by Artificial Intelligence (AI), revolutionize education by tailoring instructional approaches to individual student needs. AI algorithms analyze vast datasets to discern learning patterns, strengths, and weaknesses, dynamically adapting content, pacing, and assessments. This customization optimizes engagement and efficacy, addressing diverse learning styles (Khan 2022). By offering tailored educational experiences, AI-driven personalized learning paths empower learners to progress at their own pace, fostering a deeper

understanding of subjects and promoting self-directed learning. The fusion of AI and personalized learning reflects a paradigm shift in education, emphasizing adaptability and responsiveness to individual student requirements in the evolving educational landscape.

Continuous Assessment and Feedback

Continuous Assessment and Feedback, enhanced by Artificial Intelligence (AI), redefine the traditional approach to evaluating student progress. AI algorithms facilitate real-time analysis of student performance data, enabling adaptive and ongoing assessment. Through continuous monitoring, AI identifies areas of strength and weakness, allowing for immediate, targeted feedback. This personalized feedback loop, based on individual learning patterns, fosters a deeper understanding of subject matter and supports ongoing improvement (Chen 2020). AI-driven continuous assessment and feedback contribute to a more responsive and dynamic educational environment, aligning with the needs of diverse learners. The integration of AI into this process signifies a departure from periodic evaluations, emphasizing a continuous and personalized approach to student assessment in the evolving landscape of education.

AI-Powered Mentorship Programs

AI-powered mentorship programs represent a cutting-edge approach to professional development in education. Leveraging the capabilities of Artificial Intelligence (AI), these programs analyze teaching practices, student interactions, and educational data to provide personalized mentorship and guidance for educators. Through continuous monitoring, AI identifies areas for improvement and offers targeted feedback, fostering a culture of lifelong learning among teachers. These mentorship programs contribute to the enhancement of pedagogical skills, adaptability, and effectiveness in the classroom. The integration of AI into mentorship not only offers scalable and personalized support but also represents a paradigm shift in how educators receive ongoing guidance, aligning with the evolving landscape of education.

Virtual Mentors for Novice Teachers

Virtual Mentors, empowered by Artificial Intelligence (AI), emerge as transformative tools in supporting novice teachers' professional development. AI-driven mentorship programs analyze individual teaching practices, providing tailored guidance and feedback to address specific needs (Warschauer, M. (2020)). These virtual mentors offer personalized insights, facilitating the enhancement of pedagogical skills and fostering a culture of continuous learning (Hannafin

et al., 2020). By leveraging AI's ability to process vast educational data, virtual mentors provide novice teachers with real-time support and mentorship, contributing to their growth and effectiveness in the classroom. The integration of AI into mentorship signifies a shift toward adaptive and individualized professional development, ensuring that novice educators receive targeted guidance aligned with their unique teaching contexts and challenges.

Enhancing Pedagogical Skills through AI Guidance

Enhancing pedagogical skills is a pivotal aspect of teacher professional development, and Artificial Intelligence (AI) guidance plays a transformative role in this process. AI algorithms analyze teaching practices, student interactions, and educational data to offer targeted insights and recommendations, contributing to the continuous improvement of pedagogical skills. AI-driven guidance provides personalized and adaptive support, addressing specific areas of growth for educators. The real-time feedback from AI systems fosters a reflective teaching approach, enabling teachers to refine instructional strategies and optimize student learning experiences. The integration of AI into pedagogical skill development signifies a shift toward more dynamic and individualized professional growth opportunities, ensuring that educators receive tailored guidance aligned with their unique teaching contexts and evolving educational landscapes.

Virtual Reality (VR) and Augmented Reality (AR) in Teacher Training

Virtual Reality (VR) and Augmented Reality (AR) are revolutionizing teacher training by providing immersive and interactive learning experiences. In VR, educators engage in realistic simulations of classroom scenarios, enhancing their classroom management skills and exposing them to diverse teaching contexts (Parmaxi, A. (2023)). AR overlays digital information onto the real-world environment, offering teachers dynamic visual aids and enhancing subject-specific training (Dunleavy & Dede, 2014). These technologies allow prospective teachers to practice and refine their skills in a risk-free and controlled environment, promoting experiential learning. By leveraging VR and AR in teacher training, educators gain valuable insights and practical experiences that contribute to their overall preparedness and adaptability in the rapidly evolving educational landscape.

Immersive Simulations for Classroom Management

Immersive simulations for classroom management, often facilitated through technologies like Virtual Reality (VR) and Augmented Reality (AR), offer educators an innovative and hands-on

approach to honing their classroom management skills. These simulations immerse teachers in realistic scenarios where they can practice managing diverse student behaviors, making decisions, and refining their strategies. Through immersive experiences, educators can navigate complex classroom dynamics, effectively handle disruptions, and experiment with different approaches in a risk-free environment. Such simulations enhance the preparation and confidence of teachers, allowing them to proactively address challenges they might encounter in real classrooms. The integration of immersive simulations into teacher training signifies a shift towards experiential learning, providing educators with practical, scenario-based training to better navigate the complexities of classroom management (Dunleavy & Dede, 2014).

Practical Applications in Subject-Specific Training

Practical applications of Artificial Intelligence (AI) in subject-specific training are reshaping the landscape of education by offering tailored and dynamic learning experiences. AI algorithms analyze individual learning patterns, adapt instructional content, and provide personalized feedback, enhancing subject-specific understanding (Citation Reuire). In mathematics, for instance, AI can identify specific areas of difficulty for students and generate targeted exercises to reinforce concepts, fostering a deeper comprehension of mathematical principles.

Moreover, in language education, AI-driven language learning platforms adapt to learners' proficiency levels, offering customized language exercises and real-time feedback on pronunciation and grammar. This not only individualizes the learning path but also addresses the diverse linguistic needs of students.

AI also finds practical applications in science education, where simulations and interactive modules powered by AI provide hands-on experiences for students to explore complex scientific concepts. These applications contribute to a more engaging and effective learning environment, enabling students to grasp subject-specific knowledge in a manner that aligns with their individual learning styles (Luckin et al., 2022).

Incorporating AI into subject-specific training signifies a move towards personalized and adaptive education, addressing the diverse needs of learners while promoting a more efficient and effective approach to mastering specific academic disciplines. This integration of AI stands

as a testament to the transformative potential of technology in tailoring education to the unique requirements of individual students (Alam 2022).

BENEFITS AND OPPORTUNITIES

Enhancing Accessibility and Inclusivity

AI is a powerful tool in enhancing accessibility and inclusivity in teacher education by providing tailored support for diverse learners. AI algorithms can adapt content delivery, assessment methods, and instructional materials to accommodate varied learning styles and abilities (Owan 2023). Through personalized learning experiences, AI ensures that teacher education programs address the unique needs of each aspiring educator, fostering a more inclusive and equitable learning environment. This utilization of AI aligns with the broader goal of creating accessible pathways to teacher training, ensuring that individuals with diverse backgrounds and learning requirements have equal opportunities for professional development.

Bridging Gaps in Educational Disparities

Artificial Intelligence (AI) serves as a transformative force in bridging educational disparities by providing targeted interventions and personalized learning experiences. Through adaptive learning systems, AI identifies individual learning needs and tailors educational content, addressing gaps in understanding (Lameras, 2023). This personalized approach ensures that students from diverse backgrounds receive equitable educational opportunities, mitigating disparities in access to quality education. AI's ability to adapt to the unique requirements of each learner contributes to narrowing educational gaps, fostering inclusivity, and promoting a more level playing field in the pursuit of knowledge.

Customized Learning for Diverse Learners

Artificial Intelligence (AI) facilitates customized learning for diverse learners by tailoring educational content to individual needs and preferences. Through adaptive learning systems, AI analyzes data on students' progress, learning styles, and strengths, allowing for personalized learning pathways (VanLehn, K. (2023)). This approach addresses the diverse needs of learners, accommodating variations in pace, comprehension, and learning modalities. AI's ability to adapt and customize content ensures that each student receives targeted support, enhancing engagement and optimizing learning outcomes. The utilization of AI in customized learning aligns with the goal of providing inclusive and equitable education for students with diverse backgrounds and learning profiles.

Time and Cost Efficiency

Reducing Barriers to Teacher Education

Artificial Intelligence (AI) plays a crucial role in reducing barriers to teacher education by enhancing accessibility and efficiency. Through AI-driven educational platforms, aspiring teachers can access personalized learning experiences, breaking down geographical and socioeconomic barriers (Cheng 2023). AI also streamlines teacher training processes, offering cost-effective and time-efficient pathways to certification, thus addressing logistical hurdles (Serrano, J. (2023).). By providing adaptive and tailored support, AI mitigates barriers to entry, making teacher education more accessible and inclusive, especially for individuals facing challenges related to time constraints, location, or financial resources.

Continuous Professional Development

Artificial Intelligence (AI) revolutionizes continuous professional development (CPD) by offering personalized and adaptive learning experiences for educators. AI analyzes teaching practices, identifies areas for improvement, and provides targeted resources and feedback (Kamalov 2023). Through AI-driven CPD programs, teachers engage in ongoing learning tailored to their specific needs, ensuring relevance and effectiveness in addressing professional growth areas. This approach transforms traditional, one-size-fits-all professional development models, making learning opportunities more dynamic, accessible, and responsive to individual educators' requirements. The integration of AI in CPD aligns with the evolving demands of modern education, emphasizing lifelong learning for educators.

Fostering a Culture of Lifelong Learning

Artificial Intelligence (AI) fosters a culture of lifelong learning by providing continuous and adaptive professional development opportunities. Through AI-driven platforms, educators receive personalized learning experiences that cater to their evolving needs, encouraging ongoing skill enhancement (Zhang 2020). AI's capacity to analyze teaching practices, offer targeted feedback, and deliver relevant resources promotes a proactive approach to continuous learning. This technological integration aligns with the broader shift towards cultivating a culture of lifelong learning in education, ensuring that educators remain agile and well-equipped to navigate the evolving landscape of teaching and learning.

FUTURE DIRECTIONS AND RECOMMENDATIONS

Innovations in AI for Teacher Education

Innovations in Artificial Intelligence (AI) for teacher education are transforming traditional pedagogical approaches. AI facilitates personalized learning experiences, adaptive mentorship, and immersive simulations, revolutionizing how educators are prepared (Bubb 2020). Virtual mentors, powered by AI, provide tailored guidance to novice teachers, enhancing pedagogical skills and supporting continuous professional development. Additionally, AI-driven simulations offer hands-on experiences in classroom management and subject-specific training, bridging the gap between theory and practice (Hutson 2023). These innovations contribute to more effective, personalized, and dynamic teacher education, preparing educators for the complexities of modern classrooms and fostering a culture of lifelong learning.

Emerging Technologies and Trends

Emerging technologies and trends in Artificial Intelligence (AI) are reshaping education. Adaptive learning systems leverage AI to provide personalized educational experiences, catering to individual student needs. Virtual and augmented reality, powered by AI, offer immersive simulations for teacher training and subject-specific learning. AI is also driving innovations in continuous assessment and feedback, enhancing the learning process. As education embraces AI, it transforms into a more dynamic, inclusive, and adaptive system, addressing the diverse needs of learners and preparing students and educators for the challenges and opportunities of the 21st century (Abbas 2021).

Anticipating Future Needs in Education

Innovations in anticipating future needs in education involve leveraging technology and foresight to proactively address evolving challenges. Artificial Intelligence (AI) plays a pivotal role in predicting and meeting educational demands, as it enables adaptive learning systems, personalized mentorship, and data-driven decision-making. Future-oriented educators utilize predictive analytics and AI-driven insights to tailor curricula and teaching methods, ensuring relevance to the changing needs of students and the workforce (Siemens & Long, 2011). By embracing these innovations, educational institutions can anticipate and adapt to future trends, fostering a dynamic and forward-thinking approach to preparing students for the demands of an ever-evolving society.

Scaling Up AI Integration

Innovations in scaling up AI integration in education involve overcoming barriers and expanding the reach of AI-driven technologies. Addressing issues of accessibility, implementation, and policy, these innovations aim to make AI-enhanced education more widespread and impactful (Plass et al., 2014). Strategies for scaling up include developing comprehensive frameworks, fostering collaboration between policymakers and educators, and leveraging AI to address diverse learning needs (George, B., & Wooden, O. (2023)). The goal is to ensure that the benefits of AI integration reach a broader spectrum of learners and educators, contributing to a more inclusive and technologically advanced educational landscape. The innovations in scaling up AI integration underscore the potential for transformative change in education, emphasizing the need for collaboration and strategic planning.

CONCLUSION

In concluding thoughts on the synergistic approach to sustainability through Artificial Intelligence (AI) in education, it is evident that the integration of AI technologies holds immense promise for fostering sustainable practices and addressing the evolving needs of the educational landscape. As we navigate the complexities of the 21st century, the intersection of AI and teacher education signifies a transformative journey towards a more adaptive, inclusive, and efficient educational ecosystem.

The potential of AI to enhance personalized learning experiences, offer targeted professional development, and contribute to the reduction of educational disparities underscores its role in promoting sustainability. By leveraging AI's capabilities, educators can create adaptable and equitable learning environments that cater to diverse needs, fostering a culture of lifelong learning and preparing students for a rapidly changing world.

However, it is crucial to approach AI integration with mindfulness and ethical considerations, ensuring that technology serves as an enabler rather than a replacement for human-centric education. Continued research, collaboration, and strategic planning are essential for maximizing the benefits of AI while addressing potential challenges and ethical concerns.

In the pursuit of sustainability through AI, educators, policymakers, and technologists must work synergistically to harness the full potential of these innovations, creating an educational ecosystem that is resilient, adaptable, and equitable for generations to come.

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PLANNING OUT ARTIFICIAL INTELLIGENCE METHODS FOR TAILORED LEARNING IN THE CONTEXT OF AUTOMATED TUTORING SYSTEMS

Dr. Vinod Kumar Kanvaria^{*}

Archana Yadav^{**}

ABSTRACT

The research paper provides an in-depth examination of the changing field where artificial intelligence (AI) and education collide. Exploring the past evolution of Intelligent Tutoring Systems (ITS), the research looks at initial deployments and turning points, following the path to current viewpoints that incorporate state-of-the-art AI methods. The literature study includes a detailed examination of AI methods used in ITS, emphasising the critical functions of data mining, natural language processing (NLP), and machine learning algorithms. This summary clarifies the complex ways in which these technologies support the development of adaptive learning environments, guaranteeing more individualized feedback, enhanced communication, and data-driven insights that customize learning routes to meet the needs of each individual. Case studies highlight effective implementations and offer concrete proof of the beneficial effects of AI-driven personalized learning on learning outcomes and educational opportunities for students. The study does, however, also discuss pedagogical and technological difficulties, highlighting the significance of ongoing AI-driven ITS optimisation and improvement. The study looks ahead, examining potential paths and new developments in the area. Advances in reinforcement learning and deep learning are expected to lead to increasingly complex adaptive algorithms. Concerns about privacy and maintaining equity in individualized learning are two major ethical issues that will be crucial to the development and application of AI in education in the future. The paper's conclusion promotes continued study, development, and interdisciplinary cooperation in order to fully utilise AI's potential for building inclusive, efficient, and customized learning environments that are in line with students' changing requirements and the state of education.

Keywords: Automated Tutoring Systems, Artificial Intelligence, Tailored Learning, Educational Technology

^{*}Associate Professor, Department of Education, University of Delhi

^{**} Research Scholar, Department of Education, University of Delhi

OVERVIEW AND CONTEXT OF THE RESEARCH

A revolutionary change has occurred recently in the application of Artificial Intelligence (AI) in educational contexts, with a focus on the creation of Intelligent Tutoring Systems (ITS). The significance of artificial intelligence (AI) in customising learning experiences to meet the needs of each individual student has grown in importance as education becomes more technologically advanced, personalized, and adaptive. The goal of this study is to present a thorough analysis of AI methods in the context of ITS, with an emphasis on how they might be used in education to enable personalized learning. With a long history, intelligent tutoring systems (ITS) have progressed from early computer-based tutoring systems to complex platforms that use artificial intelligence (AI) to improve learning. Conventional methods of teaching frequently use a one-size-fits-all model, ignoring the differences in each student's learning style and speed. As a result, ITS evolved as a means of addressing these issues by dynamically modifying course material in accordance with each learner's particular requirements and level of development (Akyuz, 2020).

Rule-based systems, a lack of data-driven insights, and a restricted degree of adaptability were features of early ITS implementations. However, modern ITS have experienced a paradigm change, embracing cutting-edge AI approaches to deliver more effective and personalized learning experiences with the introduction of machine learning, natural language processing, and data mining (Anderson et al., 1990). In order to better understand how AI techniques are currently being used in ITS, this study will specifically look at how they are advancing personalized learning. The purpose of this research is to further our understanding of how artificial intelligence (AI) is influencing education by conducting a thorough survey. Personalized learning is important because it may accommodate different learning styles, maximize student involvement, and eventually lead to better academic results (Vygotsky, 1978). The area of AI and education is a dynamic one with significant implications for the development of learning environments as we explore the various ways in which AI is being used to customize feedback and instructional content. Through a critical examination of literature, case studies, and emerging trends, this research intends to provide educators, researchers, and policymakers with valuable insights into the current state of AI in education, paving the way for future advancements in the realm of Intelligent Tutoring Systems.

SIGNIFICANCE OF THE STUDY

In the context of modern education, the investigation of Artificial Intelligence (AI) methods in the field of Intelligent Tutoring Systems (ITS) for customized learning is extremely important. The objective of this study is to clarify the revolutionary influence of artificial intelligence on educational settings, providing perspectives that transcend the theoretical domain and have real-world consequences for teachers, students, and educational officials.

- **Addressing Diverse Learning Styles:** The conventional, one-size-fits-all method of teaching frequently ignores the variety in learning preferences present in student bodies. According to Anderson and Boyle (1990), conventional teaching strategies might not be able to meet each student's unique needs and preferences. Customizing learning experiences, taking into account different learning styles, and maximizing information acquisition are made possible by the incorporation of AI in ITS.
- **Enhancing Student Engagement and Performance:** Personalized learning, facilitated by AI-driven ITS, has the potential to significantly enhance student engagement and academic performance. In order to provide a dynamic and responsive learning environment. Akyuz (2020) emphasize the significance of adaptive learning algorithms in customizing instructional content to individual progress. This flexibility encourages continued participation, which enhances learning objectives.
- **Shaping Future Educational Environments:** Vygotsky's socio-cultural theory (1978) emphasizes the significance of an education system that changes with technological advancements. AI, when used in personalized learning, acts as a catalyst for innovation in pedagogy and educational practices, opening the door for more efficient and learner-centric approaches. This research helps to shape the future of educational environments by conducting a thorough survey of the state of AI in ITS.

LITERATURE REVIEW

Historical Development of Intelligent Tutoring Systems

Personalized instruction was the goal of the first computer-based tutoring systems, which gave rise to Intelligent Tutoring Systems (ITS). The groundwork for ITS was established by pioneering systems like PLATO (Programmed Logic for Automatic Teaching Operations), which appeared in the 1960s. These systems provided guidance and feedback using rule-based algorithms, which opened the door for further developments in AI-driven teaching (Suppes &

Searle, 1976). This period's emphasis was on drill-and-practice activities and fundamental programming, giving pupils personalized learning pathways. The field benefited greatly from Anderson and Boyle's (1990) work on cognitive modelling. They presented the notion known as Adaptive Control of Thought (ACT), which served as the foundation for cognitive tutoring. These technologies offered adaptive and individualized training depending on students' replies and development, mimicking the cognitive processes of human instructors. One significant turning point in the creation of increasingly complex and efficient ITS was the transition from rule-based to cognitive modelling.

Traditional Approaches to Personalized Learning

Customization according to individual learning styles was the main emphasis of early attempts at personalized learning. Gardner's (1983) many intelligences theory had an impact on the creation of systems that adapted instruction to students' chosen learning styles. But even with the best of intentions, these early methods ran into problems since it is difficult to recognize and accommodate different learning styles. The intricacy of each person's unique learning preferences was one of the challenges of early personalized learning approaches. Systems that just classified learning styles frequently lacked the flexibility required to meet the changing needs of their users. Furthermore, the efficacy of early personalization techniques was hampered by the lack of solid data-driven insights (Akyuz, 2020). Consequently, the necessity for more dynamic and data-centric methods to personalization became increasingly apparent.

Modern Perspectives on Intelligent Tutoring Systems

Intelligent tutoring systems have undergone a radical transformation thanks to the combination of artificial intelligence (AI) and machine learning. Large volumes of data are analyzed by machine learning algorithms in modern ITS, which allows the system to instantly adjust to the demands of each individual student. The effectiveness of data-driven models in forecasting student performance and tailoring training accordingly was shown by research conducted by Koedinger et al. (2012). This application of AI extends beyond rule-based systems to offer a more complex and dynamic learning environment. Adaptive learning algorithms, which dynamically modify educational content based on students' performance and behavior, are incorporated into modern ITS. The system can detect misconceptions, give customized tasks to fill up certain learning gaps, and provide targeted feedback thanks to these algorithms (VanLehn, 2011). The capabilities of adaptive learning algorithms have been significantly

improved by recent developments in deep learning, enabling more precise predictions and tailored interventions.

In summary, the evolution of ITS over time shows a shift from rule-based systems to complex cognitive models. Since it was difficult for traditional methods to accommodate different learning styles, people are turning to more contemporary viewpoints that integrate AI and data-driven approaches to create more successful individualized learning environments.

AI Techniques in Intelligent Tutoring Systems

1. Machine Learning Algorithms

Intelligent Tutoring Systems' (ITS) capabilities have been greatly expanded by the incorporation of Machine Learning (ML) methods. Creating algorithms for machine learning allows computers to learn from data and gradually get better at what they do. Machine learning makes it easier to provide individualized and adaptable learning experiences in the context of ITS. The impact of machine learning (ML) in forecasting student performance and customizing education based on individual learning trajectories is demonstrated by Koedinger et al.'s (2012) work. Supervised learning is used in ITS for tasks like learning path recommendation and student performance prediction. To forecast a student's proficiency in a particular subject, for example, a model can be built on past data, allowing the system to adjust instruction accordingly. In contrast, unsupervised learning approaches are used to group students according to their preferred methods of learning or spot trends in how they engage with the system. This makes it possible to design more customized and sophisticated learning paths (Lippert et al., 2020).

2. Data Mining for Personalization

With the help of data mining, one may effectively extract insightful information from the huge datasets produced by ITS. Data mining makes it possible for the system to design adaptive learning pathways by examining trends in student performance, behavior, and preferences. For instance, the system can modify the content of education and offer more support where necessary by identifying frequent misconceptions or areas in which students struggle (Romero & Ventura, 2013). Although data mining has a lot to offer in terms of personalization, there are drawbacks and moral dilemmas. To guarantee that data-driven personalization in ITS is carried out ethically and with appropriate care for the rights and well-being of learners, researchers and practitioners must negotiate these ethical issues (Brusilovsky & Millán, 2007).

In conclusion, Intelligent Tutoring Systems have become dynamic and adaptive learning environments through the integration of AI techniques such as machine learning, natural language processing, and data mining. These methods give the systems the ability to improve communication, deliver individualized training, and use data-driven insights to create more efficient and customized learning experiences.

CASE STUDIES AND IMPLEMENTATIONS

A number of case studies demonstrate how Artificial Intelligence (AI) can be successfully implemented in Intelligent Tutoring Systems (ITS) and how this can have a revolutionary effect on personalized learning. The Smart Sparrow platform is a noteworthy instance, as it utilizes adaptive learning algorithms to customize content according to each student's success (Smart Sparrow, n.d.). Furthermore, by utilizing machine learning to adjust to the needs of students, Carnegie Learning's Cognitive Tutor software has proven successful in delivering individualized education (Carnegie Learning, n.d.). Positive effects on student results and educational experiences have been demonstrated by the effective integration of AI in ITS. According to research by VanLehn (2011), students who used intelligent tutoring systems scored better than their counterparts in conventional classes, demonstrating the efficacy of AI-facilitated personalized learning experiences. AI-driven systems' flexibility guarantees that students receive individualized education, which boosts engagement, comprehension, and academic achievement.

Among the technological concerns are scalability, resolving potential implementation-related issues, and guaranteeing seamless connection with current educational platforms (Heffernan & Heffernan, 2014). Pedagogical problems include addressing varied learning styles, coordinating AI-driven training with educational objectives, and striking a balance between automation and the necessity for human engagement (D'Mello & Graesser, 2012). AI projects that don't work out well in ITS can teach us important lessons for improving subsequent attempts. It's critical to strike a balance between human oversight and AI-driven personalization, as evidenced by some adaptive learning platforms, which highlight the shortcomings of early systems. Furthermore, the success of AI deployments in educational settings depends on addressing difficulties with data protection, user engagement, and ethical considerations (Siemens & Long, 2011).

In conclusion, effective case studies show how AI may improve personalized learning inside ITS and produce favorable results for students. But issues with education and technology

emphasize the necessity of a careful and thorough approach. The significance of addressing ethical issues, guaranteeing user engagement, and preserving a balance between automation and human interaction is highlighted by lessons learnt from unsuccessful implementations.

FUTURE DIRECTIONS AND EMERGING TRENDS

Deep learning and reinforcement learning are two developing technologies that will be explored and integrated into Intelligent Tutoring Systems (ITS) in the future. Multiple-layered neural networks, or deep learning, have the potential to improve the comprehension of intricate patterns in student data, leading to more precise predictions and adaptive feedback (LeCun et al., 2015). With its emphasis on decision-making processes, reinforcement learning can help create ITS that adjust to students' learning styles and decision-making patterns in addition to their existing knowledge (Sutton & Barto, 2015). More complex adaptive algorithms are among the anticipated developments in the field of AI for ITS. More accurate personalization can be made possible by incorporating neuroscientific insights into AI models to improve our knowledge of cognitive processes during learning. Furthermore, developments in natural language processing could result in more sophisticated and context-aware tutoring programs that promote better interaction and communication (Devlin et al., 2018). Ethical considerations entail fairness and equity in addition to privacy. Unintentional or systemic bias in AI systems can result in differences in individualized learning experiences. In order to achieve fairness, bias in data, algorithms, and system design must be addressed. To guarantee that every student has equitable access to individualized learning opportunities, researchers must make a concerted effort to design AI models that take into account a variety of backgrounds (Diakopoulos, 2016).

In conclusion, the integration of cutting-edge technology like deep learning and reinforcement learning shows great promise for future advancements in intelligent tutoring systems. To guarantee the responsible and inclusive application of AI in personalized education, ethical issues, such as privacy and justice, must be at the forefront of these advancements.

CONCLUSION

In conclusion, this study has examined how artificial intelligence (AI) has developed and where it is now in the context of intelligent tutoring systems (ITS) for individualized learning. The historical synopsis demonstrated the development from the earliest computer-based tutoring systems to the advanced cognitive models used in modern ITS. The inability of traditional

approaches to personalized learning to accommodate a wide range of learning styles paved the way for contemporary viewpoints that incorporate AI and machine learning for more efficient customization (Anderson et al., 1990). The investigation of AI methods in ITS demonstrated the importance of data mining, natural language processing, and machine learning algorithms. These methods aid in the development of flexible learning environments that promote better communication, tailored feedback, and data-driven insights for customized learning programs (Koedinger et al., 2012). The case studies showcasing successful implementations showcase the potential of artificial intelligence to enhance educational experiences and improve student results. Investigating cutting-edge technology like reinforcement learning and deep learning points to fascinating future prospects. These developments could lead to ever more complex adaptive algorithms that could provide a more comprehensive grasp of the unique demands and learning styles of each student (VanLehn, 2011). However, when AI is developed and used in personalized education, ethical issues—such as privacy issues and the necessity of guaranteeing justice and equity—must play a key role. Trust in AI-driven educational systems must be established and maintained through the upholding of responsible practices as technology advances (Diakopoulos, 2016).

Despite significant progress, research and development are still necessary since AI and education are dynamic fields. AI-driven ITS requires ongoing refinement and optimization due to the aforementioned pedagogical and technological obstacles. The appropriate progress of artificial intelligence in personalized learning requires further investigation of emerging technologies, comprehension of their effects on education, and resolution of ethical issues (Siemens & Long, 2011). To make sure that AI in education keeps up with the changing demands of students and the educational environment, we must continue to collaborate across disciplinary boundaries with educators, technologists, politicians, and academics. We can fully utilize AI to build more diverse, efficient, and individualized learning environments by promoting an innovation- and continuous-improvement culture.

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AI AND ITS HANDHOLDING WITH HUMANS IN EDUCATION

Dr. Neha Sharma*

ABSTRACT

AI can analyse student data, such as learning patterns, preferences, and strengths. This information can be used to tailor learning content and experiences to each student's learning pace and style. AI can offer personalized guidance and support to students. AI tutors can analyse a student's performance and adapt their instructions. AI in education delivers an enhanced experience for both students and teachers. It offers several benefits, including improved accessibility, tutoring, automated grading and administration, and streamlined workflows. These provide students with high-quality education and relieve teachers of fatigue. AI can analyse vast amounts of educational data to identify trends and patterns. This is especially useful for school administrators and decision-makers in education. AI can predict student performance and help design strategies to improve outcomes. It can also identify areas where additional support is needed. While AI can enhance educational experiences, there's concern about the potential reduction in meaningful teacher-student interactions. The personal connection between educators and learners plays a vital role in holistic development.

Keywords: Artificial Intelligence, Accessibility, Tutoring

*Asst. Professor, State Council of Education Research and Training, Delhi

INTRODUCTION

AI (Artificial Intelligence) is a part of science that can think, act, and perform like humans. It is so capable that it can make decisions like you and me, and you can judge even. Wow...! A machine can do all that; a machine can use mathematical models and help computers operate without even giving instructions. AI uses neural networking, operations, data, research and different platforms to find hidden networking and then applies it to simplify things and tasks. Super AIs can surpass human intelligence, abilities, and skills, yet they are to explore to the maximum. We have AI daily, yet this is so comforting and unknowing that sometimes we even miss that we are using any AI tool. For example, The below-mentioned figure shows how and where we are utilising it in our daily lives.

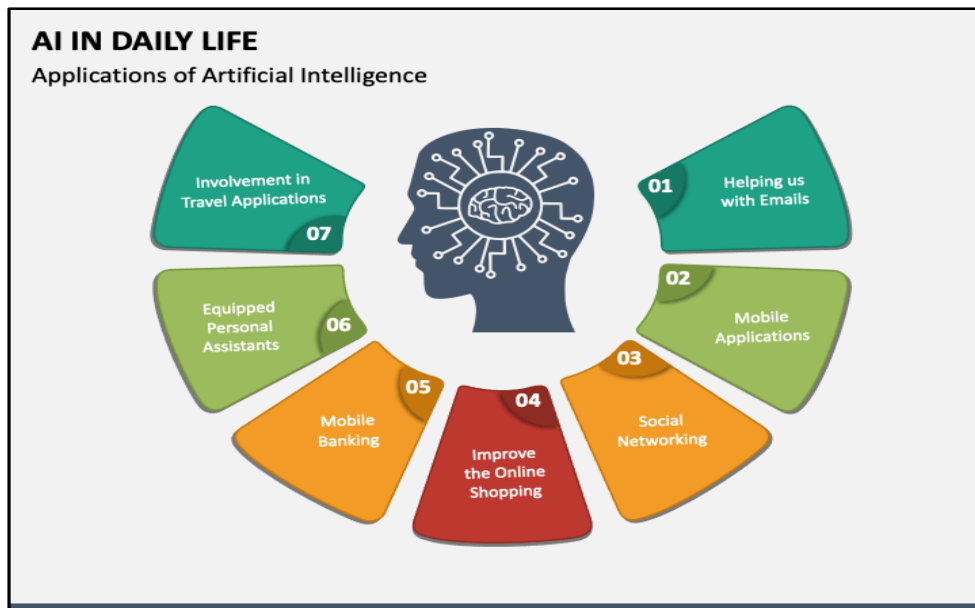


Fig. 1

Following are the areas where we see AI actively working in daily lives:

- Virtual assistants like Siri and Alexa.
- Recommendation systems used in e-commerce platforms.
- Fraud detection in financial institutions.
- Autonomous vehicles.
- NLP for chatbots and customer service.
- Image and facial recognition in security systems.
- Medical diagnosis and healthcare systems.

AI and handholding with humans in education is a concept that involves using artificial intelligence technologies to support and guide students throughout their learning journey. It aims to provide personalised assistance, feedback, and mentorship to help students achieve their educational goals. One way AI can assist in education is through intelligent tutoring systems. These systems use algorithms to analyse student performance and provide tailored feedback and guidance. They can adapt to each student's learning style, pace, and knowledge gaps, helping them progress at their own pace. Another application is virtual mentors or chatbots that can answer student queries, provide explanations, and offer suggestions on study materials. These AI-driven assistants can be available 24/7, offering immediate support to students, especially during times when human teachers may not be accessible. Additionally, AI can assist in identifying students at risk of falling behind or struggling with specific concepts. By analysing student performance, engagement, and behaviour data, AI systems can flag potential

issues early, enabling teachers to intervene and provide personalised support. However, it's important to note that while AI can provide valuable assistance, it should not replace human interaction and support in education. The role of teachers and mentors remains crucial in building relationships, fostering critical thinking skills, and providing emotional support to students. In summary, AI and handholding in education have the potential to enhance the learning experience by delivering personalised support, feedback, and guidance. By combining the strengths of AI technology with human interaction, we can create a more effective and engaging educational environment for students.

AI has not only affected daily life or daily chores, but it has a profound impact on the health system, finance, industries, education, and more. Its use in daily life has already reduced the load on cost and has increased efficiency and accuracy in various fields. In totality, it can be said that we are AI, and AI is us. There is hardly a difference between the duo. We don't find the separation of the two.

AI (Artificial Intelligence) has the potential to impact education significantly in various ways. Here are a few key areas where AI can make a difference:

- 1. Personalized Learning:** AI can analyse individual student data, such as learning preferences, strengths, and weaknesses, to create personalised learning experiences. This can help students learn at their own pace and in ways that suit their needs.
- 2. Intelligent Tutoring:** AI-powered tutoring systems can provide immediate feedback and guidance to students, acting as virtual tutors. These systems can adapt to each student's progress, identify areas of improvement, and offer targeted support.
- 3. Automated Grading:** AI can automate the grading process for objective assessments, saving teachers time and providing students with faster feedback. This allows educators to focus on more meaningful aspects of teaching, such as delivering personalised input and engaging with students.
- 4. Enhanced Content Creation:** AI can assist in creating interactive and engaging educational content. It can generate customised lesson plans, design educational games, and develop interactive simulations to enhance the learning experience.
- 5. Data Analytics:** AI can analyse vast educational data to identify patterns and insights that inform decision-making. This can help educators and policymakers improve curriculum design, pinpoint areas of improvement, and make informed decisions about resource

allocation. However, it's important to note that AI should not replace human educators. Instead, it should be seen as a tool to augment and support teaching and learning processes, allowing educators to focus on the more human aspects of education, such as fostering critical thinking, creativity, and social-emotional skills.

PROS OF AI IN EDUCATION:

- 1. Personalized Learning:** AI can provide personalised learning experiences tailored to individual student needs, helping them learn at their own pace and in ways that suit their learning style.
- 2. Enhanced Teaching and Assessment:** AI-powered tools can assist teachers in creating engaging content, automating grading, and providing immediate feedback, saving time and improving the efficiency of teaching and assessment processes.
- 3. Access to Quality Education:** AI can help bridge the educational gap by providing quality education for students in remote or underserved areas, allowing them to access educational resources and receive personalised instruction.
- 4. Data-Driven Insights:** AI decision-making, curriculum design, and resource allocation, leading to more effective and efficient educational practices.

CONS OF AI IN EDUCATION:

- 1. Lack of Human Interaction:** AI cannot fully replace the human element in education, such as teachers' emotional support and guidance. Over-reliance on AI may lead to poor interpersonal connections and social-emotional development.
- 2. Equity and Accessibility Concerns:** The integration of AI in education may create disparities in access to technology and resources, further widening the digital divide between privileged and disadvantaged students.
- 3. Ethical Concerns:** AI systems may have biases embedded in their algorithms, leading to unfair or discriminatory outcomes. There is a need for careful monitoring and regulation to ensure AI is used ethically and does not reinforce existing biases or discrimination.
- 4. Job Displacement:** Automating specific tasks through AI may lead to concerns about job displacement for educators and support staff. It is vital to ensure that AI is used to augment human capabilities rather than replace them, creating new roles and opportunities in the education sector.

Overall, while AI presents numerous opportunities to enhance education, it is essential to consider and address the potential challenges and ethical implications to ensure responsible and

equitable integration into the education system. While AI can bring significant benefits to education, there are also some possible drawbacks and demerits to consider:

- 1. Lack of Emotional Intelligence:** AI cannot understand and respond to human emotions and social cues. This can be a limitation in areas where emotional support, empathy, and human connection are crucial, such as counselling or mentoring.
- 2. Data Privacy and Security:** Integrating AI in education involves collecting and analysing large amounts of student data. This raises concerns about data privacy and security, as there is a risk of unauthorised access or misuse of sensitive information.
- 3. Bias and Discrimination:** AI systems can inadvertently perpetuate biases and discrimination if the algorithms are trained on biased data or the design is not carefully monitored. This can lead to unfair outcomes or reinforce existing inequalities in education.
- 4. Overreliance on Technology:** Overdependence on AI and technology in education may hinder students' development of critical thinking skills, creativity, and problem-solving abilities that are better fostered through human interaction and hands-on experiences.
- 5. Skill Gap and Inequality:** The integration of AI in education requires educators and students to have the necessary skills and access to technology. This can create a skill gap and exacerbate existing inequalities, as not all students or educators may have equal access to AI-enabled resources.
- 6. Cost and Implementation Challenges:** Integrating AI technology into education can be costly and may require significant investments in infrastructure, training, and ongoing support. This can pose challenges for educational institutions, particularly those with limited resources. It is essential to address these demerits and challenges through careful planning, ethical considerations, and continuous monitoring to ensure that AI is used responsibly, equitably, and beneficial in education.

AI is increasingly recognised as a crucial tool in education due to its potential to transform teaching and learning experiences. Here are some crucial reasons AI is important in education:

- 1. Personalized Learning:** AI can analyse vast student data to create personalised learning experiences. By understanding individual student needs, preferences, and learning styles, AI can provide tailored content, adaptive assessments, and targeted interventions, allowing students to learn at their own pace and in ways that suit their unique requirements.
- 2. Enhanced Teaching and Tutoring:** AI-powered tutoring systems can act as virtual tutors, providing immediate feedback, guidance, and personalised instruction. These systems can

adapt to individual student progress, identify areas of improvement, and offer targeted support, enhancing the effectiveness of tutoring and mentoring.

3. **Data Analytics and Insights:** AI can analyse large educational data sets to identify patterns, trends, and insights. This can help educators and policymakers make data-driven decisions about curriculum design, resource allocation, and instructional strategies, leading to improved educational outcomes.
4. **Automation of Administrative Tasks:** AI can automate administrative tasks such as grading, scheduling, and data management, freeing up teachers' time to focus on more meaningful aspects of teaching, such as lesson planning, individualised instruction, and student support.
5. **Access to Education:** AI can help bridge the gap in access to education by providing resources and support to students in remote or underserved areas. AI-powered platforms can deliver educational content, facilitate virtual classrooms, and enable remote learning, ensuring that quality education is accessible to all.
6. **Collaboration and Communication:** AI can facilitate collaboration and communication among students and educators. AI-powered tools can enable real-time language translation, facilitate online discussions, and support collaborative projects, fostering global connections and cross-cultural learning experiences.
7. **Critical Thinking and Problem Solving:** AI can allow students to develop critical thinking and problem-solving skills. AI-powered simulations, virtual experiments, and interactive learning experiences can engage students in authentic problem-solving scenarios, promoting higher-order thinking skills. While AI has significant educational potential, it should be seen as a tool to augment and support teaching and learning processes rather than replacing human educators. The role of human teachers remains essential in providing guidance, mentorship, and social-emotional support to students.

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REVOLUTIONIZING EDUCATION - HARNESSING THE POWER OF ARTIFICIAL INTELLIGENCE

Ashalata Bedant^{*}

Sapna Rani^{**}

ABSTRACT

Artificial Intelligence (AI) represents a transformative field at the intersection of computer science, mathematics, and cognitive science. This abstract explores the evolution, applications, and implications of AI. From its early foundations in rule-based systems to contemporary advancements in machine learning and neural networks, AI has rapidly progressed. Its applications span diverse domains, including healthcare, finance, and autonomous systems. However, ethical considerations and societal impact raise critical questions. This abstract delves into the multifaceted nature of AI, highlighting its potential benefits and challenges, while emphasizing the need for responsible development and deployment in our increasingly AI-driven world.

Keywords: Machine learning, Robotic, Computer Vision, Human Machine

* Asst. Professor, Varun Dhaka Institute of Technology affiliated to GGSIP University, Delhi

** Lecturer, Institute of Vocational Studies affiliated to GGSIP University, Delhi

INTRODUCTION

Artificial Intelligence is the science of making machine that can think like humans. It can do things that are considered “smart”. AI technology can process large amounts of data in ways, Unlike humans. The goal for AI is to be able to do things such as recognize patterns, make decisions, and judge like humans. Artificial intelligence in education plays a crucial role by personalizing learning experiences, automating administrative tasks, providing instant feedback, and enhancing educational content through adaptive technologies. It enables tailored learning paths for students, making education more accessible and effective. Various components are involved in artificial intelligence with supports classroom teaching and learning process. Few of them may be:-

- Learning
- Reasoning

- Problem solving
- Language understanding
- Perception

Learning

- Learning for AI include the trial – and – error method. The solution keeps on solving problems until it comes across the right results this ways . The programme keeps a not of all the moves that gave positive results and stores in it its database to use the next time the computer is given the same problem.
- The learning components of AI includes memorizing individual items like different solution to problems, Vocabulary, foreign languages etc. also known as rote learning. This learning method is later implemented using the generation method

Reasoning

The art of reasoning was something that was only limited to humans until five decades ago. The ability to differentiate makes reasoning on of the essential components of artificial Intelligence . To reason is to allow the platform to draw inferences that fit with the provided situation further these inferences are also categorized. As either inductive or deductive. The difference is that in an inferential case the solution of a problem provides guarantees of conclusion in contrast in the inductive case the accident is always a result of instrument failure.

Problem Solving

- In its general form ; AI's problem solving ability comprises data, where the solution needs to find x. AI witnesses a considerable variety of problem bring addressed in the platform the different methods of problem solving count for essential components of intelligence that divide the queries into special and general purposes.
- In the situation of a special purpose method, the solution to given problem is tailor – made, often exploiting some of the specific features providing in the case suggested problem is embedded on the other hand a general purpose method implies a wide variety of vivid issues. Further the problem solving component in AI allows the programs to include step by step reduction of difference given between any goal state and current state.

Perception

In using the perception component of artificial intelligence the element scans any given environment by using different sense organs either artificial or real . Further the purposes are maintained internally and allow the perceiver to analyze other senses in suggested objects and understand their relationship and features .This analyses is obtained complicated as one and similar items might pose considerable amounts of different appearances over different occasions depending on the views of the suggested angle.

Language understanding

- In similar terms, language can be defined as a set of different systems signs that justify there means using convention. Occurring as one of the widely used artificial intelligence component language understanding uses distinctive types of language our different forms of natural meaning exemplified over statements.
- One of the essential characteristics of languages is human English allowing us to differentiate between different objects similarly, AI is developed in a manner that it can easily understand the most commonly use human language. English this way the platform allows the computer to understand the different computer programs executed over them easily.

Types of learning with AI

1. Supervised learning
2. Unsupervised learning
3. Semi supervised learning (SSL)
4. Reinforcement learning

Supervised learning

- One of the most common forms of machine, learning supervised learning , aims to train the different algorithms, to describe to input data it allows to algorithm to present the input data in such a manner that it can produce outputs effectively and without errors.
- The learning problems is supervised learning include problems like classification and regression. The different classified outputs used in these problems account for different categories putting numerical values for the problems.
- You can notice the different applications of supervised learning around recognizing speech faces objects hardworking or gestures .

Unsupervised learning

- Unlike supervised learning where the platform uses labeled data to train the applications unsupervised learning uses unlabeled data for its training, more of a trial and error method the unsupervised learning method is a reliable means to showcase different unknown data features and patterns allowing categorization , Broadly categorized as association problems and clustering this form of learning allows AI to ask questions the right way .
- By framing the right question to be asked this platform allows the program to model several data organizations to highlight anomalies. Further , the association over this type learning could be applied to know about tendencies based on newly discovered relationships among variables over a vast database.

Semi-supervised learning (SSL)

- Semi-supervised learning falls in between unsupervised and supervised learning this method of learning is used by AI . When it requires solving balance around different approaches in several cases uses this learning method the reference data needed to find a solution is available but it is somewhere either acquired or incomplete this is where SSL comes to play as it can easily access reference data and imply the use of unsupervised learning technique to find the nearest possible solution.

Reinforcement learning

- A form of the dynamic learning process, Reinforcement learning allows the system to train algorithms with the use of punishment and reward systems the reinforcement learning algorithm finds solution by interacting with the individual components of the environment. The language uses reward, by executing operation correctly and penalties in a situation where it cannot execute operations nicely.
- This way the algorithm learns without being taught by any human uses the least menial intervention in learning usually consisting of three component: Agent environment and actions this learning process focuses on maximizing the reward and diminishing the penalty to learn well.

Common AI Applications

- In a time where customers want real-time resolution of these issues, AI has been the key to catering to their demand. Today chatbots are delivering flexible and smart analytics via

engaging visitors over conversations. Interestingly over 67% of online visitors prefer chatbots.

Artificial Intelligence in E-commerce

AI caters to different forms of the e-commerce model by availing its services to every size of the business, leveraging the use of machine learning the AI software automates the process of adding tags to products organizing and improving the ability of visual searches with expectations to reach \$49 billion by 2021 in its market value, the best is yet to come.

- **Human resources management:**

AI and machine learning have drastically changed the scope of hiring the components of different sizes. It provides businesses with the opportunity to retain the best talent, securing a reliable future for operations

- **Healthcare departments:**

Expected to reach \$6.6 billion in market valuation by 2021. The healthcare department has also primarily benefitted from AI in its present form AI can manage and entire clinic cost- effectively.

- **Logistics and supply chain**

Using the mix of customer data or analytics, AI has helped the logistics and supply chain reach its peak. It allows businesses to act according to the customer data and take all important decisions regarding the supply chain operations.

Revolutionizing Education: Harnessing the power of Artificial Intelligence

Artificial Intelligence (AI) is revolutionizing education by transforming traditional teaching methods and personalizing learning experience. This presentation explores the potential of AI to enhance education and prepare students for the future.

Personalized learning

AI enables personalized learning by adapting educational content and pace to individual student needs, through AI- powered platforms, students can receive tailored instruction, feedback and support fostering a more effective and engaging learning experience.

Ethical consideration

As AI becomes integrated into education, it is crucial to address ethical considerations, including privacy, bias and the impacts on human interaction. Educators and policymakers must navigate these challenges to ensure responsible and equitable AI implementation in education.

Empowering Educators

AI serves as a tool to empower educators, enabling them to focus on innovative teaching strategies, mentorship, and individualized support. By leveraging AI, educators can enhance their professional development and adapt to the changing landscape of education.

AI for special Education

AI can support special education by providing personalized interactions, adaptive learning materials and assistive technologies. Through AI, educators can create inclusive learning environment that cater to diverse learning styles and abilities.

Policy and Regulations:

Developing policy frameworks and regulations is essential to govern the ethical and responsible use of AI in education. Policymakers must collaborate with educators and AI experts to establish guidelines that ensure equitable and beneficial AI integration in education.

CONCLUSION

The integration of AI in education presents vast opportunities to revolutionize learning and prepare students for the future. By navigating ethical consideration, empowering educators, and fostering global collaboration, AI can transforms education into a dynamic and inclusive experience for all learners.

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TRANSFORMATIVE LEARNING: A DEEP DIVE INTO ARTIFICIAL INTELLIGENCE INTEGRATION IN EDUCATION

Mohammad Asim^{*}

Farhana Mariyam^{**}

Mohammad Mumshad^{***}

ABSTRACT

This paper explores the transformative impact of Artificial Intelligence (AI) integration in education, spanning historical developments, current applications, and future implications. Drawing on a comprehensive literature review, it navigates through AI's historical roots, its current diverse applications, and potential future trends. Analysing opportunities, challenges, and ethical considerations, the paper highlights the delicate balance between AI technology and human-centric teaching. Case studies and real-world examples showcase successful AI implementations, while discussions on future trends and recommendations provide valuable insights for educators, policymakers, and stakeholders. The synthesis contributes to understanding AI's pivotal role in reshaping education, emphasizing the need for strategic planning and ethical frameworks.

Keywords: Artificial Intelligence, Education, Transformative Learning, Intelligent Tutoring Systems, Personalized Learning.

*Asst. Professor, Comm-IT Career Academy affiliated to GGSIP University, Delhi

**Asst. Professor, Sushant University, Gurgaon

***Asst. Professor, Comm-IT Career Academy affiliated to GGSIP University, Delhi

INTRODUCTION

The educational landscape is undergoing a profound transformation in the digital era, characterized by unprecedented technological advancements and changing paradigms in teaching and learning (Dede, 2017). Traditional educational models are being redefined to meet the evolving needs of students, educators, and the broader society. This shift is not only driven by technological progress but is also a response to the demands for more personalized, adaptive, and innovative approaches to education.

At the forefront of this educational revolution stands Artificial Intelligence (AI), a technological force with the potential to revolutionize and transform learning experiences

(Luckin, Holmes, Griffiths, & Forcier, 2016). AI is more than just a tool; it represents a paradigm shift in how we conceive, deliver, and experience education. From personalized learning pathways to intelligent tutoring systems, AI offers a diverse array of applications that can cater to individual learning styles and enhance overall educational outcomes.

The Role of AI in Revolutionizing Learning Experiences:

As we navigate the digital era, the role of AI in education becomes increasingly significant. AI is not merely a supplement to traditional teaching methods but a catalyst for reimagining how knowledge is imparted and acquired. Intelligent tutoring systems leverage AI algorithms to understand individual student needs, adapt content delivery, and provide real-time feedback, thereby creating a more personalized and effective learning environment (Luckin et al., 2016). The integration of AI-driven technologies opens avenues for innovative pedagogies, fostering engagement, collaboration, and critical thinking skills among learners.

Statement of the Research Problem, Objectives, and Significance of the Study:

In the face of these transformative changes, it becomes imperative to critically examine the implications of AI integration in education. This research seeks to address the following key aspects:

RESEARCH PROBLEM

- Investigate the impact of AI on traditional educational models and teaching practices.
- Explore the challenges and opportunities presented by the integration of AI in diverse educational settings.

OBJECTIVES

- Assess the current state of AI integration in education.
- Identify the opportunities and challenges associated with AI-driven learning environments.
- Examine the implications of AI on pedagogical practices and student outcomes.

SIGNIFICANCE OF THE STUDY

As we embark on this exploration of AI's transformative potential in education, we aim to shed light on how these advancements shape the educational landscape, influence teaching methodologies, and impact the learning journey of students in the digital age. Through this

research, we strive to contribute valuable insights to the ongoing discourse surrounding AI in education.

LITERATURE REVIEW

Historical context of AI in education (Holmes & Gee, 2018):

The historical evolution of AI in education reflects the intersection of technological advancements and pedagogical practices. Holmes and Gee (2018) delve into the roots of AI applications in education, tracing the development of intelligent tutoring systems and early AI-driven tools that laid the foundation for the transformative possibilities we witness today.

Review of existing studies on the impact of AI on teaching and learning (VanLehn, 2019):

VanLehn's (2019) comprehensive review consolidates the findings of contemporary research on AI's impact on teaching and learning. Examining a spectrum of studies, the review offers insights into how AI-driven interventions have influenced student outcomes, pedagogical approaches, and institutional practices, contributing to our understanding of the broader educational landscape.

Identification of key concepts and theories related to transformative learning (Mezirow, 1991):

Mezirow's transformative learning theory (1991) serves as a conceptual framework to understand the impact of AI on education. The theory posits that learning is a process of critically reflecting on and reconstructing one's beliefs, fostering a deep transformation in perspectives. This framework guides the analysis of how AI-driven technologies influence not only learning outcomes but also the fundamental way individuals perceive and engage with education.

The Current State of AI Integration in Education:

Overview of AI applications in educational settings (Baker & Siemens, 2014):

Baker and Siemens (2014) provide a comprehensive overview of the current landscape of AI applications in educational settings. From adaptive learning systems to intelligent assessment tools, the authors explore the diverse ways in which AI is being harnessed to enhance the overall educational experience.

Examination of AI-driven tools for personalized learning, intelligent tutoring, and educational analytics (D'Mello, 2019):

D'Mello's exploration (2019) delves into AI-driven tools designed to tailor learning experiences, provide intelligent tutoring, and harness educational analytics. This examination sheds light on the functionalities of these tools, offering insights into how they address individual learning needs and contribute to pedagogical effectiveness.

Case studies showcasing successful implementations of AI in diverse educational environments (Vasalou, Khaled, Holmes, Gooch, & Mazzone, 2017):

Vasalou et al. (2017) present case studies that highlight successful implementations of AI in diverse educational environments. These real-world examples illustrate how AI is applied across different educational contexts, showcasing its adaptability and effectiveness in enhancing learning experiences.

Opportunities for Transformative Learning:

Personalized learning experiences tailored to individual student needs (Siemens & Gasevic, 2017):

Siemens and Gasevic (2017) explore the potential for personalized learning experiences facilitated by AI. The authors discuss how AI technologies can dynamically adapt content delivery, pacing, and assessment to meet the unique needs and preferences of individual learners, fostering a more personalized and effective educational environment.

Intelligent tutoring systems enhancing student engagement and performance (VanLehn, 2011):
VanLehn's work (2011) is instrumental in understanding how intelligent tutoring systems, powered by AI, enhance student engagement and performance. By providing targeted support, immediate feedback, and adaptive content delivery, these systems contribute to creating a more interactive and effective learning environment.

Advanced analytics for data-driven decision-making in education (Romero & Ventura, 2017):
Romero and Ventura (2017) delve into the use of advanced analytics in education, emphasizing data-driven decision-making. The authors discuss how AI-driven analytics can harness vast datasets to inform educators, administrators, and policymakers, enabling evidence-based decisions that enhance overall educational quality and effectiveness.

Automation of administrative tasks to streamline educational processes (Blikstein, 2018):

Blikstein's exploration (2018) focuses on the automation of administrative tasks through AI. By streamlining routine processes, AI contributes to operational efficiency, allowing educational institutions to allocate resources more strategically and educators to focus on core pedagogical activities.

CHALLENGES AND CONSIDERATIONS

Ethical considerations in AI-driven education, including data privacy and security (Dillahunt, Mankoff, & Paulos, 2014):

Dillahunt, Mankoff, and Paulos (2014) shed light on the ethical considerations inherent in AI-driven education, particularly concerning data privacy and security. The authors emphasize the importance of safeguarding sensitive information and maintaining ethical standards in the development and implementation of AI technologies.

Teacher preparedness and professional development for AI integration (Voogt et al., 2015):

Voogt et al. (2015) address the crucial aspect of teacher preparedness and professional development in the context of AI integration. The authors discuss the need for comprehensive training programs to equip educators with the skills and knowledge required to effectively integrate AI technologies into their teaching practices.

Addressing potential biases in AI algorithms and ensuring equitable access (Diakopoulos, 2016):

Diakopoulos (2016) investigates the potential biases in AI algorithms used in education and the importance of ensuring equitable access. The author explores the ethical considerations surrounding algorithmic biases and emphasizes the need for transparency and fairness in the development and deployment of AI technologies in education.

Balancing technology use with the preservation of human-centric teaching (Selwyn, 2019):

Selwyn (2019) critically examines the challenge of balancing technology use with the preservation of human-centric teaching. The author discusses the importance of maintaining a balance between AI-driven tools and traditional pedagogical approaches to ensure that the human element in education is not compromised.

Transformative Learning Environments

Exploration of AI's impact on collaborative and interactive learning (Dillenbourg, 2013):

Dillenbourg's exploration (2013) focuses on how AI impacts collaborative and interactive learning environments. The author discusses how AI technologies can facilitate collaborative learning experiences, fostering interaction and knowledge sharing among students.

Integration of virtual and augmented reality for immersive educational experiences (Akçayır & Akçayır, 2017):

Akçayır and Akçayır (2017) investigate the integration of virtual and augmented reality in education, offering immersive and interactive experiences. The authors discuss how AI-driven technologies can enhance educational environments by providing realistic and engaging simulations that contribute to transformative learning experiences.

Use of AI to foster critical thinking, creativity, and problem-solving skills (Buckingham Shum, Ferguson, & Martinez-Maldonado, 2019):

Buckingham Shum, Ferguson, and Martinez-Maldonado (2019) explore the use of AI to foster critical thinking, creativity, and problem-solving skills. The authors discuss how AI technologies can be leveraged to develop higher-order cognitive skills, contributing to a transformative learning environment that goes beyond rote memorization.

Case Studies and Exemplars

Presentation of case studies illustrating successful AI integration in educational institutions (Johnson, Adams Becker, Estrada, & Freeman, 2015):

Johnson, Adams Becker, Estrada, and Freeman (2015) present case studies illustrating successful AI integration in educational institutions. These case studies provide concrete examples of how AI technologies have been implemented to achieve positive educational outcomes in various settings.

Analysis of real-world examples showcasing the transformative potential of AI in diverse learning environments (Molnar, 2018):

Molnar (2018) conducts an analysis of real-world examples showcasing the transformative potential of AI in diverse learning environments. The author highlights instances where AI technologies have had a significant impact on student learning, institutional practices, and educational outcomes.

FUTURE DIRECTIONS AND IMPLICATIONS

Identification of emerging trends and technologies in AI for education (Almarashdeh et al., 2020):

Almarashdeh et al. (2020) identify emerging trends and technologies in AI for education, offering insights into the future direction of AI integration. The authors discuss advancements in AI that have the potential to shape the future of education, presenting opportunities for further research and development.

Discussion on the potential long-term impacts and implications of AI integration in education (Williamson, 2020):

Williamson (2020) engages in a discussion on the potential long-term impacts and implications of AI integration in education. The author explores the broader consequences of widespread AI adoption in educational settings, considering societal, economic, and ethical implications.

Recommendations for future research and development in the field (Bates & Sangra, 2011):

Bates and Sangra (2011) provide recommendations for future research and development in the field of AI in education. The authors highlight areas that warrant further exploration and propose directions for ongoing inquiry, contributing to the continued advancement of AI technologies in education.

CONCLUSION

In conclusion, this research paper has provided an in-depth analysis of the integration of artificial intelligence (AI) in the educational sector, presenting a comprehensive synthesis of the historical developments, current applications, and future trends. The key findings emphasize the transformative potential of AI in reshaping educational paradigms, offering insights into how AI can enhance educational practices, making learning more adaptive, personalized, and effective. This transformative potential not only paves the way for innovative teaching and learning experiences but also poses challenges that require thoughtful consideration and action from educators, policymakers, and stakeholders.

The reflection on the transformative potential of AI in education underlines the revolutionary impact AI technologies hold for the educational landscape. The ability of AI to analyze large

sets of educational data, adapt to individual learner needs, and provide immediate feedback represents a paradigm shift in how educational content is delivered and consumed. This shift towards more personalized and adaptive learning experiences signifies a fundamental change in the nature of learning itself, promising to make education more accessible, engaging, and effective for diverse learner populations.

However, the integration of AI in education also brings forth significant challenges and ethical considerations that must be addressed. These include concerns related to data privacy, the digital divide, and the need to maintain a human-centric approach in education. The implications of this research stress the importance of a collaborative effort among educators, policymakers, and stakeholders to navigate these challenges. By fostering an environment that encourages the ethical use of AI, balancing technological advancements with the essential human elements of teaching and learning, we can ensure that the integration of AI in education benefits all learners.

Ultimately, the findings of this research underscore the need for ongoing exploration and dialogue regarding the role of AI in education. As AI technologies continue to evolve, so too will their applications and implications for teaching and learning. By staying informed and engaged with these developments, the educational community can harness the transformative power of AI to shape a future where education is more personalized, accessible, and effective for learners worldwide.

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USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Ms. Priyanka Dhingra*

ABSTRACT

It is the science and engineering of making intelligent machines, especially intelligent computer programs. It is related to the similar task of using computers to understand human intelligence, but AI does not have to confine itself to methods that are biologically observable. Artificial Intelligence in education since education is ever evolving field.

Keywords: Need, Artificial Intelligence, Uses, Methods, AI Based Apps, Website.

*Research Scholar, Jamia Millia Islamia, Delhi

INTRODUCTION

Every educator should become knowledgeable about artificial intelligence (AI) and how we may use this technology to improve our own job and help our pupils. We must comprehend how this technology will affect both us and our pupils if we are to give them the greatest care possible. There's no greater way than utilizing AI to investigate new tools for our educational methods.

What is Artificial Intelligence

Artificial Intelligence (AI) is the branch of computer science which deals with intelligence of machines where an intelligent agent is a system that takes actions which maximize its chances of success. It is the study of ideas which enable computers to do the things that make people seem intelligent. The central principles of AI include such as reasoning, knowledge, planning, learning, communication, perception and the ability to move and manipulate objects. It is the science and engineering of making intelligent machines, especially intelligent computer programs.

AI can be applied to a wide range of areas, including natural language processing, image and video recognition and more. The goal of AI research is to create systems that can perform tasks at least as well as or ideally better than, humans.

Why Teachers Need to Use AI for Teaching and Learning

Over time, our responsibilities as educators have evolved. Technology always causes some reluctance, but AI is an extremely potent example. Given the potential effects of evolving

technology on students' lives, it is imperative that educational institutions offer opportunity for students to learn about it. Artificial Intelligence (AI) tools have the potential to not only boost creativity and productivity but also offer instructors insightful data on student learning and help with time-consuming activities.

Artificial intelligence has the potential to improve education, support educators, and encourage more efficient, individualized instruction.

AI systems can quickly target lessons based on a student's strengths and shortcomings and adjust to meet their unique learning demands. Personalized learning is possible with the help of artificial intelligence tools.

Artificial intelligence (AI) systems are able to "evaluate a student's learning style and prior knowledge to provide tailored support and instruction."

Although technology has always been vital to education, its application is now more widespread than before because of the growing accessibility of smart devices and web-based curricula. Artificial intelligence is being applied in education in a wide range of ways to support students' learning. These are a few AI-powered technologies that have an immediate impact on education and will have a lasting impact.

Artificial Intelligence based Apps and Websites

These are some of good websites and apps used worldwide by teachers for generating lesson plans and other content for teaching.

- **autoclassmate.io** - The AI powered lesson plan generator enables teachers to create unique and customizable lesson plans. These lesson plans are editable and ready to use for classrooms. The generator allows teachers to make lesson plans as per the standards of the state and easily implement in the class.
- **schemely.app** - This allows teachers to design lessons in seconds. The tool is resourceful as it has a feature of presentation slides. The lesson plans generated are supported by YouTube videos to make lessons effective. It also provides supportive tools for assessment like Kahoot and generates a quiz to automatically assess the students.

- **Copilot** – It contains AI powered templates for lesson plan and handouts. It helps in creating quality lesson plans.
- **Fetchy** - Teachers can create a teaching framework here. It has more than 40 supportive tools for teachers. Apart from creating lesson plans, it also helps in providing guidance for creating positive environment in class. It helps in creating comprehensive questions for assessment.

ARTIFICIAL INTELLIGENCE METHODS

Machine Learning

AI where machines are not explicitly programmed to perform certain tasks; rather, they learn and improve from experience automatically. Deep Learning is a subset of machine learning based on artificial neural networks for predictive analysis. There are various machine learning algorithms, such as Unsupervised Learning, Supervised Learning, and Reinforcement Learning. In Unsupervised Learning, the algorithm does not use classified information to act on it without any guidance. In Supervised It is one of the applications Learning, it deduces a function from the training data, which consists of a set of an input object and the desired out put. Reinforcement learning is used by machines to take suitable actions to increase the reward to find the best possibility which should be taken into account.

Natural Language Processing (NLP)

It is the interactions between computers and human language where the computers are programmed to process natural languages. Machine Learning is are liable technology for Natural Language Processing to obtain meaning from human languages. In NLP, the audio of a human talk is captured by the machine. Then the audio to text conversation occurs, and then the text is processed where the data is converted into audio. Then the machine uses the audio to respond to humans. Applications of Natural Language Processing can be found in IVR (Interactive Voice Response) applications used in call centres, language translation applications like Google Translate and word processors such as Microsoft Word to check the accuracy of grammar in text. However, the nature of human languages makes the Natural Language Processing difficult because of the rules which are involved in the passing of information using natural language, and they are not easy for the computers to understand. So NLP uses algorithms to recognize and abstract the rules of the natural languages where the unstructured data from the human languages can be converted to a format that is understood by the computer.

CONCLUSION

Till now we have discussed in brief about Artificial intelligence. We have discussed What is Artificial intelligence, Why teachers need to use Ai for teaching learning .The ultimate goal of institutions working on Ai is to solve majority of the problems or to achieve the tasks which we humans directly can't accomplish. Ai based apps and websites. AI methods (Machine learning and Natural learning processing.

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- 4) <https://autoclassmate.io/tools/ai-powered-lesson-plan-generator/>
- 5) https://schemely.app/?gclid=CjwKCAiA8NKtBhBtEiwAq5aX2A0XweHp898PpiZNtJdtZqT2ansM15tDXfxVu-lkib9MAhoCCPjcfRoCWicQAvD_BwE
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TECHNOLOGY INTEGRATION IN EDUCATION: ENHANCING LEARNING EXPERIENCES FOR THE 21ST CENTURY

Dr. Almas Parveen^{*}

Nahid Raees^{**}

ABSTRACT

This Paper critically examines the impact of technology integration in educational settings, with a focus on enhancing learning experiences in the 21st century. Drawing on empirical research and established theories, this paper explores the benefits, challenges, and transformative potential of technology integration. The objective is to provide educators, policymakers, and stake holders with evidence-based insights into effective strategies for leveraging technology to foster innovative and engaging learning environments.

Keywords: Technology Integration, Digital Tools, Student Engagement, Teacher Professional Development, Blended Learning, Educational Technology, Transformative Learning Experiences.

^{*}Lecturer, Institute of Vocational Studies affiliated to GGSIP University, Delhi

^{**}Asst. Professor, Institute of Vocational Studies affiliated to GGSIP University, Delhi

INTRODUCTION

In an era marked by rapid technological advancements, the integration of technology in education has become essential for preparing students with the skills needed for the future. This paper explores the multifaceted dimensions of technology integration, emphasizing its potential to enhance teaching and learning experiences based on real-world evidence.

The integration of technology in education involves a strategic incorporation of digital tools, resources, and platforms to amplify the effectiveness of pedagogy. Beyond the introduction of devices, this approach addresses the need for thoughtful integration to improve student outcomes. As we navigate the 21st century, educators must adapt to meet the evolving needs of students, ensuring they are equipped with digital literacy as a fundamental skill.

This Paper will delve into empirical studies showcasing the benefits of technology integration, such as increased student engagement, personalized learning experiences, and the development of critical thinking and problem-solving skills. Additionally, it will address the

challenges educators face, including issues of access, equity, and the importance of ongoing professional development based on real-world examples.

The transformative potential of technology in education extends beyond traditional classrooms, encompassing blended learning environments, online education, and collaborative platforms that connect students globally. By understanding the impact of technology on education through real-world evidence, educators can leverage its capabilities to create dynamic and inclusive learning spaces.

OBJECTIVE

This Paper aims to analyze the empirical evidence surrounding technology integration in education, identify key challenges, and propose evidence-based strategies to maximize its benefits. The goal is to offer a comprehensive understanding of the role technology plays in shaping modern educational practices and to provide practical, research-backed recommendations for educators and institutions.

RATIONALE FOR TECHNOLOGY INTEGRATION

In today's rapidly advancing digital era, the rationale for integrating technology into education transcends the mere incorporation of gadgets into classrooms. At its core, this imperative stems from the cognition that traditional educational paradigms must evolve to meet the demands of the 21st century. As technology becomes ubiquitous in all aspects of life, students need more than conventional literacy skills; they require digital literacy, critical thinking abilities, and problem-solving competencies. Therefore, the integration of technology in education serves as a response to the pressing need to bridge the gap between classroom instruction and the skills demanded by the contemporary workforce. It is a strategic move to align education with the evolving landscape of the digital age, ensuring that students are not only proficient in traditional subjects but also well-equipped for the complexities of an interconnected and technologically-driven world.

Defining Technology Integration

Defining technology integration goes beyond the simplistic notion of introducing devices into educational settings. It involves an advanced and purposeful strategy to incorporate digital tools seamlessly into pedagogical practices. This comprehensive definition encompasses leveraging technology to augment and transform traditional

teaching methods. It emphasizes the intentional use of digital resources to enhance instructional strategies, fostering interactive and collaborative learning environments. The goal is to create an educational experience that integrates technology not as an isolated element but as an integral part of the teaching and learning process. This definition underscores the importance of aligning technological tools with educational objectives, ensuring that technology enhances the learning experience and meets the diverse needs of students.

Pedagogical Transformation

The concept of pedagogical transformation through technology signifies a profound shift in the educational landscape. It involves a departure from traditional, one-size-fits-all teaching approaches toward a more dynamic and adaptive methodology. Pedagogical transformation is not merely about integrating technology; it is about leveraging technology to revolutionize teaching and learning. It encourages educators to view technology as an enabler, a catalyst that provides innovative tools to actively engage students. By integrating technology seamlessly into pedagogical practices, educators can create dynamic learning experiences tailored to individual learning styles.

This transformation is a deliberate and strategic endeavor to enhance overall teaching effectiveness, fostering a learning environment that prepares students for the challenges and opportunities of the digital age.

Real World Impact of Technology

Examining the real-world impact of technology integration reveals tangible and positive changes within educational settings. Improved student achievement, heightened motivation, and the development of essential skills such as collaboration and critical thinking are not just theoretical outcomes but practical realities. Real-world examples and case studies provide evidence of how technology has facilitated deeper understanding, increased student engagement, and enhanced the overall quality of education. From interactive simulations that bring abstract concepts to life to digital platforms that enable collaborative projects, the impact of technology is measurable and transformative. These instances underscore the transformative potential of technology within the educational domain, dispelling any skepticism by showcasing its practical benefits.

CHALLENGES AND OPPORTUNITIES

Acknowledging the challenges associated with technology integration is essential for formulating effective strategies. Issues of access, equity, and the digital divide represent significant obstacles that educators, policymakers, and institutions must navigate. Access to technology is not universal, and disparities in availability and quality persist. Addressing these challenges requires a proactive and comprehensive approach, involving policies that ensure universal access to technology resources and professional development programs that equip educators with the necessary skills. However, in tandem with these challenges, technology integration presents a myriad of opportunities for creating innovative learning environments. The ability to individualize instruction, foster creativity, and prepare students for the evolving demands of the digital landscape are among the myriad opportunity's technology presents. By embracing these opportunities, education can evolve to meet the needs of a diverse and dynamic student population.

Global Perspective in Education

Embracing global perspectives in education involves leveraging technology to transcend geographical boundaries. Digital platforms and online tools facilitate collaborative projects and virtual exchanges, creating opportunities for students to connect and learn from peers around the world. The goal is to cultivate cultural awareness, promote cross-cultural communication, and prepare students to be active participants in a globalized world. Incorporating global perspectives through technology is not merely an addition to the curriculum but a fundamental shift in how students perceive and engage with the world. By fostering international collaboration and understanding, technology enables education to become a catalyst for global citizenship, preparing students for a future where inter connectedness is the norm rather than the exception.

Equity in Technology Access

Ensuring equity in technology access is a critical aspect of responsible technology integration. Addressing the digital divide requires a multi-faceted approach that goes beyond merely providing devices. Initiatives must be in place to guarantee that all students, regardless of socio-economic backgrounds, have equal access to technology resources. This involves not only providing hardware but also ensuring reliable internet connectivity and addressing issues of digital literacy. Strategies may include community partnerships, government initiatives, and innovative funding models. The objective is to create an inclusive learning environment where

technology becomes a tool for empowerment rather than a source of disparity. By prioritizing equity in technology access, education can fulfill its mandate to be a force for social equality and justice.

Blended Learning Environments

The concept of blended learning represents a paradigm shift from traditional classrooms to a more flexible and dynamic educational model. Blended learning involves a thoughtful combination of in-person and online learning experiences, leveraging technology to create a seamless and integrated approach to education. In blended learning environments, technology becomes a conduit for increased flexibility, personalized learning paths, and opportunities for self-directed exploration.

Real-world examples of successful blended learning implementations demonstrate the positive impact on student engagement, achievement, and the ability to cater to diverse learning styles. From flipped classrooms where lectures are delivered online, allowing for more interactive in-person sessions, to adaptive learning platforms that tailor content to individual student progress, blended learning is a testament to the transformative potential of technology in shaping the future of education.

CONCLUSION

By elaborating on these key points, this paper provides a nuanced, comprehensive, and in-depth exploration of technology integration in education, considering its rationale, definitions, transformative potential, real-world impact, challenges, opportunities, global implications, equity considerations, and the shift towards blended learning environments. This detailed examination aims to provide educators, policymakers, and stakeholders with a rich understanding of the complex and interconnected facets of technology integration, offering insights that can inform effective and sustainable practices in educational settings.

In conclusion, technology integration in education is a transformative force with empirical evidence supporting its benefits. This thesis has examined real-world examples of the positive impact of technology integration while acknowledging the challenges that must be addressed. Successful integration requires evidence-based strategies, ongoing professional development, and a collaborative effort involving educators, administrators, policymakers, and technology developers.

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EMERGING TRENDS OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Priyanka Gupta*

ABSTRACT

Artificial intelligence has proved to be immensely capable in solving all the problems of education. Recent trends in education are discussed in this paper. The various layers of AI are discussed in this paper. The paper has brought into the notice that how AI can be used to provide timely feedback and study behaviour change. The paper also discusses the use of AI in assessment and automated grading.

Keywords: Personalized Learning, Learning Analytics, Predictive Analytics, Chatbots and Virtual Assistants

*Asst. Professor, Institute of Vocational Studies, affiliated to GGSIP University, Delhi

INTRODUCTION

The advancements in artificial intelligence (AI) technologies have sparked significant interest in their capacity to tackle challenges across diverse fields, with education standing out as a key focal point. Enhancing learning outcomes and ensuring accessible education for everyone have emerged as prominent global objectives, transcending boundaries between developed and developing nations. These objectives have gained heightened importance in the contemporary age of technology-driven personalization.

In the past few decades, there has been substantial progress in understanding the mechanisms of learning. Research has identified a set of practices collectively known as learning science, which, when systematically applied, can assist learners in maximizing their learning capabilities. Nevertheless, these effective practices have not been consistently integrated into educational curricula. Instead, individual teachers have largely taken the initiative to incorporate them based on their personal experiences and judgment. It was first recognized by John Seely Brown in 2010. He mentioned that all learning does not happen inside the classroom, arguing forcefully for blurring the distinction between formal learning [classrooms] and informal learning [outside]. He prophesied three influences as shaping the future of education – the digital age, social learning and technology [1].

The impact of these influences was very relevant in the corona virus pandemic. It has brought the lasting changes to the dynamics of interaction among education stakeholders. An estimated 1.8 billion learners and 95 million teachers were compelled to vacate traditional classrooms for an extended period (UNESCO, 2020) [2]. Virtually overnight, a majority of educational institutions shifted to online platforms and has continued in either fully remote or hybrid learning models for approximately 20 months. This abrupt move to remote learning has uncovered certain advantages, presented intriguing challenges, and triggered transformations in the educational landscape.

Layers of AI in education

The emerging trends of AI in education can be organized into several layers, each representing different aspects of technological innovation and application [3], [4]. Following are the four layers as given below:

1. Foundational Layer:

- **Personalized Learning Platforms:** AI is foundational in the development of personalized learning platforms that adapt to individual student needs, providing customized learning experiences.
- **Intelligent Tutoring Systems:** These systems use AI algorithms to provide real-time feedback and assistance, supporting students in their learning journey.

2. Data and Analytics Layer:

- **Learning Analytics:** AI-driven analytics help educators and institutions analyze data on student performance, behavior, and engagement to make informed decisions and optimize teaching strategies.
- **Predictive Analytics:** AI tools can predict student outcomes, identifying potential challenges and allowing for timely interventions.

3. User Interaction Layer:

- **Chatbots and Virtual Assistants:** AI-powered chatbots and virtual assistants enhance user interaction, providing instant support and information to students, educators, and administrators.
- **Natural Language Processing (NLP):** NLP enables more natural communication between users and educational technology, facilitating voice-activated interfaces and more intuitive interactions.

4. Advanced Applications Layer:

- **Immersive Learning Experiences:** AI is utilized in creating immersive and gamified learning experiences, making education more engaging and interactive.
- **Robotics in Education:** AI-driven robots contribute to hands-on learning experiences, assisting in subjects like coding and language learning.

Apart from these layers, there some other emerging trends in the application of AI in education.

- **Automated Grading and Assessment:** AI tools are being employed for automating the grading and assessment process. This helps educators save time and allows for quicker feedback to students.
- **Ethical and Responsible AI Education:** There's a growing emphasis on incorporating education about the ethical and responsible use of AI. This includes discussions about bias in algorithms, data privacy, and the societal impact of AI.

Each layer builds upon the other, creating a comprehensive framework for the integration of AI in education. Foundational technologies support personalized learning, data analytics enhances decision-making, user interaction technologies improve engagement, and advanced applications leverage AI for innovative educational experiences. These layers together contribute to the ongoing evolution of AI in education.

CONCLUSION

In a nutshell, this transition in education system has revealed advantages, presented challenges, and triggered transformations in the educational landscape. The layers of AI in education further highlight the ongoing evolution in this field. The foundational layer encompasses personalized learning platforms and intelligent tutoring systems, providing tailored educational experiences. The data and analytics layer facilitate informed decision-making through learning analytics and predictive analytics. The user interaction layer enhances engagement with AI-powered chatbots and virtual assistants, while natural language processing enables intuitive interactions. The advanced applications layer introduces immersive learning experiences and robotics, redefining traditional education.

Together, these layers and trends form a comprehensive framework for the integration of AI in education, shaping a future where technology contributes to more personalized, engaging, and effective learning experiences.

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PARADIGM SHIFT FROM TRADITIONAL CLASSROOM TO TECHNOLOGY BASED CLASSROOM

Neetu Sharma*

Puneeta Singh Bisht**

ABSTRACT

Over the years, the chalk-board classroom shifted into the full-speed internet interactive classroom because of the ICT revolution, which opened new avenues for learning by using emerging tools for learning, evaluation, and teaching.

COVID-19 shifted the normal classroom to online classroom. It turned to be successful to some extent because the student lies in the center of the education system and the teacher acts as a facilitator in constructing the knowledge by giving new experiences in the class. The teacher merely acts as a facilitator by giving new experiences and guiding students in the class. The technology- based classroom sets a high standard of quality and provides accessibility to loads of information to the students with just one click in the class. Therefore, this paper traces the paradigm shift in teaching-learning with the experimentation of the ICT tools in the classroom.

Keywords: Chalk-Board Classroom, Full Speed Internet, ICT Revolution, Accessibility, Paradigm Shift, New Experiences

*Asst. Professor, Institute of Vocational Studies affiliated to GGSIP University, Delhi

**Scholar, Institute of Vocational Studies affiliated to GGSIP University, Delhi

INTRODUCTION

“Learning is a process where knowledge is presented to us, then shaped through hunder standing, discussion, and reflection.”—Paulo Freire

With technology, the education system has transformed itself now. In the 21st century, the education wants to build the future of the child and high skilled population. In order to solve the complex issues of the global world, there has been a paradigm shift from the traditional classroom to technology-based classroom with the use of artificial intelligence. The New Education Policy (2020) has re-define the ‘teacher-centered’ outdated curriculum to

multidisciplinary and flexible learning with the use of ICT tools. From a child's perspective, the SMART classis inclusive, providing new experiences and skills which will help in building their concepts. It caters to the needs of diverse learners in the Indian classroom. Therefore, in this paper, we study about the paradigm shift in education.

OBJECTIVES

- To understand the paradigm shift in the classroom
- To highlight the key features of technology-based classroom
- To measure the challenges faced by technology-based classroom

THE PARADIGM SHIFT IN THE CLASSROOM-

The National Policy of 1986 focused on the traditional classroom by highlighting the key areas of education such as access to quality education, ensure facilities in primary schools (Operation Blackboard Scheme), minimum levels of learning in each stage of education and educating the weaker sections of the society. Because of the technology, the students need to upgrade keep their skills and keep in touch with the new advancements in technology. This led to the change in the pattern of education sector in 21st century. The New Education Policy (2020) focuses on the multi-disciplinary, flexible curriculum and holistic development of the child by equipping the students with 21st century skills along with the usage of technology in the classroom.

According to Kember (1997), there is a shift in relationships among the students and teachers in the learning context. He tried to understand the changing dynamics of the education from the past to present. A conceptual continuum was presented in which there were two extreme polars, made as teacher centered versus student-centered. Over here, the teacher-centered side focused on the role of the teachers in the content's selection and transmitting the structured knowledge which were based on the facts and rote-learning. There was less interaction between the students and teachers in the classroom. For example, the Indian schools preferred rote learning and focused more on the mugging up of the facts in the textbooks. On the other side, there is a need to focus on the active engagement, learning 'by doing,' discovering the course content methods. The teacher should act as a facilitator for the students. However, Kember (1997) believed that the teaching can only choose one side of the continuum.

The present education system demands the balance between the two extreme poles in the

technology-based classroom because the teacher handles the selection of the teaching-learning methods, modes of assessment and inculcating 21st century skills which will help them exchange their ideas, gain concrete experiences within the classroom and develop critical thinking among the students. Now, Information and Communication Technology (ICT) is playing a major role in shifting the focus from traditional classroom to knowledge building classroom. Even, the International Society for Technology in Education (ISTE) focused on the skills that are required by the students. Students today should be seen as digital citizens, knowledge constructors, creative communicators and empowered learners. The traditional method of learning in the classrooms has transformed itself by using technology in order to make lessons more interactive and contextual so that the students can apply the knowledge in their lives.

WHAT IS TECHNOLOGY BASED CLASSROOM?

Technology is considered as an asset in education because of its accessibility to information to the students. This will create a meaningful learning experiences for the students and make them 'active participants' rather than passive listeners in the classroom. Technology-based classroom refers to the integration and use of technology in the teaching- learning progress. For example, the use of smart-boards in the class to build strong concepts of social science. The technology is improving with new features and influencing the education sector. It has also increased the quality of education.

Some of the key features of technology-based classroom are:-

- 1) The blended learning environment requires an active involvement and effective understanding of the concepts by the learner because it allows open communication with the students. Over here, blended learning involves combining of digital learning objects such as educational games, chat bots, intelligent tutoring systems and google forms for the assessment.
- 2) The teacher follows a learner-centric approach in the class and their attitude in all point of the mind is given importance, such as speed of comprehension, level of language, etc. The teacher can easily reach out to many students at the same time and interact with each other.
- 3) The curriculum is flexible and multidisciplinary learning nowadays so that the diverse

interests, talents and career aspirations can be accommodated in the classroom. For example, the VARK learning style focuses on the four types of learners (visual, auditory, reading/writing and kinesthetic) and all these learners can be easily catered in the classroom with the help of technology. The students can grasp the concepts well with the help of images, audio and hands-on activities in the class.

4) It prepares the student for the future by learning tech-savvy skills such as excel, powerpoint, google forms, webpage and blogs for excelling their fields in their career. Because the knowledge of classrooms should apply in their lives.

CHALLENGES TO TECHNOLOGY BASED CLASSROOM

- 1) One of major challenge is the teachers lack the required technical skills that are required for the class. Most of them are convenient in providing the knowledge to students with the traditional method of chalk and talk.
- 2) The cost of infrastructure and resources is expensive for learners and educators, especially in rural areas and insufficient funds. This may create a digital divide among the learners. For example, the internet connectivity is not proper in the schools in rural, backward areas.
- 3) The National Education Policy (2020) focused on the digital education by using appropriate platforms, technology, curation and tools. However, there is no proper coherent policy for them.
- 4) The discovery and invention method is lacking among the students because of easy accessibility of content online and using artificial tools for completing their projects and homework. The habit of doing proper research from the books are losing relevance.

CONCLUSION

In the Indian context, the education system is slowly shifting towards technology-based classroom as compared to the world by incorporating the elements of the traditional classroom. So, the advancement in teaching-learning methods, assessment, evaluation and inclusive education are setting new standards in education. The teachers are actually the providers of education because they need to help the learners to develop self-confidence, self-

knowledge, cooperation and integration in order to help the students to develop holistically. Even, the pandemic pushed the world as well as teachers and students to continue learning in virtual mode with ICT tools. Therefore, education is a constantly evolving and the providers of education need to be on par with the upcoming reforms, policies, changes and the world.

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ARTIFICIAL INTELLIGENCE AND FUTURISTIC SCHOOLS

Panya Sharma*

ABSTRACT

This paper investigates the transformative impact of Artificial Intelligence (AI) on education, particularly within the framework of futuristic schools. Through an analysis of AI's role in personalized learning, innovative pedagogical practices, and the creation of dynamic learning environments, this study explores the potential of AI to reshape educational paradigms. Drawing upon empirical evidence and scholarly discourse, it addresses challenges and ethical considerations associated with AI integration, while providing insights into future educational landscapes augmented by AI technologies.

Key words: Artificial Intelligence, School Education, Advantages.

* Scholar, Institute of Vocational Studies affiliated to GGSIP University, Delhi

INTRODUCTION

Artificial Intelligence (AI) stands poised to revolutionize education, reshaping traditional teaching methods and ushering in a new era of personalized learning. With its ability to tailor educational experiences to individual students, AI promises to enhance engagement and outcomes in the classroom. This introduction sets the stage for an exploration of AI's transformative potential in education, outlining the paper's structure and themes.

In the following sections, we will delve into AI's impact on education, examining innovative practices and addressing ethical considerations. By shedding light on AI's role in shaping the future of learning, this paper seeks to contribute to ongoing discussions on the integration of technology in education.

AI TRANSFORMATIONS IN EDUCATION

AI Transformations in Education represent a significant shift in teaching methodologies, enabled by Artificial Intelligence (AI). Through personalized learning plans and adaptive teaching styles, AI empowers educators to tailor educational experiences to individual student needs, fostering greater engagement and academic success. In essence, AI in education promises a future where learning is more personalized, adaptive, and effective.

1. Personalized Learning Plans:

Personalized learning plans, driven by Artificial Intelligence (AI), offer tailored educational experiences that cater to individual student needs. By analyzing student data and adapting content delivery accordingly, these plans enhance engagement and optimize learning outcomes.

- Utilization of AI algorithms to tailor learning experiences based on individual student needs.
- Adaptive assessment mechanisms for tracking student progress and adjusting curriculum accordingly.

2. Adaptive Teaching Styles:

Adaptive teaching styles, facilitated by Artificial Intelligence (AI), revolutionize classroom instruction by dynamically responding to student progress and comprehension. With AI-powered insights, educators can adjust their teaching methods in real-time, ensuring optimal learning experiences for every student. This adaptability promotes greater engagement and academic achievement, shaping a more responsive and student-centered learning environment.

- AI-driven teaching assistants capable of adapting instructional strategies to accommodate diverse learning preferences.
- Dynamic content delivery systems responsive to real-time student engagement levels.

3. Innovative Practices with AI:

Artificial Intelligence (AI) drives innovative educational practices, enabling personalized learning and adaptive instruction. AI-powered tutoring systems offer tailored support, while assessment tools provide timely insights, enhancing educational outcomes. These practices foster dynamic and engaging learning environments, catering to the diverse needs of modern learners.

a) AI-Powered Tutoring Systems:

- Personalized tutoring programs leveraging AI algorithms to deliver targeted instructional support.
- Automated feedback mechanisms for providing timely assessments and corrective guidance.

b) Personalized Feedback Mechanisms:

- Data-driven insights facilitating targeted interventions to address student learning gaps.
- Adaptive assessment platforms offering formative feedback for continual improvement.

4. Futuristic Learning Environments:

Futuristic learning environments, driven by Artificial Intelligence (AI), adapt curriculum and pace to individual student progress, fostering personalized and immersive learning experiences. Integrating AI technologies, educators create dynamic and interactive spaces, inspiring creativity and critical thinking.

a) Dynamic Curriculum Adaptation:

- AI-enabled systems dynamically adjusting curriculum pacing and content delivery based on individual student mastery.
- Integration of real-time analytics to inform instructional decision-making and curriculum refinement.

b) Multimodal Learning Experiences:

- Immersive learning environments incorporating virtual reality (VR) and augmented reality (AR) technologies.
- Gamified educational experiences designed to enhance student engagement and motivation.

5. Imagining AI Impact in Schools:

Imagining the impact of Artificial Intelligence (AI) in schools unveils a future where personalized learning thrives. AI-powered reading assistants and life skills courses cater to individual student needs, enhancing learning outcomes. By envisioning AI's role, schools can embrace innovative practices that empower students and prepare them for success in an AI-driven world.

a) AI-Assisted Reading Programs:

- Intelligent tutoring systems supporting literacy development through personalized reading interventions.
- Natural language processing (NLP) technologies enabling automated text comprehension and analysis.

b) Life Skills Integration:

- AI-driven life skills courses tailored to equip students with essential competencies for future success.
- Adaptive learning platforms fostering self-directed exploration and mastery of critical life skills.

CHALLENGES AND ETHICS

Addressing the challenges and ethics of AI in education requires robust privacy measures, equitable access to technology, and responsible deployment practices. By navigating these issues, educators can maximize AI's benefits while ensuring student welfare and inclusivity.

a) Privacy Concerns:

- Safeguarding student data privacy in AI-driven educational environments.
- Implementation of robust data protection protocols to mitigate risks of unauthorized access and misuse.

b) Equity and Accessibility:

- Addressing disparities in access to AI technologies across socio-economic and demographic groups.
- Ensuring inclusive design practices to accommodate diverse learner needs and abilities.

CONCLUSION AND FUTURE OUTLOOK

In conclusion, AI presents promising opportunities for reshaping education, offering personalized learning experiences and innovative practices. However, ethical considerations and collaboration are crucial. By prioritizing responsible AI deployment and fostering inclusivity, we can create a future where education is accessible to all.

Looking ahead, continued research and innovation are key to refining AI technologies and addressing challenges. With a focus on ethics and collaboration, we can pave the way for an educational landscape that empowers students and fosters lifelong learning.

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National Conference

on

“Artificial Intelligence- A New Dawn in Education”

Programme Schedule: 30th January, 2024

11:00 am	Opening Ceremony (Lamp Lightening)
11:00 am-11:20 am	Welcome Note by Dr. Mandira Gupta
11:20 am- 11:45 am	Keynote Address by Dr. Amit Ahuja

TECHNICAL SESSION-I

(11:45 am– 1:30 pm)

Chairperson: Dr. Amit Ahuja

Co- Chair: Dr. Mandira Gupta

S. No.	Author Name	College/ University	Title of the Paper
1.	Dr. Tanveer Ikram	Comm- IT Career Academy affiliated to GGSIP University	Use of Generative AI: A Practical Implementation for CBSE IX AI Syllabus
2.	Dr. Mandira Gupta & Dr. Fozia Roohi	IVS affiliated to GGSIP University	Spreading Scope of AI in Education, Challenges & Opportunities in its Adoption
3.	Ar. Tushar Mondal	Periyar School of Architecture,	Playful Pedagogy: Digital Video Games (DVGs) as Tools for

		affiliated to GGSIP University	Inclusive Education and Skill Reinforcement
4.	Ms. Humairah Khatoon & Prof. Syedah Fawzia Nadeem	IASE, Jamia Millia Islamia	Empowering Inclusive English Language Teaching through Artificial Intelligence: Strategies and Implications for Diverse Learner Profiles
5.	Ms. Aradhana Jha & Ms. Shivani	IVS affiliated to GGSIP University	Paradigm Shift from Traditional Classroom to Technology Based Classroom
6.	Ms. Nazia Hassan & Ms. Sapna Pandey	IVS affiliated to GGSIP University	Artificial Intelligence and the Future Classroom
7.	Dr. Farzana Munawwar	Department of Education, Al-Falah University	Emerging Trends of Artificial Intelligence in Education
8.	Mr. Gyanendra Kumar Shukla & Mr. Lekhram Prajapati	Comm- IT Career Academy affiliated to GGSIP University	Exploring Ensemble Methods for Effective Text Classification in Data Mining Environments
9.	Mr. Muzammil Akhlaq	DOES, Jamia Millia Islamia	Revolutionizing Teacher Education: A Synergistic Approach to Sustainability through Artificial Intelligence
10.	Dr. Vinod Kumar Kanwaria & Ms. Archana Yadav	University of Delhi	Planning Out Artificial Intelligence Methods for Tailored Learning in the Context of Automated Tutoring Systems

Lunch Break (1:30 pm – 2:00 pm)

TECHNICAL SESSION- II

(2:00 pm- 3:30 pm)

Chairperson: Dr. Amit Ahuja

Co- Chair: Dr. Mandira Gupta

S. No.	Author Name	College/ University	Title of the Paper
1.	Dr. Neha Sharma	SCERT, Delhi	AI and its Handholding with Humans in Education
2.	Ms. Ashalata Bedant & Ms. Sapna Rani	VDIT affiliated to GGSIP University & IVS affiliated to GGSIP University	Revolutionizing Education - Harnessing The Power of Artificial Intelligence
3.	Mr. Asim, Ms. Farhana Mariyam, Dr. Mohammad Mumshad	Comm- IT Career Academy affiliated to GGSIP University	Transformative Learning: A Deep Dive into Artificial Intelligence Integration in Education
4.	Ms. Priyanka Dhingra	DOES, Jamia Millia Islamia	Use of Artificial Intelligence in Education
5.	Dr. Almas Parveen & Ms. Nahid Raees	IVS affiliated to GGSIP University	Technology Integration in Education: Enhancing Learning Experiences for the 21st Century
6.	Ms. Priyanka Gupta	IVS affiliated to GGSIP University	Emerging Trends of Artificial Intelligence in Education
7.	Ms. Neetu Sharma & Ms. Puneeta	IVS affiliated to GGSIP University	Paradigm Shift from Traditional Classroom to Technology based Classroom
8.	Ms. Panya Sharma	IVS affiliated to GGSIP University	Artificial Intelligence and Futuristic Schools

Report Presentation & Vote of Thanks: Dr. Fozia Roohi



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AWADH BHAWAN

*FC-31, Sheikh Sarai, Phase-II
DDA Institutional Area,
Press Enclave Road, New Delhi-110017
Telephone: 011-29257793*

