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AI-Driven Transformation:

Multidisciplinary Perspectives on Emerging Technologies, Innovation and Society



Editors

Dr. Deepmala Mishra
Prof. (Dr.) Nitin M. Raval
Dr. Ajay Raval

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From the Editors' Desk

It gives us immense pleasure to present this international edited volume titled ***AI-Driven Transformation: Multidisciplinary Perspectives on Emerging Technologies, Innovation and Society***, published by **Gyanbodh Publication**. This volume has been conceptualized as a multidisciplinary academic platform to bring together scholars, educators, researchers, industry professionals, policymakers, entrepreneurs, and innovators to share their original research, critical insights, and emerging perspectives on the transformative role of Artificial Intelligence (AI) in contemporary society.

Artificial Intelligence is rapidly transforming the way individuals, institutions, industries, and governments function. Its growing applications across education, healthcare, business, finance, governance, communication, environmental management, and other sectors are creating new opportunities for innovation, efficiency, and sustainable growth. At the same time, these developments raise significant ethical, social, economic, legal, and technological challenges that require thoughtful academic discussion and responsible engagement. Recognizing these opportunities and challenges, the present volume seeks to explore the evolving relationship between Artificial Intelligence, technological innovation, and societal transformation.

The book encompasses a wide range of interdisciplinary themes, including AI-driven organisational transformation, the future of work, generative AI, human–AI collaboration, ethical AI adoption, algorithmic bias and fairness, intelligent decision-making, AI in healthcare, AI-driven marketing, financial technology, intelligent supply chains, data privacy, cybersecurity, AI and creativity, climate action, sustainable development, smart cities, and Artificial Intelligence in education. It also welcomes scholarly contributions addressing emerging technologies, digital innovation, and their implications for individuals, institutions, industries, and society.

Through this edited volume, we aim to encourage meaningful dialogue between theoretical understanding and practical applications by bringing together conceptual studies, empirical investigations, case studies, review papers, and evidence-based research. The contributions are intended to highlight innovative approaches, identify emerging challenges, and provide valuable insights into the responsible and inclusive use of Artificial Intelligence. We believe that interdisciplinary collaboration is essential for understanding the wider implications of technological advancement and for shaping a sustainable, ethical, and knowledge-driven future.

The editorial team is committed to maintaining academic quality, originality, research integrity, and scholarly relevance. All submitted manuscripts are expected to undergo an appropriate review process, with due attention to originality, academic standards, and publication ethics. Our objective is to provide a valuable scholarly resource that supports researchers, educators, professionals, policymakers, and students in understanding and responding to the rapidly changing landscape of Artificial Intelligence and digital transformation.

We cordially invite faculty members, research scholars, doctoral candidates, scientists, industry professionals, entrepreneurs, and independent researchers to contribute their valuable research and perspectives to this international edited volume. We firmly believe that the collective contributions of scholars from diverse disciplines will enrich academic discourse and help develop new perspectives on the role of Artificial Intelligence in transforming technology, innovation, and society.

We look forward to your valuable contributions and hope that this publication will serve as a meaningful academic resource, inspiring further research, collaboration, innovation, and responsible technological development for the benefit of society.

— Editors

Dr. Deepmala Mishra

Prof. (Dr.) Nitin M. Raval

Dr. Ajay Raval

Preface

The twenty-first century is witnessing a remarkable transformation driven by Artificial Intelligence (AI), emerging technologies, and continuous innovation. These developments are reshaping organisations, industries, professional practices, economic systems, and social relationships. From education and healthcare to business, finance, governance, communication, and environmental sustainability, Artificial Intelligence is creating new opportunities while introducing complex challenges that demand critical academic attention. Recognizing the growing influence of these technological advancements, Gyanbodh Publication is pleased to present this international edited volume titled ***AI-Driven Transformation: Multidisciplinary Perspectives on Emerging Technologies, Innovation and Society***.

This edited volume has been conceptualized as a multidisciplinary academic platform that brings together researchers, academicians, industry professionals, policymakers, innovators, and scholars from diverse fields to examine the expanding role of Artificial Intelligence in transforming contemporary society. The book aims to encourage original research, conceptual discussions, empirical investigations, case studies, and review papers that explore the applications, implications, challenges, and future possibilities of AI-driven transformation.

The volume covers a wide range of contemporary and emerging themes, including AI-Driven Organisational Transformation, Artificial Intelligence and the Future of Work, Generative AI and Knowledge Work, Human–AI Collaboration, AI-Enabled Decision Intelligence, Responsible AI Adoption, Algorithmic Bias and Fairness, AI-Driven Innovation Ecosystems, Human-Centric Artificial Intelligence, Digital Transformation in Emerging Economies, Intelligent Digital Ecosystems, Artificial Intelligence for Sustainable Development, AI-Driven Smart Cities, and Artificial Intelligence in Education. It also addresses AI applications in healthcare, marketing, financial services, supply chains, cybersecurity, data privacy, creativity, communication, climate action, and environmental sustainability. Through these interdisciplinary perspectives, the volume seeks to promote scholarly dialogue and collaborative research across academic, professional, and industrial domains.

The editorial vision of this publication emphasizes originality, academic quality, research integrity, innovation, and interdisciplinary collaboration. Contributions are intended to provide meaningful insights into the opportunities and challenges associated with AI-enabled technologies, including ethical considerations, organisational accountability, technological dependence, data security, social well-being, and sustainable development. By encouraging

diverse perspectives and evidence-based investigations, this volume seeks to contribute to a deeper understanding of how Artificial Intelligence can be developed and applied responsibly for the benefit of individuals, institutions, and society.

This edited volume aspires to bridge the gap between theoretical understanding and real-world applications by presenting research that explores practical approaches to technological innovation and societal advancement. We hope that the ideas and findings presented in its chapters will support informed decision-making, encourage responsible innovation, strengthen interdisciplinary cooperation, and inspire further research in the rapidly evolving field of Artificial Intelligence. The publication also seeks to highlight the importance of balancing technological progress with ethical responsibility, human values, inclusiveness, and environmental sustainability.

We warmly invite faculty members, research scholars, doctoral candidates, scientists, industry professionals, entrepreneurs, and independent researchers to engage with the scholarly contributions presented in this volume. We sincerely believe that the collective knowledge and experiences represented in this publication will make it a valuable academic resource for researchers, educators, students, policymakers, professionals, and innovators interested in understanding the transformative influence of Artificial Intelligence on technology, innovation, and society.

We express our sincere gratitude to all contributing authors, reviewers, editorial board members, and academic collaborators for their valuable efforts and support. Their scholarly contributions and commitment to knowledge creation are essential to making this publication a meaningful addition to contemporary multidisciplinary research literature.

Editorial Team

Gyanbodh Publication

December 2026

Theme of the Book

The central theme of this international edited volume, ***AI-Driven Transformation: Multidisciplinary Perspectives on Emerging Technologies, Innovation and Society***, is to explore the transformative role of Artificial Intelligence (AI) in reshaping organisations, industries, professional practices, and contemporary society. As AI continues to advance and influence different dimensions of human life, there is a growing need for multidisciplinary research that examines its applications, opportunities, challenges, ethical implications, and future directions. This volume seeks to understand how AI-driven technologies can contribute to innovation, organisational development, economic progress, social well-being, and sustainable growth.

This edited volume provides a multidisciplinary scholarly platform for academicians, researchers, educators, scientists, industry professionals, policymakers, entrepreneurs, and research scholars to present original and innovative contributions addressing the emerging influence of Artificial Intelligence across diverse fields. It encourages conceptual studies, empirical research, case studies, and review papers that examine the integration of AI into organisational strategies, workplace practices, decision-making processes, healthcare systems, financial services, supply chains, education, communication, creative industries, and environmental initiatives. The publication aims to bridge theoretical understanding with practical applications while encouraging responsible technological advancement and interdisciplinary collaboration.

The book encompasses a broad range of contemporary themes, including AI-Driven Organisational Transformation; Artificial Intelligence and the Future of Work; Generative AI and Knowledge Work; Human–AI Collaboration; AI-Enabled Decision Intelligence; Responsible AI Adoption; Algorithmic Bias and Fairness; AI-Driven Innovation Ecosystems; Human-Centric Artificial Intelligence; AI-Enabled Digital Transformation in Emerging Economies; Intelligent Digital Ecosystems; Artificial Intelligence for Sustainable Development; AI-Driven Smart Cities; and Artificial Intelligence in Education. It also addresses AI applications in healthcare, marketing, financial services, intelligent supply chains, data privacy, cybersecurity, creativity, communication, climate action, and environmental sustainability. These themes provide opportunities for researchers from different disciplines to investigate emerging developments and contribute innovative perspectives.

Special emphasis is placed on responsible and ethical AI adoption, organisational accountability, human–AI collaboration, workforce transformation, intelligent decision-making, technological innovation, data privacy, cybersecurity, sustainable development, and

the social implications of emerging technologies. The volume also seeks to examine how AI can enhance productivity, improve institutional and organisational capabilities, support informed decision-making, and create new opportunities for inclusive growth. Through scholarly contributions and academic review, the publication aims to promote meaningful discourse on balancing technological advancement with ethical responsibility, human values, and societal well-being.

Ultimately, this edited volume aspires to become a valuable academic reference for researchers, educators, students, industry professionals, policymakers, entrepreneurs, and innovators by presenting emerging trends, research findings, practical applications, and forward-looking perspectives on AI-driven transformation. It seeks to encourage further research, strengthen interdisciplinary collaboration, and contribute to a technologically innovative, socially responsible, and sustainable future.

Gyanbodh Publication

Blessings



It is a matter of great pleasure to learn about the publication of the international edited volume, ***AI-Driven Transformation: Multidisciplinary Perspectives on Emerging Technologies, Innovation and Society***, by Gyanbodh Publication.

Artificial Intelligence and emerging technologies are transforming the contemporary world in unprecedented ways. This valuable academic initiative provides an important platform for researchers, academicians, educators, industry professionals, and scholars to exchange knowledge, share innovative ideas, and explore the opportunities and challenges associated with technological advancement. Such scholarly efforts encourage interdisciplinary collaboration, responsible innovation, and the application of knowledge for the betterment of society.

I deeply appreciate the efforts of the editorial team, contributing authors, reviewers, and everyone associated with Gyanbodh Publication for undertaking this meaningful academic initiative. I extend my heartfelt blessings and best wishes for the successful publication of this volume. May this endeavour inspire research excellence, ethical use of Artificial Intelligence, and technological progress for the welfare of humanity.

My sincere blessings and best wishes for the grand success of this publication.

Jay Swaminarayan

Shastri Swami Shree Premswaroopdasji
Managing Director
Swaminarayan University

Message



I am delighted to extend my heartfelt congratulations on the publication of the international edited volume, ***AI-Driven Transformation: Multidisciplinary Perspectives on Emerging Technologies, Innovation and Society***, published by Gyanbodh Publication.Artificial Intelligence and emerging digital technologies are playing an increasingly significant role in transforming organisations, industries, professional practices, and society. In this rapidly evolving technological landscape, the present edited volume offers a valuable scholarly platform for bringing together researchers, academicians, industry professionals, policymakers, and innovators to explore emerging developments, share research findings, and examine the opportunities and challenges associated with AI-driven transformation.The multidisciplinary scope of this publication is particularly commendable, as it addresses important areas such as organisational transformation, the future of work, human–AI collaboration, intelligent decision-making, healthcare, education, financial services, cybersecurity, smart cities, and sustainable development. Such academic initiatives contribute to strengthening research culture, encouraging interdisciplinary cooperation, and promoting the responsible application of emerging technologies.I sincerely appreciate the dedicated efforts of the editorial team, contributing authors, reviewers, and Gyanbodh Publication for bringing together diverse scholarly perspectives in this important field. I am confident that this volume will serve as a useful academic resource for researchers, students, educators, professionals, and policymakers while inspiring further research, innovation, and meaningful contributions to society.I convey my best wishes to the entire editorial team for the grand success of this valuable academic initiative.

With best regards,

Prof. Dr. Sanjay Gupta
Former I/C Vice Chancellor
Professor & Director, Center of Research
Children's Research University

LIST OF CONTRIBUTORS

Chapter Authors

Mr. Awadhesh Yadav
Dr. Ajay Raval
Ms. Niralee Mehta
Dr. Harikrishna A. Patel
Dr. Sanarti Sanga
Dr. Chet Narayan Sahu
Prof. (Dr.) Sujan Kumar Patel
Dr. Deepmala Mishra
Prof. Dr. Nitin M. Raval
Dr. Shefaliben Kanubhai Patel

PEER REVIEWERS

Name	Designation and Institution
Dr. Sunita	Assistant Professor, Shri Baba Mastnath, Institute of Educational Training and Research, Asthal Bohar, Rohtak, Haryana, India
Prof. Parth Sarthi Pandey	Professor in Education and Regional Director, Central Institute of Hindi, Regional Centre: Shillong (Ministry of Education, Govt. of India), Mawkasiang, Meghalaya
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Dr. H. A. Patel	Assistant Professor, S. S. Patel College of Education, KSV
Dr. Shailesh kumar Pandey	Assistant professor, M D P G College, Pratapgarh, UP
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Dr. Bhanumati C. Pilli	Assistant Professor, Dept. of Geography & Research Centre, PC College, Margao, GOA
Dr. Gollapalli Tejeswara Rao	Assistant Professor, School of Education, Mizoram University
Prof. Pradeep Kumar Mishra	Director & Professor, Centre for Policy Research in Higher Education, National Institute of Educational Planning & Administration (NIEPA), New Delhi

ILLUSTRATOR / DESIGNER

Mr. Darshan Bhatt
Email: darshanbhatt9@gmail.com

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Artificial Intelligence in Education: Personalized Learning, Intelligent Assessment and Academic Innovation

Mr. Awadhesh Yadav
Assistant professor
Department of Special Education faculty of Education
SGT University Gurugram Haryana 122505

Abstract

All education systems are being asked to do more with less teaching capacity: larger, more diverse groups of learners. And though AI is promoted as a solution to this challenge, the evidence of its benefits does not always match the hype. This chapter explores the evidence on three areas of most visible AI in education: personalized learning, intelligent assessment, and academic innovation. Bringing together peer-reviewed scholarship, policy documents and well-known learning theories, it examines the mechanisms behind adaptive tutoring, learning analytics, and automated scoring, summarizing what the evidence says about their efficacy and limitations. The argument is that it is not the content complexity of the AI algorithms which defines value, but rather pedagogical clarity, teachers' scope for autonomous decision making, and data governance. Considering issues of algorithmic bias, privacy, access, academic integrity and the Indian policy environment (through NEP2020), a four-tiered framework of purpose, pedagogy, people and protection is suggested to help institutions adopt (and perhaps adapt) AI with intention rather than reaction. The chapter concludes that AI tools are best viewed as complements to human judgement – not as replacements – and identifies research priorities on ethical issues.

Keywords: artificial intelligence in education; personalized learning; intelligent assessment; learning analytics; academic innovation; educational equity

1. Introduction

The notion that instruction should be adapted to the individual learner predates the computer. Bloom (1984) reported that students who had been tutored one-to-one showed gains of about two standard deviations relative to those in conventional classrooms, and he referred to the challenge of replicating this in naturalistic settings as the '2 sigma problem'. Subsequent research has fallen short of this benchmark. Van Lehn (2011) summarised the evidence and

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found the effects of human tutoring to be around 8 tenths of a standard deviation and that step-based Intelligent Tutoring Systems are surprisingly close to that. But the goal has remained constant: to put every learner in front of someone just as effective as a human tutor.

That goal is especially important in countries where classes are large, and learners have a wide range of knowledge, home language and access to support. India is a case in point. In one secondary school classroom, for example, learners may read confidently at the expected grade level, while in the same class, learners are many years behind in literacy, and the teacher is also responsible for tracking registers and assessing examinations and other forms of evaluation. India's National Education Policy 2020 addresses these realities through moves towards competency-based learning, frequent formative assessment, home language instruction and more nuanced integration of technology (Ministry of Education, Government of India, 2020). AI tools are often seen as a convenient way to achieve these aims.

But enthusiasm has often outstripped it. In examining the research literature on AI in higher education, Zawacki-Richter et al. (2019) noted that most articles had been written by computer scientists, educators were seldom among their authors, and ethical and pedagogical reflection was limited. Selwyn (2019) pushes this even further by asking whether it is, at all, desirable to automate teaching tasks, even when technically feasible. These warnings inform the framing of this chapter, which does not seek to list tools, but to understand what each type of AI application intends to achieve, and through what evidence, and under what conditions it might do harm.

This chapter is structured as follows. Sections 2 to 5 define and elaborate the concepts of AI in education and the theories that underlie and inform it, plus learning, personalised learning, intelligent assessment and academic innovation. This is accompanied by a discussion of the potential risks involved in AI development (Section 6) and a proposed framework to enable

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responsible adoption (Section 7), research directions (Section 8) and concluding remarks (Section 9).

2. Conceptual Foundations

2.1 What counts as AI in education

"AI in education" is a catchall term for a wide range of technologies, so much of the confusion stems from how we lump them together. Holmes et al. (2019) break down such applications according to who they are for: Systems learners interact with include adaptive tutors and pronunciation practice, and those that support teachers include tools for planning, marking and tracking the progress of classes. Systems that back up institutions include ones for admissions, timetabling, advising and retention. Likewise, Chen et al. (2020) found published applications clustered in administrative, instructional and learning-aid roles, with techniques from expert systems to machine learning and natural language processing.

A second good distinction is that between systems that encode rules written by human designers, and systems that discover regularities in data. The former are more straightforward, since we can understand the set of explicit rules, whereas the latter are opaque, since behaviour is inferred from data. And in a school, for instance, that difference can be important, because teachers can only reason about rules they understand.

2.2 Learning theory as a test of usefulness

Of course, technology is only educational when it is founded on an account of how humans learn. Three concepts keep coming up throughout the chapter. One is Vygotsky (1978)'s zone of proximal development, which describes the distance between what a learner is capable of doing now and what they can do with appropriate help. Adaptive systems are like a computational approximation of the zone of proximal development: they aim to predict the zone and keep tasks within it. A second is the quality of formative assessment, which Black and Wiliam (1998) found to have a significant effect on learning, especially for lower attainers. A third is the work of Hattie and Timperley (2007), who found feedback to be most effective when it clarifies what to do to improve (feed up and feed forward) rather than simply being

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praise or criticism for what has been done (feedback). These are easy tests for AI feedback tools.

3. Personalized Learning

3.1 Adaptive systems and intelligent tutoring

The oldest type of personalized learning technology is intelligent tutoring systems, a subset of computer-aided instruction. Most use a standard structure: a domain model of what you need to learn, a learner model of where the student seems to stand in that domain, and a pedagogical model of what to show you next. The main idea used to update the learner model is called knowledge tracing, which captures how the probability that a student has mastered a skill increases after each attempt (Corbett & Anderson, 1995). When the probability exceeds some threshold, the system presents new material, and when it doesn't, the system presents practice or a hint.

The evidence for these technologies is quite promising, but uneven. In a meta-analysis of controlled studies, Kulik and Fletcher (2016) concluded that students using intelligent tutoring programs learned better than those in comparison conditions in the majority of studies, with an average effect size of about two-thirds of a standard deviation. Field trials-measuring the impact of programs on thousands of real students, teachers and schools-are more mixed. Pane et al. (2014) studied an algebra program popular with many school districts and saw very little impact after the first year of implementation but a positive effect in the second. One reasonable interpretation is that the program wasn't causing problems in the first year, it was simply taking schools and teachers a while to incorporate it into their routines.

3.2 Generative AI as a learning companion

Large language models have shifted the terms of the debate by enabling open-ended conversations with a machine. A learner can solicit an answer that describes photosynthesis for a ten-year-old, a relevant worked example in Hindi or Tamil, or run through a spoken interview. These three affordances exist, and for learners without access to private tuition, might be quite useful. For multilingual environments like India, they are of particular interest since the ability

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to support the learner in their first language is aligned with the national policy priorities for linguistic diversity.

The constraints are equally tangible. Generative systems will generate fluent responses that contain inaccuracies and are less likely to be caught by students with the most naïve knowledge. An agent that is intended to be helpful may also deliver answers that sideline the struggle with the problem that fosters understanding. For this reason, there are specific constraints that a general-purpose chatbot does not have: prompts that instruct the learner to try before they get the answer, responses connected to the curriculum, and logs to allow educators to monitor how the system is actually being used.

3.3 Where personalization falls short

Three caveats are in order. Personalization typically adjusts much more easily quantifiable features (pace, sequence, difficulty) but may leave out less measurable sources of variation in learning: motivation, belonging and identity. Williamson and Eynon (2020) reflect on previous erroneous promises that the technical optimization of content delivery could be a full substitute for the social side of schooling. Learning is collaborative as well as individual: send children down different paths and class discussions, debates and peer explanations could diminish unless teachers plan for them. Personalization is only as good as the learner model it rests on: a model created largely from the experiences of a particular population would not necessarily be accurate for another population differing in language, culture or prior schooling experiences.

4. Intelligent Assessment

4.1 Automated scoring and feedback

Assessment is a very lengthy part of a teachers work, thus the motivation to automate it. Automated essay scoring has been researched for many decades (Shermas & Burstein, 2013), and current systems at least in the instructional context can score well-structured writing and give students feedback within seconds. Its strengths are speed, tireless consistency and the ability to give students many revisions. Its weaknesses are familiar – superficial characteristics like length and vocabulary alone may be rewarded at the expense of substance; extremely good but unusual responses might be penalised, and students might manipulate the scoring system

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at the expense of a reader. The best current conclusion is that automated scoring is suitable for formative, low-stakes draft work and that consequential decisions should be human.

4.2 Learning analytics and early warning

Learning analytics is the capture and analysis of data about learners and their environments in order to better understand and improve learning (Siemens & Long, 2011). Institutions harness it to spot disengaged students, to let teachers know what their whole class is struggling with, or to assist advisors. The technology can reveal issues before a teacher even notices; it also raises ethical dilemmas that performance cannot resolve. Slade and Prinsloo (2013) believe that students should be participants in analytics, not just sources of data: that transparency exist about what is being gathered, that students give meaningful consent, and that how a student is labelled by a prediction does not influence the way staff view him or her. If labelled "at risk," expectations may be lowered until the student meets that label.

4.3 Integrity of assessment in the age of generative AI

Generative AI has thrown normal assessment into disarray. Students can whip up convincing essays, code, and problem answers in seconds. In reaction, some institutions have aimed to root out the cheat by means of software that can detect no matter whether a paragraph or code was completed by means of AI. This method is not only one hundred% inaccurate, but it also has unequal ills. Liang et al. (2023) identified that 5 detectors-popular amongst businesses-are prone to wrongly marking do the job from nonlocal English writers as generated by a box. With a giant population of multilingual English speakers, the dangers of a false accusation are much too large to use the outcome of a detector as the only proof.

The better of the second two responses, at least in the long run, is to rethink assessment. Approaches include writing in class; viva-like oral tests; drafts with a revision trail, around a concept or notion; project-based work in a local setting; and the reversal of prompting – where a student is asked to critique or augment an output produced by the AI. Such approaches evaluate what students have learned and can do rather than what they can submit. They align

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closely with the competency-based focus of national policy. Table 1 summarizes the primary role of AI in assessment, the associated risks, and potential safeguards.

Table 1. Functions of AI in assessment, associated risks and safeguards

Function	AI contribution	Main risk	Safeguard
Formative feedback	Immediate comments on practice work and drafts	Generic or incorrect feedback; over-reliance	Teacher review of sample outputs; ask students to act on feedback
Automated scoring	Consistent marking of structured responses	Rewards surface features; can be gamed	Restrict to low-stakes use; human moderation of high-stakes work
Learning analytics	Early identification of struggling learners	Labelling, privacy loss, biased predictions	Transparency, consent, regular bias audits
Integrity checks	Similarity and AI-text detection	False accusations, especially of non-native writers	Use as a prompt for conversation, never as sole proof
Adaptive testing	Questions adjusted to ability level	Narrow content coverage; item exposure	Combine with varied, performance-based tasks

5. Academic Innovation

5.1 Support for teachers and instructional design

Teacher professional judgements Of course we should be careful to note that the advantage gained is productivity, that is time saved. Teachers' judgement may be required on the quality of the material (particularly in the case of writing, which can contain historical and cultural inaccuracies, or may be too bland for a particular class) and how the new free time is used. Going back to the planning process, to working with classes, to collaboration with colleagues, would be the hoped-for educational gain, but more time in a class, or in a report may not be.

5.2 Inclusion and accessibility

One of the biggest advantages of AI for education is access. Speech recognition and captioning can make classrooms accessible to students with hearing disabilities; text-to-speech can help students with dyslexia or visual impairments; and machine translation can provide access to the material of the course to learners who are not comfortable with the course language. These

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are all important, because they can dramatically expand participation in education without changing the delivery of the content. Quality can vary dramatically between languages, though, and tools designed for the world's biggest languages may not work well for regional languages and dialects; claims of inclusion should be tested with the students they're about rather than assumed.

5.3 Institutional and curricular innovation

At the institutional level, students receive their routine questions in the form of AI-based advising assistants, conflicts are reduced by scheduling tools and informed decisions are made based on predictive models. Universities are also beginning to mainstream skills that range from ways of speaking and using an AI, to how to critically scrutinise the products of this new way of working – AI literacy. With curriculum design, AI can be used to automate genre-specific parts of work, from coding to content analysis, plagiarism checks to precision editing. These kinds of technology use require us to ask what we are trying to teach. As some aspects of drafts and searches become de facto skill of the labour force, then we should use curriculum space for more human things: framing problems, weighing evidence, reflecting on values and collaboration.

This type of innovation is as much cultural as it is technological. Benefiting the most are the institutions that give teachers time and training, promote little pilots with critical assessment and share results across departments. Institutions that buy platforms from above and measure success on how many licences they launch often find the excitement vanishes when the novelty wears off.

5.4 Teacher professional development and learner AI literacy

But, for teachers and students, you cannot prepare AI. Training just on one product (through a one-off workshop or through districts' innovation centres) quickly becomes obsolete; more sustainable programmes help teachers find out what these systems can, can't and shouldn't do, how to check outputs, and how to embed them into the lesson with an explicit learning goal. Professional learning communities-where colleagues share prompts, misfires and adapted resources-can be more effective than top-down training. For learners, AI literacy means both practical skills-how to write an effective prompt, how to factcheck an answer with a search

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engine-and a way of thinking: the fluency trap-understanding that well-formed language does not mean correct language, that systems train on the data we give them, and that students are still ultimately responsible for their work.

There is much scope for debate over Indian circumstances and the wide variation in institutions. A city-centre private university, a rural district government school and a distance-learning centre that caters to workers will be constrained in very different ways. Approaches based on stable broadband or individual devices will not travel. Those that have appeared in other worlds – delivered to smartphones, resilient to intermittent bandwidth and localized in multiple languages – are more likely to reach the disadvantaged users they aim to serve, with public institutions playing an important role in subsidizing infrastructure and open educational resources so not all smaller institutions are pricing out and price-sensitive.

6. Challenges and Risks

6.1 Algorithmic bias

Bias and inequality Education AI reflects the data upon which it was built Baker and Hawn (2022) describe research showing that predictive models in education can have different accuracy for learners with different racial, gender, language, or socioeconomic status, and that these differences may not be identified before the model is used in the real world. A dropout-prediction model trained on past data may learn the disadvantages of the past and channel less support to students who need it most. Reducing this kind of bias requires testing for performance disparity, involving community stakeholders in the design, and pulling the plug on systems that cannot be equitable.

6.2 Privacy and data protection

School services collect vast amounts of data on what children read, where they pause and what they get wrong. This information can be sensitive, especially for children, and potentially lucrative. India's Digital Personal Data Protection Act, 2023, sets out requirements relating to consent and the use of children's data, and institutions will have to turn these into concrete practices relating to, for example, minimising data collected, limiting data stored and vendor

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agreements. Schools and universities must be able to declare simply and clearly where data is stored, who has access to it and for what.

6.3 Unequal access

Access to devices, connectivity and electricity and digital skills are unevenly distributed. If the advantages are skewed towards well-resourced urban institutions, disparities will only increase. Policies could include designs that support low-bandwidth and offline capabilities, shared-device delivery and investing in teachers' skills in underserved areas rather than assuming access.

6.4 Teacher agency and the quality of the evidence

Another under-recognized risk is the slow loss of professional judgement that comes with automated decisions that seem to be non-partisan. Selwyn (2019) suggests that a lot of teaching is relational and ethical labour that cannot be simplified into an optimization problem. Simultaneously, there is little evidence for many commercial products, and most evidence that does exist is provided by the vendor. Williamson and Eynon (2020) point to the role of technology companies and policy networks in shaping normative assumptions. Schools should require vendors to provide independent data and should regard internal pilot data as critical.

6.5 Academic integrity and authorship

Generative tools also raise a non-technical question - what does it mean for a student to be an author of a piece of work? Few schools would have a problem with a spell-checker, many would welcome a translation tool, but handing in someone else's essay is generally considered cheating. Everything in the middle is up for debate. Precise course-level guidelines on what is acceptable, and what needs to be acknowledged and why are better than bans - hard to police - or no restrictions, which may undermine the purpose of the task. Rules are easiest to obey if students have a voice in writing them, and what teachers do with AI in preparing lessons or marking work should be transparent to students.

At the core of this all is the point of assessment. If students can write convincingly and without actually learning anything, then perhaps the problem is the assignment. Perhaps we could take

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the threat of generative AI as an opportunity to ask what we want students to learn and do - a question that might be more productive than an arms race between generations.

7. A Framework for Responsible Adoption

The above argues for adoption to start at pedagogical and conceptual questions, rather than tools. Table 2 describes a four-layer framework consisting of purpose, pedagogy, people and protection, with guiding questions, which institutions may consider with respect to any AI tool.

Table 2. Four-layer framework for adopting AI in education

Layer	Core concern	Guiding questions
Purpose	Clarity about the educational problem	What learning problem are we solving? Is AI the most suitable response, or would a simpler measure work?
Pedagogy	Alignment with how learning occurs	Does the tool support practice, feedback and understanding? Does it preserve opportunities for discussion and productive struggle?
People	Teacher and learner agency	Have teachers been trained and consulted? Can they override the system? Are learners taught to question its outputs?
Protection	Fairness, privacy and accountability	Has the tool been checked for bias? Who owns the data? How are errors, complaints and misuse handled?

The layers are intended to be used in sequence. A tool that cannot be tied to a clear purpose should not proceed to evaluation of its technical features, and a tool that passes the pedagogical test but fails on protection should not be deployed until the gaps are closed. Institutions can also use the framework retrospectively to review tools already in use.

8. Directions for Future Research

Many gaps should be addressed: the most high-powered experiments have been done in high-income nations and in maths or science, so we have a poor understanding of adaptive tools in multilingual, resource-constrained classrooms, and in the humanities; we need more longitudinal research to assess whether learning gains are maintained, and in the long-term whether dependence on AI support hampers independent problem-solving; co-designed research with teachers (rather than as end users) is most likely to generate useful tools; we need

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work on multilingual models for Indian languages, explainable predictions (so teachers can question the reasoning), and assessment designs that hold for students using generative tools; and evaluation should go well beyond test scores and also look at motivation, wellbeing and equitable outcomes.

9. Conclusion

AI promises to make a difference in education: tutoring for students who miss out, instant feedback, administrative chores and greater accessibility for those with particular needs. It introduces some well-known risks in new guises: unfair algorithms, our obsession with data collection, surface learning and assessment that isn't. The studies I've considered suggest the impact will hinge on how and where it's put into action: a tutoring product will make a difference for some students but be ineffective for others depending on how a school implements it, and a dashboard showing a student's past performance will support them or mark them out depending on how an educator responds.

Use AI deliberately. Put a clearly identified learning challenge first; ensure independent evidence; safeguard learner data; let teachers make the high-stakes choices and rejig assessment so that it rewards comprehension. AI will enhance learning most when it is harnessed as a tool that enables teachers to do what they do, and learners to have more agency, and least when it is asked to do what only teachers or learners can.

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From Gurukula to Algorithm: Continuity and Change in India's Knowledge Transmission

Dr. Ajay Raval
Assistant Professor, S. S. Patel College of Education, Faculty of Education, Kadi Sarva Vishwavidyalaya, Gandhinagar, Gujarat, India
Ms. Niralee Mehta
Independent Researcher, M.A., B.Ed., Gandhinagar, Gujarat, India

Abstract

Indian societies have transmitted knowledge in many ways: through the close, oral and residential relationship of the gurukula, through monastic centres and tols, through colonial schooling, and now through digital platforms and algorithmic systems. This conceptual chapter traces these phases and asks what has continued and what has changed. Drawing on historical scholarship, classical texts in translation, and contemporary literature on artificial intelligence in education, it compares the gurukula and algorithmic models across authority, relationship, pace, assessment, ethical formation and access. The chapter argues that algorithmic systems revive some features of the guru-shishya tradition, notably individual attention, repetition and learner-initiated questioning, while departing from it in scale, in the opacity of authority, and in the commercial setting of knowledge. It also cautions against romanticising the gurukula, whose access was restricted by caste, gender and social position, and against dismissing Indian Knowledge Systems as irrelevant to a digital age. The chapter concludes with implications for policy under the National Education Policy 2020 and for teacher education, and proposes that Indian Knowledge Systems be treated as a source of questions and design principles for responsible AI in education, not as a store of slogans.

Keywords: Indian Knowledge Systems; Gurukula; Guru-Shishya Tradition; Artificial Intelligence; Knowledge Transmission; Education in India

1. Introduction

A child in a village school in Gujarat today may meet an idea in four ways on the same afternoon. The teacher may explain it aloud. A textbook may set it out in print. A video on a phone may show it animated. A chatbot may answer a question about it in a few seconds, in a tone of complete confidence. Each of these is a different way of moving knowledge from one mind to another, and each carries assumptions about who knows, who learns and what counts

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as understanding. The oldest of them, the spoken explanation of a teacher to a small group of learners, is also the one that Indian tradition has reflected on most deeply.

The phrase "from gurukula to algorithm" is a convenient shorthand for a very long history. The gurukula, the household or hermitage of the teacher in which the student lived and learned, stands for an old and influential picture of how knowledge is passed on in India. The algorithm stands for the new picture, in which recommendation engines, adaptive platforms and large language models mediate what is learned and how. Between these two points lie monasteries and tols, village pathshalas, colonial schools and universities, and the mass school system of independent India.

This chapter asks two questions. What, in the way knowledge is transmitted, has continued across these phases? And what has changed in ways that matter for learners, teachers and society? The questions are timely. The National Education Policy 2020 calls for the integration of Indian Knowledge Systems (IKS) into education at all levels, and it also encourages the use of technology, including artificial intelligence, in learning and assessment (Ministry of Education, 2020). These two directions are often discussed separately. Placing them in the same frame may help educators think more clearly about both.

The chapter is conceptual and historical in approach. It draws on scholarly histories of Indian education, on classical texts in translation, on critical studies of colonial education, and on current literature on AI in education. It does not claim to be a complete history, and it does not report primary data. Its aim is to offer a structured comparison and to draw out some implications for educational practice.

2. Knowledge Transmission: A Working Framework

Knowledge transmission is used here to mean the organised ways in which a society passes its understanding, skills and values from one generation, or one person, to another. Several features distinguish one mode of transmission from another. The first is the medium: speech, manuscript, print, screen or machine. Ong (1982) argued that the move from orality to writing and print changes not only how knowledge is stored but also how people think, since oral cultures depend on rhythm, repetition and memory in ways that literate cultures do not. The second is the relationship between teacher and learner: how long it lasts, how personal it is, and how authority is established. The third is the setting, whether household, monastery, school or network. The fourth is who is admitted and who is excluded.

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Lave and Wenger (1991) offer a useful way to think about the relational side. They described learning as a process in which newcomers take part in the real activities of a community of practice, beginning at the edge and gradually moving toward fuller membership. Learning, in this view, is a matter of becoming a certain kind of person within a community, and not only of acquiring information. As the next section shows, this description fits the gurukula closely. It also raises a question for the algorithmic age: can a platform be a community of practice, or does it supply information without membership?

3. The Gurukula Tradition

Historians describe the earliest Indian educational arrangements as centred on the teacher. Altekar (1934) and Mookerji (1947) document a system in which the student, after an initiation, lived with the teacher, served the household, and received instruction over many years. Scharfe (2002) cautions that our evidence is uneven and that practice differed across regions, periods and traditions, so that the neat image of a single gurukula system is partly a later construction. With this caution in mind, a number of recurring features can be identified.

First, learning was oral and relational. The Vedic corpus is known as śruti, "what is heard," and its transmission depended on listening, recitation and exact repetition under a teacher's ear. Staal (1986) described the elaborate methods of recitation by which Vedic texts were preserved over many centuries with notable accuracy, including multiple patterned ways of reciting the same text that served, in effect, as error-checks. Memory was therefore a disciplined and respected skill, not a sign of shallow learning.

Second, instruction combined text with dialogue. The Upanishads are largely records of teaching conversations. In the Chandogya Upanishad, for example, the teacher Uddalaka guides his son Svetaketu through a series of questions and illustrations rather than by a single lecture (Olivelle, 1996). A familiar verse of the Bhagavad Gita advises the seeker to learn by humble approach, by questioning, and by service to the teacher. The classical sequence of listening (śravaṇa), reflection (manana) and sustained contemplation (nididhyāsana) describes a path from reception to personal understanding, and it gives questioning a legitimate place at the centre of learning.

Third, the education was formative as well as informational. The convocation address in the Taittiriya Upanishad, in which the teacher instructs departing students to speak the truth, to practise dharma, and to honour parents and teachers, shows that conduct was part of the

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curriculum (Olivelle, 1996). The teacher was expected to embody what was taught, and students learned as much from daily life in the household as from formal instruction.

Fourth, attention was individual. A teacher with a small number of students could judge when a pupil was ready to proceed, and could adapt explanation to the pupil's temperament. This is the quality that Bloom (1984) later identified as the strength of one-to-one tutoring. The traditional ideal and the modern research finding point to the same thing: close attention to the particular learner.

4. Beyond the Gurukula: Monasteries, Tols and Pathshalas

Indian knowledge transmission was never confined to the hermitage. Buddhist monasteries created large communities of learning with libraries, debate and organised curricula. Takshashila is remembered in tradition and in the National Education Policy as an ancient centre of learning, and Nalanda, which flourished from roughly the fifth century CE and attracted scholars from across Asia, including the Chinese pilgrim Xuanzang in the seventh century, is among the best known institutions of its kind (Mookerji, 1947; Scharfe, 2002). Its decline by the end of the twelfth century closed one of the high points of institutional learning in the subcontinent.

At the level of everyday schooling, tols in Sanskrit learning and pathshalas and madrasas in local and Persian-Arabic learning formed a dispersed network. Their pupils were children of varied backgrounds who learned reading, writing and arithmetic and, in some cases, higher subjects such as grammar, logic and law. William Adam's surveys of education in Bengal and Bihar in the 1830s recorded a large number of such schools, which he described as teaching in local languages and adapted to local needs (Adam, 1835/1941). Dharampal (1983) used similar records from other provinces to argue that indigenous education was widespread before colonial rule. Later historians have questioned the extent, depth and inclusiveness of that picture, and the debate is not settled. What can be said with confidence is that a varied network of teaching existed, that it rested on local patronage, and that it was not a single uniform system.

In these settings, several features of the gurukula persisted in modified form. The teacher still held personal authority. Older pupils often helped to teach younger ones in what became known as the monitorial method. Instruction was oral and based on repetition and memory. Assessment was embedded in the teacher's continual observation. What had changed was scale

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and social range: more children were taught, for shorter periods, with less depth of personal formation.

5. Colonial Disruption and the Rise of the Mass School

The decisive shift in the organisation of knowledge came with colonial rule. Macaulay's Minute of 1835 argued for the use of English as the medium of higher instruction and for the creation of a class of Indians who would act as interpreters between the rulers and the ruled (Macaulay, 1835/1920). The Wood's Despatch of 1854 led to the foundation of universities in Calcutta, Bombay and Madras in 1857, with an examination-based structure, a fixed curriculum and a degree as the mark of qualification.

Kumar (2005) argues that this change was more than a matter of language or syllabus. It introduced a new conception of knowledge as a fixed body of text, prepared by distant authorities, to be learned from a standard book and tested by an external examination. The teacher became a functionary who delivered a syllabus, not a guide who formed a pupil. Authority moved from the person to the institution and the textbook. Kumar also notes that the textbook-and-examination model has proved remarkably durable and has outlived colonial rule.

Reformers of the national movement responded in different ways. Tagore's school at Santiniketan sought to recover the open-air, relational quality of the older tradition in a modern form, and Gandhi's proposals for basic education centred on productive work and the mother tongue. Neither became the dominant model. The mass school system built after independence aimed, rightly, at universal access and equality of opportunity, and it did expand schooling on a scale that no earlier arrangement had approached. The price, which many teachers will recognise, was large classes, a heavy syllabus and an emphasis on examination results (Kumar, 2005).

6. The Algorithmic Turn

The most recent phase has come quickly. Over the past two decades Indian learners have gained access to video lectures, national digital platforms such as SWAYAM and DIKSHA, and a wide range of commercial applications. The arrival of generative AI has added a conversational interface that can explain, summarise, translate and tutor on request. Holmes et al. (2019) describe the underlying technologies, including adaptive learning systems, automated assessment and learning analytics, which build a model of the learner and use it to decide what

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to present next. Luckin et al. (2016) present the case that such systems can make learners' progress visible and can offer individual support at scale.

There is real potential here. A learner in a remote area may reach explanations that were once available only in a city. A child who is shy about asking a question in class may ask a machine without embarrassment. Translation tools can bring material in English within reach of readers of Gujarati, Hindi and other languages. Kasneci et al. (2023) note that large language models can support personalised learning and can lighten teachers' routine work, provided they are used with attention to accuracy and with adequate preparation for teachers and students.

The risks are equally real. Algorithmic systems often work as black boxes: their outputs are produced by processes that users cannot inspect (Pasquale, 2015). They may reproduce bias present in the data on which they were trained (Noble, 2018). Williamson and Eynon (2020) observe that AI in education is shaped by technical and commercial interests, and Selwyn (2019) warns against treating the teacher as a problem that technology is meant to solve. A recommendation engine optimises for engagement, which is not the same as understanding or wisdom. UNESCO (2023) urges a human-centred approach, with attention to data protection, regulation and the protection of learner agency.

7. Comparing the Two Models

Table 1 sets the two models side by side. The comparison is of ideal types, and real practice on both sides was and is messier. A gurukula could be authoritarian and an algorithmic tutor could be attentive. Even so, the contrast clarifies where the main differences lie.

Table 1

Two models of knowledge transmission compared

Dimension	Gurukula tradition	Algorithmic systems
Authority	Personal; vested in a known teacher and lineage	Impersonal; vested in a model, a platform or its owner
Relationship	Long, face-to-face, often residential	Brief, mediated, usually one-to-many or one-to-machine
Mode	Oral, repeated, memorised, discussed	Text, video and chat; searchable and retrievable

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Pace	Set by the teacher's judgement of the learner	Set by the system's model of the learner
Assessment	Continuous observation, recitation, dialogue	Automated scoring, analytics, adaptive tests
Ethical formation	Central; teacher models conduct	Peripheral unless deliberately designed in
Access	Restricted by caste, gender and patronage	Wide in principle; limited by devices, connectivity and language

The comparison shows a trade-off that deserves attention. Algorithmic systems greatly widen access and offer a form of individual pacing that the mass school could not. The gurukula, by contrast, offered personal authority, sustained relationship and ethical formation, but only to a few. Neither model, taken alone, answers the question of how to educate a large and diverse population well.

8. Continuities and Changes

8.1 What continues

Several themes persist across the long span from the gurukula to the algorithm. The first is the aim of individual attention. The teacher's judgement of a pupil's readiness in the hermitage and an adaptive system's estimate of a learner's mastery share an intention, although they differ greatly in how they pursue it. The second is repetition and practice. The oral tradition's patterned recitation and the spaced-practice and retrieval exercises built into many digital tools both rest on the observation that durable learning needs rehearsal.

The third is questioning. The classical advice to approach the teacher with respectful questions has a modern counterpart in the conversational interface, where a learner can ask repeatedly, without fear of looking foolish. The difference is that the old tradition expected the teacher to question back, testing and deepening the student's understanding. A chatbot answers; it does not necessarily teach. A learner who gets a fluent answer to every question may never learn to ask a better one.

The fourth is the concern with ethics. Indian thought has long held that knowledge without discipline and responsibility is dangerous. This idea sits comfortably with

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current discussion of responsible AI. Floridi and Cowls (2019) summarise much contemporary AI ethics in five principles: beneficence, non-maleficence, autonomy, justice and explicability. A reader familiar with the Taittiriya convocation address will recognise a kinship in spirit, even though the vocabulary and context differ.

8.2 What changes

The changes are as important. Scale is the most obvious: a single system can now serve millions of learners at once. Authority has changed in character. In the gurukula the learner knew the teacher, the teacher's lineage and the teacher's faults. In an algorithmic system the source of an answer may be unclear, its reliability uncertain and its owner distant. The commercial setting is also new. A teacher in the traditional model received dakshina and respect; a platform generates revenue from attention and data. Finally, the question of who is included has altered. Digital systems can, in principle, open learning to those the old order excluded, though only if devices, connectivity, language support and digital skills reach them.

9. Avoiding Two Errors

Discussion of Indian Knowledge Systems in the digital age can slide into one of two errors. The first is romanticism: treating the gurukula as a lost golden age whose methods need only be revived. This view passes over the exclusions described earlier and ignores the evidence that the tradition was varied and, at times, rigid. It also risks turning IKS into a set of slogans that give comfort but little guidance.

The second error is dismissal: assuming that traditional knowledge has nothing to say to a technological society. This overlooks the sophistication of Indian traditions of logic, grammar, mathematics, medicine and ethical reflection, and it overlooks the useful questions they raise. How should authority and trust be established when the source of knowledge is not a person? What does it mean to know something, as opposed to retrieving it? What kind of person should education form? These questions are not antiquarian. They are the questions that thoughtful people are now asking about AI.

A sounder approach treats IKS as a resource for critical thinking. It involves reading the sources carefully, in context and with attention to their limits, and then asking what principles might be carried forward and under what conditions. That approach also respects the evidence base.

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Claims that a classical text anticipated a modern technology should be handled with caution unless the text and the argument can be set out clearly.

10. Implications for Policy and Teacher Education

The National Education Policy 2020 provides the setting for much of this discussion (Ministry of Education, 2020). Its call to integrate IKS and its encouragement of educational technology can be developed together. Several implications follow.

Treat the teacher's relational role as a core professional strength. If machines can supply explanation and practice, the teacher's distinctive contribution lies in relationship, judgement and example, which are the very qualities the guru-shishya tradition valued. Teacher education programmes can emphasise mentoring, dialogue and the teacher's role as a model of conduct.

Teach questioning as a skill. The tradition of paripraśna can inform exercises in which students learn to question AI outputs, test them against reliable sources and revise their own understanding. Learners should be taught to ask better questions, and not only to obtain quick answers.

Build ethical formation into digital learning. Courses on technology can include discussion of honesty, responsibility and the effect of tools on others. This does not need to be framed as religious instruction. It can draw on the long Indian tradition of reflecting on duty, truthfulness and restraint, alongside other ethical traditions.

Keep access and equity in view. A system that reproduces the exclusions of the old order, now through the digital divide, will have missed the point. Investment in devices, connectivity, local-language content and teacher training should accompany any expansion of AI-supported learning.

Study the interface between tradition and technology. Universities can support careful research on how traditional pedagogical ideas, such as oral practice, dialogue and mentoring, might inform the design and use of digital tools, and on where they do not apply.

Use primary sources responsibly. Courses on IKS should work with texts in reliable translation and with the critical scholarship around them, so that students encounter the tradition in its complexity and not in a simplified form.

11. Limitations and Directions for Future Research

This chapter has limits. It is a conceptual comparison, and the models it compares are ideal types that simplify a varied history. Scholarly opinion about the extent of indigenous education

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before colonial rule remains divided, and the evidence for early periods is fragmentary. The discussion of algorithmic systems relies on literature that is changing quickly and that draws largely on research outside India. It does not report empirical findings on how Indian learners and teachers use these tools.

Future work could address these gaps. Historians could examine regional traditions, including those in Gujarat, in more detail. Researchers in education could study how teachers who work with both traditional and digital methods describe their practice. Classroom studies could test whether questioning-based approaches drawn from the Indian tradition improve how learners use AI assistants. Comparative work with other oral and apprenticeship traditions could place the Indian case in wider perspective.

12. Conclusion

The journey from gurukula to algorithm is not a simple story of progress or decline. The gurukula offered a deep personal bond, disciplined practice and ethical formation, but it served a narrow circle. The colonial and post-colonial school widened access and imposed a standard, examination-driven model. Algorithmic systems promise individual pacing and reach on a scale not seen before, while raising new questions about authority, transparency, equity and the purpose of education.

Some themes connect all three: the wish to attend to the individual learner, the value of practice and the central place of the question. Others divide them: scale, the nature of authority, the commercial setting and the question of who is included. The practical task for educators and policy makers is to keep what is valuable in each, namely relationship, access and rigour, and to remain honest about what each leaves out. Indian Knowledge Systems can contribute most to this task not as a finished answer but as a body of long reflection that helps us ask what we want knowledge, teachers and technology to do for the next generation.

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Artificial Intelligence in Teacher Education: Personalized Learning, Intelligent Assessment and the Changing Role of the Teacher Educator

Dr. Harikrishna A. Patel

Assistant Professor
S. S. Patel College of Education, Faculty of Education
Kadi Sarva Vishwavidyalaya, Gandhinagar, Gujarat, India

Abstract

Artificial intelligence (AI) is gradually entering teacher education, yet its implications for those who prepare teachers receive less attention than its use in school classrooms. This conceptual chapter examines how AI-supported tools are shaping three areas of teacher education: personalized learning for student-teachers, intelligent assessment of their work and practice, and the changing role of the teacher educator. Drawing on published literature and policy documents, including India's National Education Policy 2020, the chapter discusses how adaptive platforms, automated feedback and learning analytics can help student-teachers progress at their own pace and give teacher educators timely information about learning gaps. It also considers the limits of these tools: data privacy, algorithmic bias, over-reliance on automated scoring, and the risk that the reflective and relational parts of teacher preparation, such as teaching practice and mentoring, are reduced to what can be measured. The chapter argues that AI should support, not replace, the professional judgement of the teacher educator, whose role shifts from transmitter of content toward mentor, curator of learning experiences and guide in the ethical use of technology. It closes with practical suggestions for B.Ed. programmes, including AI literacy within the curriculum, clear institutional guidelines for responsible use, and continuing professional development for faculty.

Keywords: Artificial Intelligence; Teacher Education; Personalized Learning; Intelligent Assessment; Teacher Educator; Responsible AI

1. Introduction

Teacher education sits at an unusual point in the debate on artificial intelligence. Most public discussion concerns what AI will do to school classrooms: whether pupils will use chatbots to write their homework, whether adaptive software will assist weaker readers, whether automated marking will lighten a teacher's workload. Far less is said about the institutions that prepare teachers in the first place. Yet these institutions shape how the next generation of teachers will think about technology. A student-teacher who completes a B.Ed. programme

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without ever being shown how to question an algorithm's output is unlikely to teach children to do so.

The question is pressing for a practical reason as well. Generative AI tools became widely available to ordinary users within a short span, and student-teachers now use them to plan lessons, summarise readings and draft assignments, often without any institutional guidance. Teacher educators, for their part, are being asked to respond to this change while carrying their usual teaching, supervision and administrative loads. Kasneci et al. (2023) note that large language models offer real opportunities for both learners and teachers, but that they also demand critical thinking, careful oversight and adequate teacher preparation if they are to be used well. The responsibility for that preparation falls, to a large extent, on teacher education institutions.

This chapter looks at AI in teacher education through three connected lenses. The first is personalised learning for student-teachers. The second is intelligent assessment of their academic work and classroom practice. The third is the changing role of the teacher educator, who stands between the technology and the trainee. The chapter is conceptual. It draws on published research, international guidance documents and Indian policy, and it does not report primary data. Its aim is to set out what AI can reasonably offer, where its limits lie, and what B.Ed. programmes might do in response.

The discussion rests on a narrative review of peer-reviewed articles, books and policy documents on AI in education, teacher education and assessment, with particular attention to sources that address higher education and teacher preparation. Because the field is moving quickly, claims about specific tools are kept general, and the emphasis is placed on questions that are likely to remain relevant as the tools change.

2. Conceptual Background

2.1 Artificial intelligence in education

In education, the term AI covers a range of systems that can perform tasks which would normally need human judgement, such as recognising patterns in learner data, adjusting the difficulty of material, generating text or scoring written responses. Holmes et al. (2019) describe several families of such tools: intelligent tutoring systems, adaptive learning platforms, automated writing evaluation, learning analytics dashboards and, more recently, conversational agents built on large language models. Luckin et al.

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(2016) argued early on that the educational value of AI lies in making visible things that were previously hard to see, such as how a particular learner is progressing, rather than in replacing teachers.

The idea of technology-supported individual attention is not new. Bloom (1984) showed that students who received one-to-one tutoring performed far better than those taught in conventional classes, and he framed the challenge of finding group methods that came close to this result as the "2 sigma problem." Later work on intelligent tutoring systems suggested that well-designed systems could approach the effectiveness of human tutors in some well-structured subjects (VanLehn, 2011). These findings explain much of the enthusiasm for AI-based personalisation. They also carry a caution: the strongest evidence comes from structured domains such as mathematics and basic science, and teacher education involves skills, such as judgement in an unpredictable classroom, that are much harder to structure.

2.2 What makes teacher education different

Teacher education is not simply another subject area to which AI can be applied. Shulman (1986) argued that teachers need a blend of subject knowledge and knowledge of how to teach it, which he called pedagogical content knowledge. Koehler and Mishra (2009) extended this view by adding technology, proposing that effective teaching with technology depends on the interaction of technological, pedagogical and content knowledge. Schön (1983) described the capacity of good practitioners to reflect while acting, a quality that cannot be handed over in a lecture. A programme that prepares teachers must therefore build knowledge, practical skill and reflective habits together, over time, in real classrooms and in relationship with mentors.

This has two consequences for the use of AI. First, a good deal of what teacher education tries to develop, such as ethical sensitivity, classroom presence and the ability to read a group of children, does not translate neatly into data. Second, teacher education has a double responsibility. Student-teachers are learners who may benefit from AI-supported tools, and they are also future professionals who must decide how those tools should be used with children. Institutions have to attend to both roles at once.

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3. Personalised Learning for Student-Teachers

3.1 What personalisation can offer

A B.Ed. cohort is rarely uniform. Some trainees come from a science background and find educational psychology unfamiliar; others have studied humanities and struggle with statistics in the research course. Some have prior teaching experience, and some have none. A common lecture schedule serves these groups unevenly. Adaptive platforms can in principle address this by diagnosing what a learner already knows, recommending readings or exercises at a suitable level, and allowing revision of weak areas at the learner's own pace. Holmes et al. (2019) point out that such systems model the learner, the content and the pedagogy, and use the model to decide what a student should do next.

For student-teachers the practical benefits are easy to imagine. A trainee unsure about the difference between formative and summative assessment can ask an AI assistant for several explanations pitched at different levels, request examples from primary or secondary classrooms, and test herself with practice questions. A trainee whose first language is not English can use translation and simplification tools to access research articles. Learning analytics can alert a teacher educator when a student has stopped engaging with online material, so that a conversation can happen before the problem grows (Siemens & Long, 2011). In large programmes, where one faculty member may be responsible for many trainees, such early signals have genuine value.

3.2 Limits of personalisation

Personalisation is often presented as an unqualified good, but several cautions apply. The first concerns what is being personalised. Most adaptive systems work well with content that can be broken into small units and checked with short questions. They are less suited to developing a teacher's educational philosophy, her understanding of diverse learners, or her ability to manage a classroom. If a programme leans too heavily on systems that optimise what is easy to measure, it may quietly narrow its own idea of what a teacher needs to know.

The second caution concerns the learner's independence. Selwyn (2019) warns that technological solutions can encourage a view of learning as an individual, data-driven process and can reduce the shared, conversational character of education. Teacher

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education depends heavily on discussion, peer observation and collaborative planning. A student-teacher who learns mostly alone with a screen may meet the content but miss the professional community in which teaching knowledge is actually formed.

The third caution is about over-reliance. When a chatbot can produce a lesson plan in seconds, a trainee may stop wrestling with the problem of how to sequence ideas for a particular group of children. That wrestling is itself the learning. Dwivedi et al. (2023), in a wide-ranging discussion of generative AI, record both its potential for productivity and its risks, including inaccuracy, plagiarism and the weakening of independent thinking. For teacher education the lesson is not to forbid these tools but to design tasks in which the thinking the trainee does cannot be outsourced, for example by asking her to defend, adapt and critique an AI-generated plan against a real class.

4. Intelligent Assessment in Teacher Education

4.1 Potential uses

Assessment in teacher education has two strands. One is academic: assignments, examinations, reflective journals and research projects. The other is practical: lesson plans, micro-teaching, and internship in schools. AI can touch both. In the academic strand, automated tools can score objective items instantly, flag possible plagiarism, give first-level feedback on structure and language in written work, and show patterns in how a class has performed on particular topics. These functions can free faculty time and shorten the interval between submission and feedback.

The timing of feedback matters. Black and Wiliam (1998) established that formative assessment, in which information about performance is used to adjust teaching and learning, can raise achievement substantially. Hattie and Timperley (2007) added that feedback is most effective when it tells the learner where she is going, how she is doing and what to do next. AI tools that provide prompt, specific comments on a draft lesson plan or reflective essay can support this process, particularly in large cohorts where individual written feedback from a faculty member is difficult to sustain for every task.

In the practical strand, the possibilities are newer. Video recordings of micro-teaching sessions can be analysed for features such as teacher talk time, the distribution of questions, or the range of pupils who responded. Simulated classroom environments can allow a trainee to practise responding to a difficult situation without any risk to real

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children. Such tools should be treated as aids to observation rather than as judges. They can show a trainee that she asked mostly recall questions, but they cannot say whether a particular silence in the room was thoughtful or bored.

4.2 Risks and responsible practice

Automated scoring brings familiar problems. Scoring systems are trained on past data and may reward surface features, such as length and vocabulary, in place of the quality of an argument. They may disadvantage students whose writing style or language background differs from the training data. Baker and Hawn (2022) review evidence of algorithmic bias in educational applications and note that such bias can arise at several points, from the choice of data to the way predictions are used, and that it can affect learners differently according to demographic characteristics. In a country as linguistically and socially varied as India, this risk is not abstract. A tool calibrated on English-medium, urban data may serve a Gujarati-medium rural trainee poorly.

Learning analytics raise a further set of issues. Slade and Prinsloo (2013) argue that institutions collecting data about students have obligations concerning consent, transparency, the possibility of error and the danger of labelling students on the basis of incomplete data. A dashboard that marks a trainee as "at risk" may help her receive support, or it may colour how faculty see her for the rest of the course. Decisions about people, particularly decisions with consequences for their careers, should rest with accountable humans who can explain their reasoning.

These concerns lead to a simple working principle: AI-generated scores and flags should inform, not determine, a judgement. For high-stakes assessments, such as internship evaluation, a teacher educator who has observed the trainee should make the final decision. Students should also be told clearly which parts of their assessment involve automated tools and should have a route to question the result.

5. The Changing Role of the Teacher Educator

The teacher educator is the central figure in this discussion. If AI can explain concepts, generate practice questions and provide first-level feedback, what remains for the human educator to do? The answer, in my reading of the literature, is that the educator's role does not shrink so much as it shifts in emphasis. Table 1 summarises the main changes.

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Table 1. *Shifting emphases in the work of the teacher educator*

Function	Traditional emphasis	Emphasis in an AI-supported program e
Instruction	Delivering content to the whole cohort	Designing learning experiences; curating and checking AI-supported resources
Assessment	Setting and marking tasks, mostly manually	Interpreting analytics and automated feedback; judging what machines cannot judge
Mentoring	Supervising practice teaching	Guiding reflection on practice, with AI-generated data as one input
Ethics	Modelling professional conduct	Teaching and modelling responsible, transparent use of AI

The first shift is from transmitter of content to designer of learning experiences. Information on educational theory is now easily available, in several languages, at any hour. What a teacher educator adds is the selection, sequencing and interpretation of that information, and the creation of situations in which student-teachers must apply it. Class time can be used less for telling and more for discussion, case analysis and practice.

The second shift is toward mentoring. Because routine explanation and feedback can be partly automated, faculty time can be redirected to the relational work that machines handle poorly: listening to a trainee's anxieties before her first practice lesson, helping her interpret a difficult episode in a school, and modelling how an experienced teacher thinks through a dilemma. The reflective practice that Schön (1983) described depends on a conversation with someone who has more experience, and no tool currently replaces that conversation.

The third shift is toward technological and ethical guidance. Teacher educators must themselves become reasonably informed users, able to explain what a large language model is, why it can produce confident but false statements, and how data about learners may be stored and used. This does not mean every faculty member must become a technologist. It means being able to ask sensible questions about any tool brought into the programme. The framework

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of Koehler and Mishra (2009) is useful here, because it reminds educators that technology decisions should follow pedagogical purposes and not the other way round.

The fourth shift is toward modelling. Student-teachers learn about teaching partly by observing how their own teachers teach. A teacher educator who uses AI openly, acknowledges its errors, cites its contributions, and shows how to verify its output teaches responsible practice more effectively than any lecture on ethics. A teacher educator who forbids the tools while using them privately, or who accepts any output uncritically, teaches something else.

None of this is easy. Faculty workloads are heavy, and professional development in technology is uneven. Darling-Hammond et al. (2017) found that effective professional development tends to be focused on content, to involve active learning and collaboration, to provide coaching and expert support, and to be sustained over time. One-off workshops on a new tool, delivered without follow-up, are unlikely to produce lasting change. Institutions that expect their faculty to change their roles must give them time and structured support to do so.

A short, hypothetical example may help to show how these shifts look in practice. A teacher educator in a B.Ed. programme asks her trainees to prepare a lesson plan on a topic from the secondary social science syllabus. Trainees are free to use an AI assistant to produce a first draft, but they must submit three things: the draft as generated, their revised plan, and a brief note explaining what they changed and why. In class, the educator does not mark the drafts line by line. She asks pairs to exchange plans and look for places where the plan assumes knowledge that Class 9 pupils may not have, where the questions only test recall, or where the activity would not work in a crowded room with limited materials.

In this arrangement the AI tool saves time at the stage where time is least valuable, the blank page. The learning happens in the revision and discussion, where trainees must apply what they know about pupils, curriculum and classroom conditions. The educator's contribution lies in framing the task, listening to the reasoning in the notes, and raising the questions that the tool did not. The same task also gives her honest evidence of how each trainee thinks, which a polished final plan alone would not provide.

6. Ethical and Governance Concerns

Several ethical issues recur across the literature. Floridi and Cowls (2019) synthesised a number of AI ethics statements into five principles: beneficence, non-maleficence, autonomy, justice and explicability. These principles provide a useful lens for teacher education.

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Beneficence and non-maleficence ask whether a tool genuinely helps learners and avoids harming them. Autonomy asks whether students and faculty retain meaningful control over decisions that affect them. Justice asks whether benefits and risks are fairly distributed, and explicability asks whether people can understand how a result was produced.

Data privacy deserves particular attention. Many freely available AI tools process what users type on servers outside the institution, and trainees may paste in lesson plans, reflections or even details about pupils met during school placement. Institutions should be clear about what may and may not be entered into external tools, and should prefer tools whose data practices are transparent. UNESCO (2021, 2023) stresses a human-centred approach, data protection and the need for regulation and capacity building, and encourages education systems to develop their own policies instead of leaving the matter to individual users.

Equity is the other major concern. Access to devices, connectivity and digital skills varies widely among trainees and institutions. A programme that assumes every student has a reliable smartphone and data plan may widen existing gaps. Williamson and Eynon (2020) caution that AI in education is shaped by commercial and technical interests, and that educators and policy makers should be alert to whose priorities are embedded in the tools. Academic integrity forms the third area of concern. Institutions need assessment designs and honour practices that acknowledge the existence of generative AI, rather than rely on detection software alone, whose reliability is contested.

7. The Indian Policy Context

India's National Education Policy 2020 provides a supportive backdrop for these discussions (Ministry of Education, 2020). The policy recognises the potential of technology, including artificial intelligence and adaptive assessment, to improve learning, to support teacher preparation and to widen access, and it proposes a national forum to exchange ideas on technology use in education. It also stresses that technology should serve educational goals and that teachers must be prepared to use it. The policy envisages a four-year integrated B.Ed. as the minimum qualification for school teaching and calls for continuous professional development, with teachers engaging in a minimum number of hours each year.

These provisions create an opening. Revised B.Ed. and integrated programmes can include a purposeful treatment of digital and AI literacy, and universities can use professional development requirements to build faculty competence. At the same time, the policy leaves the

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details to institutions. A faculty of education that waits for a detailed national template may find that students have already adopted these tools in the meantime. Local policy, developed with input from faculty and students, is therefore needed.

8. Recommendations for B.Ed. Programmes

The preceding discussion suggests a number of practical steps. They are offered as starting points for discussion and not as a fixed formula.

AI literacy within the curriculum. Programmes can include a short course or integrated units that explain how AI systems work in simple terms, where they fail, and how to evaluate their output. Practical exercises, such as comparing an AI-generated lesson plan with a teacher-made one, help trainees develop a critical eye.

Clear institutional guidelines. A written policy should state which uses of AI are permitted, which require disclosure, and which are prohibited for particular assessments. It should deal with data privacy, particularly for information gathered during school placements. Students and faculty should help draft it, since rules that are developed jointly are more likely to be followed.

Assessment redesign. Tasks that ask for personal reflection, situated observation, oral defence and classroom-based evidence are harder to outsource and better aligned with what teacher education aims to develop. Where AI is allowed, students can be asked to document how they used it and to evaluate its contribution.

Human oversight of consequential decisions. Automated scores, plagiarism reports and analytics alerts should be treated as one input. Final judgements on grades, internship results and progression should rest with identified faculty, and students should be able to appeal.

Sustained faculty development. Following the evidence on effective professional development, institutions can offer continuing, collaborative and practice-based support rather than isolated workshops. Peer learning groups, in which faculty share experiments and failures with AI tools, are low-cost and often effective.

Attention to equity and language. Programmes should check that tools work reasonably in the languages their students use, provide shared access to devices and connectivity where needed, and watch for patterns suggesting that some groups are disadvantaged by a tool.

Research and evaluation. Faculties of education are well placed to study the effects of AI on their own programmes. Small-scale action research by teacher educators, using interviews,

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surveys and classroom evidence, would add much-needed context-specific knowledge to a literature that currently rests mainly on studies from other settings. Zawacki-Richter et al. (2019), in a systematic review of AI applications in higher education, observed that few studies involved educators as authors and that critical reflection on ethical and pedagogical questions was limited, a gap that practising teacher educators could help to close.

9. Limitations and Directions for Future Research

This chapter has limits that readers should keep in mind. It is a conceptual analysis and does not test its claims against data from Indian B.Ed. colleges. Much of the evidence it draws on comes from studies conducted in other countries, in higher education generally, or in school settings, and it may not transfer directly to the conditions of teacher education institutions in India, where class sizes, language of instruction, digital access and faculty workloads differ considerably. The pace of change in AI tools also means that some specific capabilities discussed in the literature may already have been overtaken.

Several lines of inquiry follow from these limits. Empirical studies could ask how student-teachers and teacher educators in different regions and language media actually use AI tools, and with what effect on their learning and teaching. Experimental or quasi-experimental work could compare AI-supported and conventional feedback on lesson plans and reflective writing. Longitudinal research could follow trainees into their first years of teaching to see whether early experience of AI in their programme shapes how they use it with pupils. Qualitative studies of teacher educators' own accounts of their changing roles would also add depth, as would work on how tools perform in Indian languages. Evidence of this kind would allow policy and practice to rest on more than expectation.

10. Conclusion

Artificial intelligence offers teacher education real possibilities: more responsive support for trainees with different starting points, faster and more detailed feedback, and new sources of information about learning. It also brings risks that matter especially in a field whose purpose is to form professionals who will, in turn, shape children's education. Personalisation can narrow into what is easily measured. Automated assessment can embed bias and shift responsibility away from accountable people. Easy access to generated text can weaken the effortful thinking that teacher preparation exists to develop.

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The central argument of this chapter is that the teacher educator remains indispensable, but the nature of the work changes. Less of it involves delivering content that is now widely available. More of it involves designing demanding learning experiences, mentoring reflective practice, interpreting data with care, and modelling honest and critical use of technology. Institutions can support this shift by writing clear policies, redesigning assessment, building AI literacy into the curriculum and investing in faculty development. The goal is not to adopt AI quickly or to resist it, but to use it in ways that strengthen the professional judgement, ethical commitment and human relationships on which good teaching depends.

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AI Creativity and Society: Transforming Culture, Communication and Creative Industries

Dr. Sanarti Sanga
Assistant Professor
Bethesda Women Teacher's Training College, Ranchi
E mail- sanartisanga22@gmail.com

Abstract

Artificial Intelligence (AI) is undoubtedly one of the most influential technologies of the 21st Century that affects cultural activities in creation, communication, sharing and participation. New possibilities for human creativity within generative AI, machine learning, natural language processing, image generation systems, musical composition systems and intelligent digital platforms. From its basic functions of handling technical and repetitive tasks, AI is also a crucial tool for artistic expression, generating creative content, and fostering innovative ideas and changing cultural experiences. It enables to develop content faster, communicate in a personalized manner, interact in different languages and access creative tools. In the meantime it spotlights key matters of originality, copyright, IP, cultural identification, work, misinformation, algorithmic bias and tech ethics.

The current article focuses on the impact of Artificial Intelligence upon creativity and society, in particular culture, communication and creative industries. It discusses the objectives, hypotheses, methodology, benefits and challenges associated with AI-driven creativity. The study was carried out in descriptive method and conceptual method and the secondary data sources were research publications, policy documents and reports. It underscores the need to leverage AI tools to augment, not supplant, human creativity, cultural understanding and expression. The article concludes that the responsible and inclusive use of AI in culture can contribute to the cultural innovation, creativity and social transformation.

Keywords: Artificial Intelligence (AI), creativity, digital platforms, fostering ,innovative, leverage.

1. Introduction:

AI is now playing a significant role in today's society. The pace of technological advancement has transformed people's working and learning practices, their ways of communicating and their modes of conveying their thoughts. AI's impact on creativity has been a significant area

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of interest in its various applications. Traditionally, creativity is considered to be a distinctly human skill, which is associated with imagination, originality, emotions, experiences and intellectual development. But with the advent of new technologies like AI, it has given rise to new opportunities for creating text, images, music, videos, designs and other creative materials. AI creativity is the application of artificial intelligence technologies to support, augment or produce creative products. It contains computer systems that can process large amounts of information, recognize patterns, understand language, manipulate image and make information according to user commands. Generative AI can write poetry, narratives, advertisements, paintings, music, presentations and digital designs. These technologies are disrupting conventional means of artistic and professional pursuits. Generative AI has opened the door for creative technologies to be more accessible to the general population. The most troublesome thing when you were trying to develop a professional image, video, music or digital design was the requirement for specialized knowledge, high price of equipment and some technical training. With the help of AI apps, users can now generate creative content with the help of simple instructions in the form of text. This has provided students, teachers, independent artists, small businesses and content creators with more opportunities.

AI is also impacting cultural production and cultural participation. Culture is the values, traditions, languages, beliefs, artistic expression and social practices of a community. While technology has always had an impact on cultural development, AI has new approaches for preserving, interpreting and presenting cultural heritage. Digital archives, intelligent translation systems and virtual museums and AI-assisted restorations of historical documents, traditional artwork, monuments, music and regional languages can help. Films, music, publishing, advertising, fashion, architecture, games, photography, animation, graphic design and digital media are areas of activity that are included under these. AI solutions are being leveraged to brainstorm ideas, polish images, add visual effects, craft ads, compose music, and enhance production workflows. In the process, traditional creative approaches are changing to develop new means of cooperation between human and smart machines.

But, as the power of AI continues to rise, it also poses some problems. Originality, ownership, copyright, employment, misinformation and cultural representation are more important issues. Content created may be plagiarized, or may be created in a style or bias that is similar to that of the existing human artist without their permission. In addition, relying too heavily on AI

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could diminish the possibilities for independent thought and personal creativity. Thus, it is critical to know how AI creativity is interconnected with society. The revolution of AI is changing the face of culture, communication and creative industry. It further examines the potential and limitations of AI and creativity and suggests ways to sustainably and responsibly use AI in the current society.

2. Objectives of the Study :

The present study aims at the following major aims:

- To gain an understanding of what is meant by creativity in artificial intelligence and its importance in today's society.
- To understand the impact and potential of AI on cultural practices and art.
- To explore the effect of AI on communication, language and digital interaction.
- To understand the application of AI in creative industries such as music, movies, literature, advertising, fashion and design.
- To gain an insight into how the opportunities of AI technologies can drive innovation and creativity.
- To explore issues of Originality, Copyright, Employment, Privacy and Ethics.
- To get a sense of the relationship between man and machine generated creative content.

3. Hypotheses of the Study:

The present study is based on the following hypotheses:

- H1: AI is playing a significant part in the transformation of creative activities and artistic expression in today's society.
- H2: AI technologies help in the preservation, promotion and broader accessibility of cultural heritage and cultural diversity.
- H3: AI can improve the velocity, availability and efficiency of communication across languages and geographical regions.
- H4: The application of Artificial Intelligence (AI) for transferring technology in the Creative Industries represents opportunities for innovation, productivity and economic development.
- H5: The ethical, legal and social issues raised by the use of AI need to be addressed with suitable policies, regulations and supervision.

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- H6: It is possible to create innovative, meaningful, creative outcomes by interweaving the work of Human creativity and Artificial Intelligence.

4. Methodology :

The study uses descriptive, analytical and conceptual research methods. It explores the relationship between Artificial Intelligence (AI), creativity and social transformation, focusing on creative, communications and cultural aspects.

The basis of information is mainly secondary information. The information collected from books, research papers, academic journals, institutional reports, policy documents, publications and online sources are applicable to AI and digital transformation.

The research also takes into account advancements in generative AI, machine learning, natural language processing, computer vision, speech recognition and other smart technologies. They have been examined in relation to their application in creative and cultural activity to find out how they can affect creative production, both traditional and new.

This study is not aimed at collecting basic information, conducting field survey, doing interviews or experimental study. Therefore the findings of this research are based on the findings from interpreting literature and documented technological developments.

5. AI Creativity and its Contribution to Social Change:

Creativity is the ability to think around a problem, to imagine, to develop new ideas, to solve problems and to express ideas in a variety of human activities. It has a significant contribution to make in the areas of social, cultural, education and economic development. AI is bringing in new ways to create creatively through the use of human directions and computation.

Generative AI systems can generate content based on patterns learned from large datasets. These systems can produce written material, illustrations, photographs, music, videos and designs. They can also be used for brainstorming, editing, translation and creative experimentation.

First, AI as a creative assistant: AI can assist human creators in generating ideas, enhancing drafts, editing images, creating designs, and streamlining technical tasks. The human creator has the final say on what is chosen and what is formed.

Secondly, AI for the creation of artistic and professional content: AI applications offer new means to create artistic and professional content. AI can help digital artists, musicians, writers

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and designers to explore styles, techniques and possibilities that might be hard to do in traditional ways.

Third, AI as a generative system: Powerful AI systems can create creative content based on user commands. The products can be stories, poems, images, videos and musical pieces.

While AI can replicate patterns and create new combinations of information, it doesn't always align with human experiences or intentions. So the role of the human being in defining the meaning and the social value of creative works is still significant.

6. AI and Cultural Transformation:

The culture is a value, heritage, tradition, identity, and art expression of society. Passed down through generations via language, literature, music, dance, festivals, crafts, architecture and social practices. Artificial Intelligence is opening up new possibilities for cultural conservation, cultural participation and artistic innovation.

6.1. The Academy is committed to preserving cultural heritage.

The Academy strives to preserve cultural heritage AI technologies can help preserve cultural heritage by aiding in the digitization, restoration, and documentation of historical materials. Artificial Intelligence (AI) image-processing methods can help repair damaged photographs, manuscripts, paintings and historical documents. An intelligent system can help, for instance, museums and cultural institutions to document sculptures, traditional paintings, archaeological objects and historical photographs. AI-powered documentation can be valuable in Indian contexts, such as documenting and preserving traditional art forms, folk music, classical dance, regional literature, and indigenous cultural practices.

6.2 Development of Traditional Arts and Cultural Expressions.

AI offers opportunities to traditional artists to try out new art methods. The use of digital painting software, image generation systems, and animation tools enables artists to integrate traditional design techniques with contemporary artistic expressions.

Traditional Indian art such as Madhubani painting, Warli art, Pattachitra and Gond painting can be electronically captured and shared with the masses.

6.3 Quality of Digital Cultural Experiences

The impact of AI on the cultural experience. A new type of cultural engagement is being realised through virtual museums, interactive exhibitions, digital storytelling and intelligent cultural guides. Visitors have access to information on the monuments, paintings, sculptures

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and cultural objects using AI-powered applications. These technologies can help to enhance the interactivity and availability of cultural education.

With the help of AI, virtual reality and augmented reality can create an immersive experience of historical places and cultural events. These technologies could be useful for educating the younger generations about traditional practices in an interesting way.

6.4 Language and Cultural Diversity

Language is one of the most prominent aspects of a culture's identity. Speech-recognition and translation systems with AI capabilities can assist in communication between various languages. They can be used to help document endangered languages, translate regional literature and create multi-lingual educational resources. AI can bridge the language gap, connecting people who speak different languages, in a country as multilingual as India. It can also help to increase access to cultural information and local knowledge.

However, AI language systems should be built with adequate local language and dialect coverage and with cultural expressions. Otherwise, the majority languages can be more technologically represented and the minority languages less.

6.5 Transformation of Cultural Participation

AI has brought cultural production more within reach for the common folk. Individuals who have not been artistically trained are now given a chance to try out digital drawing, music creation, video editing, and creative writing. The use of social media and digital creative tools provides an opportunity to share their work with a larger audience. It has given opportunities to regional artists, emerging cultural entrepreneurs and independent artists.

Therefore, AI is playing a pivotal role in reshaping the cultural landscape, not just by influencing the creation of art, but also by making creative processes more accessible to the general public.

7. AI and the Transformation of Communication:

Communication is an integral part of the human relationship, social interaction and institutional development. Artificial Intelligence has created new ways of creating, distributing and comprehending information.

7.1 Intelligent Language Processing

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Natural Language Processing (NLP) helps computers to understand, analyze, and create human language. It is widely used in chatbots, translation systems, writing assistants and conversational applications.

AI-driven language tools can assist individuals in creating documents, summarizing information, translating text and enhancing written communication.

These applications prove to be beneficial in educational institutes, government organizations, business organizations, and professional settings.

7.2 Multilingual Communication

There are barriers to communication due to language differences. Translation services powered by artificial intelligence aid individuals to communicate with others who speak other languages.

The automatic translation and speech-to-text service can be used for international communication, online learning, tourism and business purposes.

In India these technologies can facilitate the communication between Hindi, English and regional language speakers. They can also be involved in the dissemination of educational and public information to a broader audience.

7.3 AI in Journalism and Digital Media

Automated transcription, summarization of information, classification of content, translation, and research support are the ways in which AI is impacting modern journalism.

Journalists can leverage AI to sort information, analyze vast amounts of data and create initial drafts. Intelligent systems can also enhance access to news outlets by providing subtitles and translated news.

But information created by AI needs to be thoroughly checked. Misinformation, pictures and fake videos can erode public trust in news media.

It is crucial that there is still human editorial supervision, fact checking and responsible reporting.

7.4 Personalized Communication

AI systems can be used to make recommendations and communications to users based on their preferences and actions.

Digital platforms employ AI to suggest articles, videos, ads, music and other content to specific users, based on their particular interests.

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Personalization can enhance the user experience; however, being too personal could make it difficult for users to see other perspectives and cultures. It can also raise issues related to data privacy and the tampering with personal choices.

7.5 Accessibility and Inclusive Communication

There are many possibilities of improving communication for persons with disabilities through AI.

Speech-to-text apps can transcribe speech into text. Digital content can be read aloud using a text-to-speech system. Video captioning with AI can improve the accessibility of videos for people who are hard of hearing.

Voice and image recognition applications can also benefit visually impaired people.

Thus, AI's potential to improve inclusive communication and promote greater participation in society can be achieved responsibly.

8. AI in Creative Industries:

Creative industries are economic activities that rely on individual creativity, artistic skills, IP and culture knowledge. They help create jobs, innovations, enhance culture and foster economic development.

AI is revolutionizing the creation, distribution and consumption of creative products.

8.1 Film and Entertainment Industry

In the filmmaking, animation, editing and visual effects and post-production industry, AI is becoming more of a frequent and essential part of movie-making.

The following are ways AI tools can help:

- Making visual effects, animation sequences.
- Improving video quality and colour correction.
- Developing preliminary scripts and story ideas.
- Creating subtitle and Multilingual dubbing.
- Assist in the editing and production planning.
- Designing digital space and imagery.

There are several benefits these applications can offer and make filmmaking more accessible to independent producers to reduce some of the production costs.

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But, the digitally rendered actors, synthetic voice, and AI-generated performances introduce a host of questions related to consent, identity and professional rights.

8.2 Music Industry

Music is a valuable means of expressing culture and emotion. AI is opening up new avenues in musical composition, sound design, audio editing and music production.

AI-driven systems can compose instrumental music, propose melodies, create background music and help with sound mixing.

These tools can be used by musicians to try out various musical styles and to enhance the quality of the music produced.

AI can also aid in keeping and examining the musical traditions and styles, such as by helping to organize recordings and recognize musical patterns.

However, copyrighted music data used for training generative systems and the replication of specific musicians' style poses issues about ownership, consent and fair remuneration.

8.3 Literature and Publishing

AI is changing the way writing and publishing are done, such as providing support with writing, editing, summarizing, translation and proofreading. AI can help writers brainstorm ideas, structure their content, and consider different approaches. Intelligent tools can help publishing organizations to enhance content management and accessibility. AI translation also enables the translation of literary works into different languages.

But AI-generated writing might not be original, culturally nuanced or personal. So, while scholars might be automated, the need for critical thinking and editorial irresponsibleness remain vital.

8.4 Advertising and Marketing

AI creativity is booming in the advertising space, where the use of AI tools has become commonplace.AI creativity is a space that is rapidly expanding, as advertising has become a space where AI tools are used regularly.AI can create advertising ideas, marketing images, product descriptions, slogans, and marketing messages.AI can analyse consumer preferences and create targeted ads for businesses.AI can interpret consumer preferences and craft tailored ads for businesses. These tools can be useful for small businesses, as they can create promotional content without extensive technical expertise.

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But, in the realm of AI advertising, misleading information, discriminatory targeting and exploitation of personal data must be avoided.

8.5 Fashion and Textile Design

In the fashion and textile sector, AI is making groundbreaking advancements.AI is bringing innovative approaches to the fashion and textile sector. AI applications for designers allow them to experiment with patterns, colours, fabrics, clothing designs and fashion trends.

Systems with AI can help forecast consumer preference and can help manage inventory.

In India, these technologies can be used to assist the traditional artisanal textile industries such as handloom, embroidery, block printing and the regional textile crafts.

The fusion of traditional artisanal skills and digital design could offer innovative possibilities for artisans and micro businesses.

8.6 Gaming and Animation

AI is being leveraged in the gaming sector to develop interactive characters, smart environments, realistic animation, and customized gaming experiences.AI can support game developers in creating game environments and enhance the behavior of virtual characters.

Generative systems can also help with generating visual elements, background scenes and ideas for the story.These are enhancing the interactive entertainment and digital storytelling possibilities.

8.7 Photography and Graphic Design

Photography and graphic design are undergoing a transformation by AI-powered tools.They can enhance the quality of images, remove unwanted parts, create illustrations, modify background etc and create design layouts.

AI can help graphic designers brainstorm various graphic ideas and create alternative options.

But, the line between original photos and manipulated photos is getting blurred especially in journalism, education and public communication.

9. Benefits of AI Creativity in Society:

There are multiple advantages to using Artificial Intelligence with creative and cultural pursuits.

9.1 Increased Creative Opportunities

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AI enables individuals to experiment with different creative ideas, techniques and artistic styles. It offers resources for creating content and brainstorming ideas. Users with lesser technical skills can also be engaged in creative activities.

AI can automate repetitive tasks such as transcription, image editing, proofreading and content organization. This frees up time for the creative professional to focus more on conceptual development, artistic decisions and innovation.

9.3 Greater Accessibility

AI tools for creativity are opening up creative production. They can create digital content using cheap or free applications for students, independent creators, small businesses and individuals.

A. Ensure that culturally valuable sites are promoted.A1. Promote culturally valuable sites.

AI can support the digitization, restoration and documentation of historical and cultural materials. It can be effectively used to preserve traditional art, literature, music and regional languages for future generations.

9.5 Improved Communication

AI translation and speech recognition and language generation technologies facilitate language and location barriers. They also provide multilingual content development.

9.6 Support for Creative Industries.

AI offers avenues for innovation in the filmmaking, publishing, advertising, music, fashion, gaming and digital design industries. It can aid creative organizations to enhance production procedures and produce new solutions.

9.7 Personalized Creative Experiences

AI systems can deliver customized recommendations and learning, entertainment experiences based on individual interests and preferences.

9.8 Economic Development and Entrepreneurship

AI opens new avenues for business start-ups, digital services and creative entrepreneurship. Independent creators can work on developing digital products, creating online content, and developing innovative services for broader markets.

9.9 Inclusive Participation

Persons with disabilities, or those who face linguistic or technological barriers can benefit from AI accessibility features. They can foster the involvement in education, culture and communication.

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The importance of innovation and interdisciplinary collaboration.

AI fosters collaboration among artists, scientists, designers, engineers, educators and researchers. This interdisciplinary collaboration can result in the creation of new knowledge, forms of art and technology.

10. The issues of creativity in the society in the context of AI:

While the impact of AI on creativity is promising, there are also some challenges to consider.

10.1 Questions of Originality and Authenticity

A key issue is whether AI-generated content is truly original. AI systems produce an output by learning the pattern within the existing information. It brings up issues of originality and authorship, as well as the question of how imagination and machine created works are connected.

Ensuring the rights of ownership and intellectual property rights in

10.2 Copyright and Intellectual Property Rights

The use of copyrighted books, images, music and more creative works can be used to train AI systems. Use of such material without adequate authorization may lead to legal and ethical issues.

Ownership of AI-generated outputs is also uncertain, as is the rights of the people who create the AI systems. Laws and regulations must be established to safeguard the rights of the artists, writers, musicians and other creative workers.

Some jobs in creative industry are likely to be impacted by AI automation. AI tools can now handle some common tasks like graphic design, content creation, translation, editing, and advertising.

While there may be new jobs to be created, existing employees may require new digital and creative skills to compete for jobs.

10.4 Cultural Bias and Representation

The performance of AI systems relies on the quality and variety of the data they are trained with. Generated content could reinforce stereotypes or misrepresentations of culture if some languages, cultures or communities are underrepresented. It is especially significant for countries with multiple linguistic backgrounds and cultures.

10.5 Misinformation and Deep fakes

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Generative AI can create realistic visuals, videos, voice recordings and text. These technologies can be misapplied for spreading misinformation, influencing public opinion, fabricating identities and harming the reputation of individuals. As it is getting harder to tell the real from the fake, journalism and public institutions and democratic communication face challenges.

10.6 Dependence on Technology

Relying too heavily on AI can stifle original thinking, personal expression and creative problem-solving.

When students, writers and artists solely use AI-generated material, they might find less room for personalizing their concepts and talents.

10.7 Digital Divide

Not everyone and everywhere is on an equal footing when it comes to digital devices, dependable internet access, and sophisticated AI applications.

Such technologies may be hard to reach for rural populations, economically disadvantaged communities and small creative organizations.

10.8 Ethical Responsibility

Ethics concerns can arise with AI-generated content related to impersonation, plagiarism, discrimination or manipulation.Identifying who is responsible for harmful outputs created by AI can also prove challenging. The developer, organisations and users should adhere to the proper ethical standards.

10.9 Loss of Human Emotional Expression

Artistic and cultural activities are closely related to human feelings, experiences and social relations. While AI can create content that closely mimics human expression, the emotions conveyed and lived experiences of the artwork cannot be inferred from the AI-generated output.Hence, human sensitivity and cultural understanding should continue to be at the core of creative activities.

11. Findings of the Study:

Based on the conceptual analysis and review of the secondary information, the following major findings have been identified:

- AI is reshaping the nature of creativity: Artificial Intelligence has opened up new ways to create and share creative content. Today, creativity is more and more a process that humans and intelligent technological systems work together.

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- AI-based digitisation, restoration and translation technologies offer fresh opportunities in cultural preservation: Historical documents, traditional art, regional literature and cultural heritage can be preserved with these new tools.
- Communication is easier than ever before: Language-processing, translation and speech-recognition technology has made it easier for people to communicate across language and geographical barriers.
- The technology is transforming the creative industries: Film, music, publishing, advertising, fashion, photography and gaming and design industries are seeing more AI-based applications.
- The ability to participate in creative activity is opening up: AI tools enable learners, independent artists, small businesses and regular people to engage in digital creative activity.
- AI is helping to drive productivity and innovation – repetitive tasks can be automated so that creative workers can concentrate more on planning, experimenting and artistic development.
- Copyright and ownership issues are still relevant: Copyright and ownership issues related to the use of existing creative content in AI modeling and training, and the ownership of generated content, remain relevant concerns.
- Protection of cultural diversity: AI systems should be designed to reflect various cultures, communities and languages to prevent cultural bias and representation gaps.
- New work roles arise due to AI and previously established roles shift in their content and skill sets in creative industries.
- Human oversight is still crucial: Human oversight is still vital for ensuring content is accurate, original, ethical, and culturally appropriate when produced using AI.
- Participation is impacted by digital inequality: Digital access to technology, infrastructure, and digital skills can create barriers for some communities to fully reap the benefits of AI-driven creativity.

12. Suggestions:

In order to sustain a positive impact of Artificial Intelligence in culture, communication and creative industries, the following suggestions are proposed.

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12.1 Develop Ethical Guidelines

Governments, educational institutions and creative organizations need to create clear guidelines about the responsible use of AI. These guidelines should take into account originality, transparency, privacy, consent, accountability and intellectual property rights.

12.2 Ensure the protection of rights of creative professionals

The right to legal protection should be given to artists, writers, musicians, designers, photographers and other creative professionals. Avoid using or reproducing their work in AI systems without respect for copyright, consent and fair compensation.

12.3 Promote Human-AI Collaboration

AI is meant to complement and enhance, not replace, human creativity. The creative practitioner needs to use their imagination, experience, judgement and understanding, alongside technological support.

12.4 Preserve Cultural Diversity

AI systems need to be rich with various cultural resources, encompassing local languages, traditions, and the knowledge of different regions. Special care should be taken with endangered languages as well as indigenous traditions and less-represented communities.

12.5 Strengthen Digital Literacy

Adopt AI literacy, digital awareness and digital critical thinking in educational institutions. The students and teachers are expected to be aware of the functioning of AI systems, their limitations, and responsible usage.

12.6 Train creative professionals.

Artists and creative workers must have access to learning opportunities in AI skills. They can develop the skills to use intelligent tools for design, music creation, digital story telling, photography and other creative pursuits during training programmes.

12.7 Improve access to technology.

State and organisations need to take steps to narrow the digital divide, including better internet connectivity, digital infrastructure and access to low-cost technologies, especially in rural and economically disadvantaged communities.

12.8 Encourage Research and Innovation

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There is a need to encourage interdisciplinary research on artificial intelligence, creativity, culture and society at universities and research and technology organizations. Both technological options and social implications should be explored in the research.

12.9 Block misuse of misinformation and deep fakes

Appropriate systems should be developed to identify and label AI-generated content. Improve fact-checking and verification efforts on digital platforms and media organizations.

12.10 Favour the Responsible Use for Education.

Schools should promote student brainstorming, research support, creative exploration and learning support using AI. It is important for students to create their own thoughts and make it clear when AI assistance is needed, though.

13. Conclusion:

In the present day, AI has proven to be a transformative force in the world. It impacts not only on technological innovation but is now making its mark in culture, communication, art and creative industries. Generative AI, machine learning, natural language processing and intelligent digital applications are creating new possibilities to produce, share, and experience creative content.AI can aid in the conservation of historical records, traditional art, music, literature, and regional languages within the cultural sphere. It can increase the accessibility of cultural resources and stimulate new modes of artistic expression. AI-powered translation, speech-to-speech and language-generation functions can aid in bridging language barriers and enhance interaction between people and communities in communication. In the same way, the creative sector like film, music, publishing, advertising, fashion, photography and gaming is using AI tools to boost productivity, create innovative products and broaden their creative horizons. But the change caused by AI is not without its difficulties. Questions on copyright, originality, employment issues, cultural bias, privacy violations, misinformation and digital inequality are serious issues that must be addressed. Over-reliance on AI can also stifle independent thinking and limits one's creative growth. So, there should be an ethical responsibility, legal protection and social awareness along with the technological progress.

But inclusive policies, digital infrastructure and professional training and protection of artists and cultural communities are needed if these benefits are to be achieved. Finally, it is important to see AI not as just a machine that can generate creative ideas, but as a technology that can extend the capabilities of the human. Its actual impact on society would depend on its ability

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to facilitate human imagination, maintain cultural diversity, enhance communication and foster creative growth. The future of creativity will be most meaningful when the creative and the Artificial Intelligence (AI) will collaborate to create an innovative, inclusive, culturally rich and responsible society.

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AI-Driven Smart Cities: Intelligent Urban Governance, Infrastructure and Public Services

Dr. Chet Narayan Sahu
Assistant Professor
Bethesda Women Teacher's Training College, Ranchi
E mail- chetnarayan12@gmail.com

Abstract:

Artificial Intelligence (AI) is now emerging as a critical technology and solution to the transformation of cities to smart, sustainable, efficient and citizen-centred cities. The fast urbanization, population growth, traffic congestion, environmental pollution, infrastructure shortage, waste management issues and stress on public services are the challenges facing urban planning and governance that require innovative solutions. Smart cities are cities that use AI to improve urban management and the delivery of public services, such as machine learning, the Internet of Things (IoT), big data, computer vision, predictive analytics, and intelligent automation. The use of AI in urban governance is a critical aspect to examine in the context of various urban policy initiatives, such as the Smart Cities Mission, Digital India, and the National Urban Digital Mission, in India. AI can be applied to Intelligent Traffic Management, Smart Energy Management, Water Management, Waste Management, Public Safety, Healthcare, Disaster Management and Citizen Participation. It uses a descriptive and a conceptual approach with the use of secondary sources, policy documents, research literature and institutional reports. Therefore, AI must be leveraged as an aid to enhance human welfare and sustainable urban development rather than be considered a substitute for public responsibility.Both the conference and exhibition will feature key discussions on the implications of Artificial Intelligence for Smart Cities, its role in urban governance, building intelligent infrastructure, public services, sustainable development and digital transformation, and its impact on India.

Keywords: Artificial Intelligence (AI), sustainable, urbanization, urban governance, Disaster Management, digital transformation.

1. Introduction:

Cities are important centres of economic, educational, employment, innovation, cultural and social development. They present opportunities for millions of people on one hand and they

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have complex challenges in the context of rapid population growth and urban expansion on the other. The growth of housing, transport, electricity, drinking water, sanitation, healthcare, education and public safety systems puts a strain on urban systems and administrative systems. Traditional urban management systems are often unable to promptly address these evolving needs due to the lack of timely information, manual work, traditional planning approaches and lack of inter-departmental coordination.

These challenges have led the adoption of the concept of "smart city". A smart city is a city that uses digital technologies, governance approaches, modern infrastructure and planning that focus on the needs of the citizens to enhance the quality of urban life. Smart cities aim to provide the benefits of reliable public services, environmental sustainability, economic opportunities and responsive and transparent urban administration. However, having a smart city with digital technology is not just about that. The city also should ensure social inclusion, accessibility, public accountability, environmental protection and equal access to basic services.AI can analyze data from urban systems such as traffic cameras, environmental sensors, public transportation infrastructure, utility systems, weather forecasts, and citizen feedback systems. The initiatives are leveraged to share ideas about the possibility of using AI to improve urban systems management. Therefore, the concept of AI for smart cities needs to be understood as a concept of technological innovation, institution change, sustainable infrastructure and inclusive public governance. Their main job is to enhance citizens' daily lives without compromising on ethical, accountable and socially-welcoming technological advancements.

2. Objectives of the Study:

The main objectives of this article are as follows:

- To explore the concept, attributes and implications of smart city in the present day urbanization with the assistance of Artificial Intelligence.
- To study the contribution of artificial intelligence in enhancing urban governance, administration and transparency and accountability.
- To discover how AI can be used in transportation, energy, water supply, sanitation, waste management and other key urban infrastructure sectors.

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- To explore the potential of AI to enhance public services' accessibility, efficiency and quality.
- Identify the key technological, financial, ethical, social and administrative issues with AI enabled urban development.
- To understand the significance of AI-based smart cities in the Indian scenario.
- To propose responsible ways of using AI having in mind sustainability, inclusion, privacy and citizen participation.

3. Hypotheses of the study :

The article is guided by the following hypotheses:

- H1: Artificial intelligence's potential to enhance administrative efficiency, coordination, and evidence-based decision-making is evident when it comes to urban governance.
- H2: The use of AI in infrastructure management can be a part of efficient use of urban resources and enhancing essential services.
- H3: With the support of a reliable infrastructure, AI-powered public service systems can enhance the responsiveness, accessibility, and satisfaction of citizens by improving service responses.
- H4: Data privacy concerns, cyber security risks, financial constraints, and lack of technical skills pose major challenges to the successful implementation of AI smart cities.
- H5: An inclusive policy, transparent algorithms, qualified human resources, and citizen engagement are key to the sustainable and equitable development of AI-based smart cities.

These hypotheses could be used as a conceptual lens to analyze the link between AI adoption and urban development. The hypotheses are not statistically tested because of the absence of original survey data or experimental measurements. They are based on the existing literature and policy views.

4. Methodology:

This research uses descriptive, conceptual, qualitative method. It explores the application of AI in urban governance, urban infrastructure, and public services in the Indian context.

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4.1 Research design

The descriptive and conceptual research design is employed to describe the major features, applications, opportunities, and challenges in AI-driven smart cities. This method contributes to the general understanding of the potential of AI technologies to assist urban administration and sustainable development.

4.2 Sources of data

The study uses secondary sources such as:

Government policies and reports relating to urban development and digital governance.

Smart Cities Mission and related schemes of the Ministry of Housing & Urban Affairs.

National policy documents: National Urban Digital Mission, Digital India.

Research articles related to the fields of artificial intelligence, smart city, urban sustainability and public administration.Institutional reports and publications like those of the United Nations, UNESCO and the World Bank.Theories of data governance, algorithmic accountability, digital inclusion and technological innovation in academic discourse.

4.3 Method of analysis

The gathered material is presented in the following overarching themes: intelligent governance, infrastructure management, public services, sustainability, citizen participation, ethical issues, and implementation challenges. These themes are then analysed qualitatively with the purpose of finding common ideas and relations among them (thematic analysis).

5. The scope of the study is the scope of the research:

AI can support urban development in a few ways, which are all connected. The effectiveness of its benefits is dependent on good implementation, the needs of local communities, and the capacity of the public institutions to effectively utilize technological information.

5.1 Improved urban governance

Urban governance is a process of planning, policy making, service provision, finance, public engagement and accountability. By analyzing administrative data and uncovering trends in public service usage, AI can enhance these roles. There are a host of issues that are typically voiced by a huge number of citizens and reported to municipal authorities, including but not limited to roads, drainage, streetlights, water supply, sanitation, and property-related services. Dashboards can be useful tools for administrators to help them understand what things are being repeatedly missed and where complaints are not being resolved.

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Automated recommendations should be subject to administrative approval, however. Members of the public elected to represent them and appointed to public roles should stay accountable for public money, citizens' rights and for competing community interests.

5.2 Intelligent traffic and transportation management

Traffic congestion causes reduced travel time, increased fuel consumption, more air pollution and more economic cost. By analyzing data from traffic cameras, counting devices, road conditions, weather forecasts, and public transport systems, AI can optimize traffic management and provide insights for smart cities.AI can utilize images from traffic cameras, vehicle counters, road conditions, weather forecasts, and public transport data to optimize traffic management and offer insights for smart cities.

Intelligent signal systems can alter signal timing as a function of traffic conditions. Congestion-prone locations can be identified using a predictive model and alternative routes and road improvements can be planned. AI can help identify sections of the road that are prone to accidents and can help to assist emergency services in estimating routes. However, ITS should not only be for private cars. They should plan with a consideration for public transport, walking, cycling, accessible mobility, and for those who live in underserved areas.

5.3 Efficient energy management

Cities need power to power their homes, transport their citizens, run industries, provide services, operate hospitals, schools and other public facilities. AI can assist in forecasting electricity usage and managing electricity distribution.

Smart-grid systems can monitor energy consumption and detect any irregularities that could signal issues such as faults or energy losses. Smart building-management systems can change the lighting, ventilation and cooling based on the building's use and conditions. Sensors can be used on streetlights to save unnecessary electricity use where appropriate and lighting and public safety is maintained.They can be used to enhance the energy efficiency of the applications but they can benefit the environment depending on the energy consumption of the digital infrastructure, the quality of equipment and the design of the application.

5.4 Improving water supplies and management

The scarcity of water, leaks, inequitable distribution, and poor use of water are big challenges in urban areas. Unusual water-flow patterns that can be detected with the help of AI support analysis of demand and potential leaks.

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Predictive maintenance systems can monitor pump, pipeline, storage and treatment plant data to detect signs of equipment failure. Water-quality monitoring systems can integrate sensor data and analytical models to alert for additional monitoring.

5.5 Intelligent waste management

Urban population expands, leading to an increase in household, commercial and industrial waste. Poor collection, insufficient segregation and disposal can have a negative impact on public health and the environment.

Waste systems can be powered by AI to study collection data, sensor readings, and routes to find out where collection is needed. Route optimization can help to minimize counterproductive trips, fuel use and costs. This can be used to enhance environmental planning and aid decision makers in assessing the potential consequences of urban development. Predictions should always be based on reliable measurements, however, and should never be used in place of environmental inspections, enforcement, or public health protections.

6. Role of AI in Intelligent Urban Governance:

Intelligent urban governance is about improving the efficiency, transparency, responsiveness and accountability of urban governance through the use of information, technology, institutional coordination and public participation.

6.1 Evidence-based policy formulation

Urban policies frequently make choices with respect to housing, transportation, public health, education, sanitation, and protection of the environment. Population growth, infrastructure capacity, population needs, service requests and land use patterns can all be analysed through the use of AI, which helps to pinpoint emerging needs.However, anything predicted is not guaranteed. Local knowledge, public consultation, uncertainty, and social consequences must be taken into account by policymakers when implementing recommendations suggested by AI.

6.2 Transparency and accountability

AI can assist in administrative transparency by monitoring the progress of services, tracking expenditure patterns, tracking service requests, and tracking delays. Several indicators such as complaint resolution, waste collection, water supply, infrastructure maintenance, etc., can be shared with citizens through public dashboard.

Citizens can use transparent systems to monitor public institutions' fulfilment of their promises. But dashboards should not include personal data or sensitive data. Indicators should also be

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clearly explained and meaningful measures of performance may give a misleading impression of the situation in the city.

6.3 Coordination among departments

Information systems can be supported by AI to share relevant information, and to uncover connections between problems. To do so, cities must have common standards for data, simple data access procedures, shared digital platform or systems, and accountability for the correction of errors. AI cannot replace the lack of clarity in the institutional dynamics and decision-making processes.

7. AI and Intelligent Urban Infrastructure:

Urban infrastructure encompasses physical and digital technologies that enable the functioning of urban life. These systems encompass roads and bridges, electricity networks, water pipelines, drainage, public transport, telecommunications, public buildings and sanitation facilities. AI can enhance the monitoring and maintenance, planning and use of these assets.

7.1 Smart buildings and urban planning

The building-management system, which is supported by AI, can keep track of electricity consumption, temperature, occupancy, and equipment performance. This data can be used to assist in energy conservation, maintenance scheduling and for better indoor environments.

AI and GIS can also be used in urban planning to analyze urban land use, population density, road infrastructure, building distribution, and access to public facilities. This analysis can help planners determine where infrastructure is deficient and alternative development options.

But urban planning should be aware of the right to housing, conservation of heritage, environmental limitations, and community needs. Automated analysis must not be used to justify displacement and unequal access to urban resources.

7.2 Digital twins for infrastructure management

A digital twin is a digital representation of a physical asset, system, or environment that can be updated using relevant data. At the city level, a digital twin may represent selected infrastructure networks, buildings, transport systems, or drainage arrangements.Digital twins can improve planning, but their reliability depends on the accuracy and completeness of the underlying information. Maintaining detailed and updated models can also be costly, particularly for cities with limited technical resources.

7.3 Resilient infrastructure and disaster management

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Climate-related hazards such as floods, heatwaves, droughts, and severe storms pose increasing challenges for urban areas. AI can combine weather forecasts, historical disaster records, satellite imagery, and infrastructure data to support risk assessment and emergency planning. Predictive models may help identify areas likely to experience flooding or extreme heat. Authorities can use these insights to prioritise drainage improvements, emergency shelters, cooling facilities, and public warnings.

Yet disaster-management systems must be tested regularly and should include alternative arrangements if communication networks or digital platforms fail. Preparedness also requires trained personnel, emergency equipment, public education, and coordination among relevant agencies.

7.4 Intelligent public transport systems

AI can assist public transport authorities in estimating passenger demand, improving schedules, identifying service disruptions, and planning vehicle maintenance. It may also support the integration of information across buses, metro systems, rail connections, and other modes of transport.

The goal should be to provide affordable, reliable, and accessible mobility. If technology investments concentrate on premium transport services or central business districts, underserved neighbourhoods may receive fewer benefits.Therefore, infrastructure planning should use AI to identify service gaps and improve equitable access.

8. AI-Enabled Public Services:

Governments' role in meeting daily needs of citizens is through public services. They include water supply, sanitation, health, public transport, education, emergency response, administration and social support.AI can enhance responsiveness of these services by enabling authorities to grasp demand, pinpoint delays, and manage resources.

8.1 Citizen service portals and intelligent assistants

AI-powered virtual assistants can respond to frequently asked questions regarding municipal processes, property taxes, licenses, public transportation, waste & refuse collection times and how to lodge complaints. NLP can allow users to interact using regular language instead of complex administrative menus.

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AI Q&A responses may be inaccurate or incomplete, though. Public service assistants thus should give authenticated information, explain their limitations and give clear information to human officials.

8.2 Education and digital public infrastructure.

AI can assist urban governments in making informed decisions about educational priorities and planning by interpreting enrollment data, school facilities, attendance records, and resource needs. Such findings could be used as a guide to find communities that are under served and make more effective facility allocations.

Coordinating with education departments is necessary, not education being a technological service. Despite this, even the best schools need good teachers, suitable learning resources, secure school premises and a positive learning culture.

8.3 Transport and distribution of energy, water, and other commodities.

AI can help with incident classification, traffic analysis, prioritisation of emergency-calls and infrastructure monitoring. When used properly and legally, computer vision can help identify specific traffic incidents and/or dangerous conditions.

The use of AI for public safety must be necessary, proportionate, legally authorized, independently reviewed and with a high level of safeguard. Public safety should not be used as an excuse for the unrestricted monitoring of citizens.

8.4 Accessible and inclusive services

Speech-to-text, text-to-speech, language translation, simplified public information explanations, and interfaces for disabled users are some examples of how AI can help make public information more accessible.

However, there is a need for a range of access points for inclusive service delivery. When digital systems are not available, or not easily accessible, citizens should have access to essential services through in-person, telephone, or appropriate other means.

9 . The Future of AI in Smart Cities:

While AI provides valuable opportunities, there are also certain challenges to consider when implementing it. These have to be resolved to make technology work for the common good, not exacerbate inequality or pose new risks.

9.1 Data privacy and protection

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The functioning of AI systems can rely on data related to urban mobility, consumption, requests for public services, and more. Citizens could lose control of their personal information if this information is gathered at an inappropriate amount or is used without proper protections.

Lack of authorization, improper storage, and the disclosing of data outside its original scope can lead to privacy breaches for residents.

Personal information should not be held on to for as long as storage capacity allows.

9.2 Cyber security threats

Infrastructure that is connected can be a target for cyberattacks. Transportation, water treatment, electricity systems and municipal databases could be disrupted, impacting essential services and public safety.

9.3 The implementation and maintenance costs are high

Investment necessary for the implementation of AI-driven systems include sensors, computing systems, software, telecommunication, trained staff, cybersecurity, and maintenance. These costs can be an issue for smaller municipalities.

Projects might also end up relying on specific technology vendors; future upgrades or changes in technology would be costly.

Phased implementation, open standards, cost-benefit assessment and lifecycle budgeting should be encouraged in cities. Before authorities are ready to take up big-scale deployment, pilot projects should be designed to show that they have public value.

9.4 Digital divide and social inequality

All residents do not have equal access to smart phones or quality internet, digital literacy or accessible technology. Infrastructure in informal settlements and economically disadvantaged neighbourhoods might be less developed and not be included in digital datasets as much.

AI systems that are developed primarily for the needs of digitally connected residents could fall short of meeting the needs of residents who are most in need of public services.

Cities need to make connectivity affordable, public digital facilities accessible, to communicate in multiple languages, to reach out to communities, and offer non-digital options. Technology must not perpetuate inequalities.

9.5 A Algorithmic bias and discrimination

AI systems are based on past data. The predictions that can be made using those data might reflect social, geographical, or economic biases within the data.

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Representative data sets, assessment of fairness, community consultations, independent audits, and human review are ways to reduce bias. There should be ongoing checks by authorities to ensure services and resources are being allocated fairly.

10. Findings of the Study:

The conceptual study of the smart cities with artificial intelligence reveals some significant insights about urban governance, infrastructures, public service provision and sustainable development.

10.1 AI can positively impact administrative efficiency.

In these urban contexts, AI can help urban authorities with information processing, classification of complaints, evidence-based planning, and other purposes. It is likely to be more effective if municipal departments have accurate records, and clear procedures for responding to the information supplied by analysis. Technology is not enough for good governance if there is no administrative accountability and institutional coordination.

10.2 Predictive maintenance can improve the management of infrastructure.

The analysis suggests that predictive analytics could be used to help identify infrastructure issues early on. A variety of applications including municipal equipment, public transport, electricity networks and water pipelines can assist authorities to better plan maintenance. The benefits, however, are contingent on the reliability of the sensors, quality of the data captured and resources available to complete repairs.

10.3 An integrated system is crucial for an intelligent city management.

Urban challenges are interrelated. Pollution, public transport and emergency response are all affected by traffic congestion and waste disposal and drainage affect flooding and public health. These relationships can be better understood and coordinated by the use of information systems. Thus, the technological sophistication is not the only factor, but common standards and institutional cooperation matter as well.

10.4 AI can enhance the responsiveness of public services.

Platforms with AI capabilities can facilitate the access to information, classification of service requests and enable faster communication between citizens and municipal authorities. However, in order to measure the quality of services, indicators that measure response time, complaint resolution, service reliability, accessibility and citizen satisfaction have to be used.

10.5 Data quality is the key to the usefulness of AI

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AI systems require relevant, accurate, up-to-date and representative data. Bad data or missing information can lead to inaccurate forecasts and inequitable decisions. Therefore, establishing reliable data governance practices is a starting point for the success of smart city development.

11. Suggestions for Effective Implementation:

Urban authorities need to have a pragmatic, participatory, transparent, and sustainable approach to the implementation of smart cities based on AI.

11.1 Develop a clear policy on AI use for urban governance.

All cities using AI should develop a policy setting out the goals, allowed uses, accountability mechanisms, and how the city monitors its performance. The policy should define which decisions can be made using automation, those that need human approval and those that are unsuitable due to risk.

11.2 Start a clearly defined urban problem

The reason to implement AI is not because it is technologically advanced. They must first be able to identify a critical issue that is affecting them of their locality, for instance water leakage, unreliable waste pick up, traffic congestion, and delayed complaint resolution.

Pilot projects can be used to test the technical feasibility, costs, risks and public benefit of a small-scale, local application before expanding it. Projects which do not show value should be restated or abandoned.

11.3 Build an open, secure, and resilient digital infrastructure.

Reliable electrical power, high-speed Internet access, secure databases, suitable computing resources, and interoperable information systems are crucial for the implementation of AI.

These are the foundations that should be made a priority by municipal authorities in investment before complex technologies. The location of smart cities should not be limited to just a few, commercially relevant areas, nor should the benefits of smart cities be limited to such areas; infrastructure development is key in the process.

11.4 Build strong data governance

Cities need to establish clear guidelines for data collection, sharing, storage, retention, and deletion. Information should only be gathered when it is required to serve a “legitimate purpose of the public.” Sensitive information must be secured by proper security mechanisms, access controls and privacy analyses.

11.5 Promote transparency and accountability

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The public should be given clearly explained information on important AI applications of municipal bodies. If the automated system has a material impact on a decision, its purpose, relevant limitations and the process for requesting a review should be explained.

Important automated decisions made by public agencies must be recorded and there should be complaint and appeal structures in place that are easy to access. For high impact applications, independent evaluation should be considered.

11.6 Make investments in training and capacity building.

Governance must be an ongoing learning process in the era of AI. Municipal staff must be trained in data interpretation, responsible technology usage, cyber security, procurement, and ethics. Technical personnel should collaborate with city planners, engineers, legal professionals, social scientists and public servants. There are opportunities for universities and research institutions to participate in the programme by training, collaborating in research, and local innovation projects.

Employees should also be prepared to deal with new tasks within their roles as part of training, rather than viewed as a replacement for employment.

11. Conclusion:

Smart cities, powered by artificial intelligence, are a key trend in the advancement of the modern governance of cities. The integration of AI, connected infrastructure, data analytics, and digital public services empowers cities to enhance their planning, management, and operations of critical services. There are opportunities to use AI to make transportation more efficient, boost water and energy management, increase waste collection, help with environmental monitoring, improve emergency response, and make municipal administration more responsive to citizens' needs. The conversation emphasizes the importance of using AI to extract insights from data to guide planning and decision-making. Predictive analytics can be used to detect infrastructure issues before they get serious, intelligent service platforms can support the authorities in handling complaints and resource allocation. Integrated urban information systems have the potential to enhance inter-departmental coordination and enable evidence-based governance.Yet, the use of Artificial Intelligence does not guarantee a Smart, Equitable or Sustainable city. The benefits can be hindered by poor-quality data, financial limitations, threats from cyber security, breaches of privacy, algorithmic bias, and unequal digital access. AI in urban development needs to be linked with the goals of sustainable

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urbanization, inclusive growth and public service delivery in the Indian context. The study also underscores the need for humans and citizens. It is crucial that the use of AI does not take the place of public officials' professional judgment and accountability, but rather complements it.AI should enhance, not supplant, public officials' professional judgment and accountability, as well as that of urban planners, engineers, and service providers.

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Artificial Intelligence in Education for Sustainable Development: Advancing Quality Education (SDG 4) through Intelligent and Inclusive Learning

Prof. (Dr.) Sujan kumar Patel
Professor
Madhav University
NH – 27, Opp. Banas River Bridge
District – Sirohi, Rajasthan, Abu Road, India, 307 026
Sujanpatel@madhavuniversity.edu.in

Abstract

Education is the foundation on which every other Sustainable Development Goal (SDG) depends. SDG 4 seeks inclusive and equitable quality education and lifelong learning opportunities for all by 2030, yet progress remains uneven. This chapter examines how Artificial Intelligence (AI) can help advance SDG 4 through intelligent and inclusive learning. It reviews the conceptual background of AI in education, then discusses applications in personalised learning, intelligent tutoring, learning analytics, assessment, teacher support, accessibility and multilingual education. A mapping of AI applications to the SDG 4 targets is presented, followed by a discussion of the Indian policy context. The chapter also addresses the digital divide, algorithmic bias, privacy, teacher readiness and over-reliance on technology. It proposes an ethical governance framework and a strategic roadmap for policymakers, institutions and teachers. The chapter argues that AI can accelerate progress towards SDG 4 only when it is human-centred, evidence-based and designed for equity from the start.

Keywords*: Artificial Intelligence, SDG 4, quality education, inclusive learning, personalised learning, teacher education, educational equity*

1. Introduction

Education changes the life chances of individuals and the prospects of societies. It improves health, raises incomes, strengthens democratic participation and supports environmental responsibility. For this reason, the United Nations placed education at the centre of the 2030 Agenda for Sustainable Development. SDG 4 commits countries to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all (United Nations, 2015).

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Despite decades of effort, the goal is far from secure. Hundreds of millions of children and young people are still out of school. Many more attend school but do not acquire basic reading and mathematical skills. The causes are well known: shortages of qualified teachers, large classes, poor infrastructure, poverty, gender norms, disability, displacement and the use of languages in school that learners do not speak at home. The COVID-19 pandemic made these problems worse by interrupting learning for very large numbers of students and exposing deep gaps in access to devices and connectivity.In this setting, Artificial Intelligence has drawn considerable attention. AI refers to computer systems that perform tasks usually associated with human intelligence, such as recognising patterns, understanding language, making predictions and adapting to new information. In education, AI can help to personalise instruction, give learners immediate feedback, reduce the administrative burden on teachers, identify students who are falling behind and make learning materials accessible to people with different abilities and languages (Holmes et al., 2019; Luckin et al., 2016).

However, enthusiasm should be balanced with caution. Technology does not remove inequality by itself, and in some cases it can deepen it. Reviews of the research show that many AI applications in education have been developed without sufficient involvement of educators and without strong pedagogical foundations (Zawacki-Richter et al., 2019). Scholars also warn that claims about AI are often larger than the evidence behind them (Selwyn, 2019; Williamson & Eynon, 2020). A realistic account of AI and SDG 4 must therefore explain both opportunities and risks.This chapter has four aims. First, it clarifies the concepts of SDG 4 and AI in education. Second, it analyses the main applications of AI that support quality and inclusion in learning. Third, it discusses the challenges and ethical issues that must be addressed. Fourth, it offers a roadmap that policymakers, institutions and teachers can use to apply AI responsibly in support of SDG 4**.** Figure

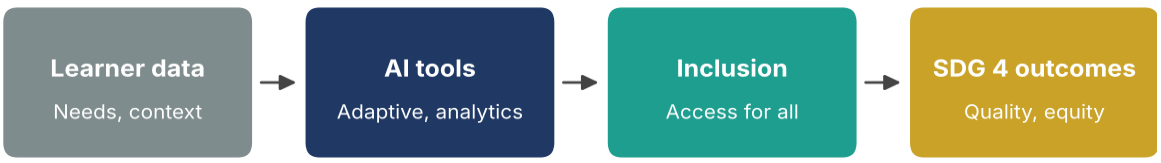


Figure 1: Conceptual framework of AI in education for SDG 4

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2. Conceptual Foundations

2.1 SDG 4 and its targets

SDG 4 contains ten targets. Seven are outcome targets and three are targets on the means of implementation. The outcome targets cover free and quality primary and secondary education (4.1), early childhood development (4.2), access to technical, vocational and higher education (4.3), relevant skills for employment and entrepreneurship (4.4), the elimination of gender disparities and equal access for vulnerable groups (4.5), universal youth literacy and numeracy (4.6) and education for sustainable development and global citizenship (4.7). The means of implementation concern education facilities (4.a), scholarships (4.b) and the supply of qualified teachers (4.c) (United Nations, 2015).

Two ideas run through these targets. The first is quality, which means that learners must actually learn and not merely attend school. The second is inclusion, which means that no learner should be excluded because of gender, disability, poverty, location, ethnicity or language. AI will be useful for SDG 4 only if it serves these two ideas.

2.2 Artificial Intelligence in education

AI in education covers several families of technology. Machine learning allows systems to detect patterns in large data sets and to improve with experience. Natural language processing lets computers read, write, translate and converse in human languages. Computer vision supports handwriting recognition and image description. Recommender systems suggest suitable learning resources. Generative AI, which produces text, images and other content on request, has recently entered classrooms and brought both opportunity and concern.

Researchers often describe three broad orientations of AI in education: learner-facing tools such as intelligent tutoring systems, teacher-facing tools such as automated marking and planning assistants, and system-facing tools such as analytics used in school administration and planning (Holmes et al., 2019). Each orientation contributes to SDG 4 in a different way, and a balanced strategy usually draws on all three.

2.3 Why AI matters for sustainable development

Beyond education, AI has been identified as a technology that can support many of the SDGs, although it also carries risks for some of them (Vinuesa et al., 2020). Education is a particularly important case because it produces the human capacity that every other goal requires. The Beijing Consensus on Artificial Intelligence and Education, adopted under the leadership of

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UNESCO, stresses that AI should be used to support equity and inclusion, to strengthen teachers and to improve learning, and that its development must remain human-centred (UNESCO, 2019). UNESCO has since issued guidance that calls for regulation, teacher training and the protection of learners' data (UNESCO, 2021).

3. Applications of AI for Quality and Inclusive Learning

3.1 Personalised and adaptive learning

In a typical classroom, a single teacher must serve many learners who differ in prior knowledge, pace and interest. Adaptive learning systems address this problem by collecting data on how each learner responds to tasks and by adjusting the next activity. A learner who makes repeated errors in fractions may receive a simpler explanation, a worked example or additional practice. A learner who masters the topic quickly may move on to a more challenging task. Such systems support the aim of SDG 4.1, since they help more learners to reach the expected level of competence.Personalisation, however, must not be confused with isolation. Good pedagogy combines individual support with group work, discussion and teacher guidance. Adaptive tools should therefore be used to free class time for collaboration and not to replace it.

3.2 Intelligent tutoring systems

Intelligent tutoring systems (ITS) imitate some functions of a human tutor. They present problems, observe the learner's steps, offer hints and give feedback at the moment it is needed. Research suggests that well-designed systems can produce learning gains close to those of human tutoring in some subjects and can outperform conventional instruction (VanLehn, 2011). A meta-analytic review found that intelligent tutoring systems were associated with moderate positive effects on learning compared with conventional teaching (Kulik & Fletcher, 2016). These results are promising for places where qualified tutors are scarce or expensive. They also depend on good design, appropriate subjects and adequate teacher integration, so they should not be read as proof that every system will work in every setting.

Figure 2 illustrates the kind of difference that is sometimes hoped for when adaptive and tutoring support is used well. The data in the figure are illustrative and are not drawn from a specific study.

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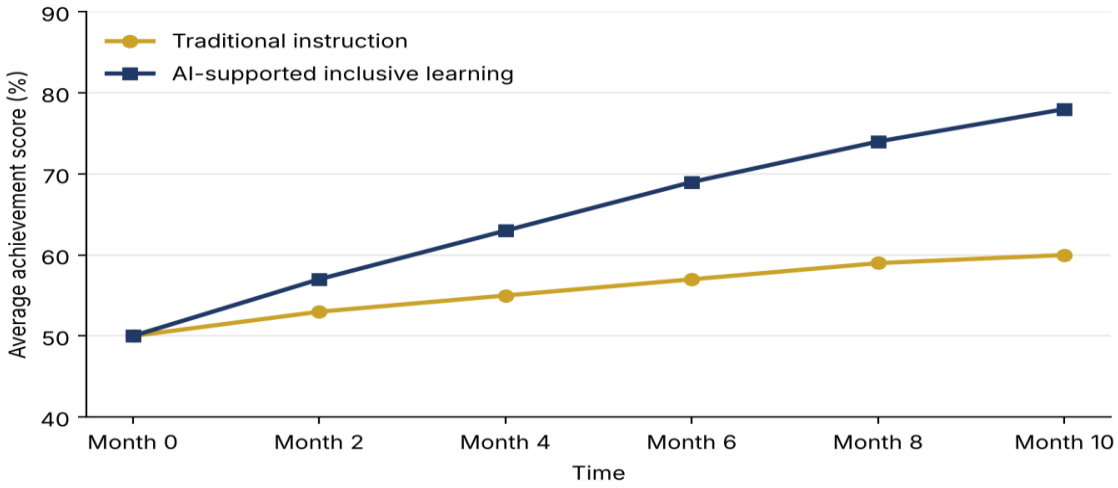


Figure 2: learning outcomes, traditional vs AI-supported instruction (illustrative data, not measured)

3.3 Learning analytics and early warning

Learning analytics involves collecting and analysing data about learners and their contexts in order to understand and improve learning (Siemens & Long, 2011). Dashboards can show teachers which students are not attending regularly, which concepts the class finds difficult and which learners are at risk of dropping out. When such signals appear early, schools can provide remedial classes, counselling or family support before the problem becomes serious. This is especially valuable for target 4.1 and target 4.5, because dropout is concentrated among the most disadvantaged learners.

Analytics must be used with care. Predictions are probabilities and not certainties, and a student should never be labelled on the basis of a score alone. Human judgement and the learner's own voice must remain part of the decision.

3.4 Supporting teachers and teacher education

Target 4.c calls for a larger supply of qualified teachers. AI can contribute in two ways. First, it can reduce routine work. Tools that assist with marking objective tests, preparing lesson resources, tracking attendance and writing reports give teachers more time for mentoring, feedback and creative teaching. Second, AI can strengthen teacher preparation. Simulated classrooms, automated feedback on lesson plans and recorded micro-teaching with analytics allow prospective teachers to practise before they enter real schools.

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Teachers are central to every successful use of AI. Where teachers do not understand a tool or do not trust it, it is usually abandoned. For this reason, teacher education programmes need to include AI literacy, which covers what AI can and cannot do, how data are used, how to judge the quality of AI output and how to teach students to use AI honestly and critically.

3.5 Assessment and feedback

Assessment is another area of change. Automated systems can score multiple-choice items instantly and, increasingly, give feedback on short answers and essays. Immediate feedback helps learners to correct mistakes while the topic is fresh. Formative assessment supported by AI can also show teachers the specific misconceptions that need attention. At the same time, automated scoring of complex writing has limits, and it can disadvantage learners whose language or style differs from the examples used to train the system. High-stakes decisions should therefore keep a human reviewer in the process.

3.6 Accessibility and inclusion

Inclusion is the strongest argument for AI in education. Speech-to-text tools help learners with hearing or writing difficulties, while text-to-speech and screen readers help learners with visual impairments. Image description tools make diagrams and photographs accessible. Predictive text and reading support can assist learners with dyslexia. For learners with autism or other special needs, structured and patient digital environments may offer a calm space for practice. These tools support target 4.5, which asks for equal access for persons with disabilities and vulnerable groups, and target 4.a, which calls for learning environments that are inclusive and effective for all. Their value depends on affordable devices, teacher training and the involvement of persons with disabilities in design.

3.7 Language and multilingual learning

Many children begin school in a language that is different from the one they speak at home, and research in many countries links this mismatch to weaker learning. Machine translation, speech recognition and text generation can help to produce learning materials in regional and minority languages, convert textbooks into audio and support learners who are moving between languages. In a multilingual country such as India, this is a significant opportunity. The quality of these tools in less widely used languages is still uneven, because they have fewer data to learn from. Careful review by language experts and local communities is therefore necessary.

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3.8 Access beyond the classroom

AI-supported applications on low-cost mobile phones can bring learning to remote areas, out-of-school adolescents and adult learners. Voice-based assistants can support literacy for people who are not yet confident readers. Such services contribute to target 4.6 on youth and adult literacy and to lifelong learning more broadly.

3.9 Scenarios

Three short scenarios show how these applications may work together. They are hypothetical and are included only to make the discussion concrete.

In the first scenario, a government upper-primary school in a rural district has one mathematics teacher for three classes. The school uses a low-bandwidth adaptive practice application on shared tablets. Students work on practice sets in turns while the teacher supports small groups. The application records which concepts each student finds difficult, and the teacher uses a weekly summary to plan revision. Here AI extends the reach of a scarce teacher and does not replace her.

In the second scenario, a teacher education college introduces a short course on AI literacy for trainee teachers. Trainees practise writing prompts, compare AI-generated lesson plans with their own, identify errors and bias in the output, and discuss how to guide school students in honest use. The course prepares future teachers to use AI with judgement, which supports target 4.c.In the third scenario, a learner with a visual impairment uses a screen reader, an image description tool and a voice assistant to read textbooks and submit assignments. The school provides training for the learner and the teacher, and it checks that the tools work in the learner's own language. Here AI supports target 4.5 by removing a barrier that would otherwise limit participation.

4. Mapping AI Applications to SDG 4 Targets

Table 1 summarises how the applications discussed above connect to the targets of SDG 4. The table is intended as an analytical aid and not as a claim that each tool will achieve each target.

Table 1: Mapping AI applications to SDG 4 targets

Target	AI application	Contribution
4.1	Adaptive learning, tutoring, analytics	Helps more learners reach expected competence

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Target	AI application	Contribution
4.2	Interactive stories, screening support	Supports caregivers; human relationships come first
4.3	Adaptive online courses, AI advising	Widens access to tertiary and vocational learning
4.4	Skills platforms, simulations	Practice for employment and entrepreneurship skills
4.5	Assistive tools, translation, early warning	Reduces barriers for girls, learners with disabilities and minorities
4.6	Voice-based literacy apps, mobile learning	Supports youth and adult literacy and numeracy
4.7	Sustainability simulations, curriculum resources	Supports sustainability and global citizenship education
4.a	Accessible, low-bandwidth tools	Makes learning environments inclusive and effective
4.b	Information and matching services	Helps learners find scholarship information (limited role)
4.c	Planning aids, simulations, feedback tools	Reduces workload and strengthens teacher preparation

The mapping shows that AI is most directly relevant to learning quality (4.1, 4.4 and 4.6), inclusion (4.5) and teachers (4.c). It is less direct for scholarships (4.b) and early childhood development (4.2), where human relationships and public investment matter far more than technology. This is a useful reminder that AI is one instrument among many.

5. The Indian Context

India offers a revealing example. The country has a very large school system, a young population and great linguistic and regional diversity. The National Education Policy 2020 sets

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out a vision of universal access, foundational literacy and numeracy, multilingual education, equity and the integration of technology at all levels (Ministry of Education, 2020). It also stresses teacher preparation and recognises the need for technology to benefit learners who are disadvantaged.

Several features of the Indian setting are important for AI. First, language diversity means that tools which work well only in English will exclude many learners. Second, gaps between urban and rural areas, between states and between genders in access to devices and connectivity mean that AI solutions must work on low-cost phones and weak networks. Third, the very large number of teachers and trainee teachers means that teacher education programmes, such as B.Ed. and M.Ed. courses, have a major role in building AI literacy. Fourth, state governments and universities can carry out local research on what works in their own classrooms, rather than depending on evidence from other countries.

These observations apply to many developing countries. The lesson is that AI strategies for SDG 4 must be shaped by local languages, local infrastructure and local teachers.

6. Challenges and Risks

6.1 The digital divide

Learners without devices, electricity or reliable internet cannot benefit from AI tools. If such tools are introduced first in well-resourced schools, they may widen the gap between rich and poor, urban and rural, and boys and girls. Equity requires investment in infrastructure, shared devices, offline-capable applications and community access points.

6.2 Algorithmic bias

AI systems learn from data, and data reflect the societies that produce them. If the training data under-represent certain groups, the system may perform poorly for those groups or reproduce stereotypes (Mehrabi et al., 2021). In education, this could mean that a speech recogniser misunderstands some accents, that a prediction model wrongly labels students from certain backgrounds as high risk, or that an essay scorer favours a particular style. Developers and institutions should test tools across different groups and publish the results.

6.3 Privacy and data protection

Educational AI depends on large amounts of data about children, including their performance, behaviour and sometimes their voices and faces. These data are sensitive. Without strong safeguards, they could be misused, sold or leaked. Institutions should collect only the data they

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need, explain clearly how data are used, obtain suitable consent, store data securely and give families a way to question decisions made from data.

6.4 Teacher readiness and professional autonomy

Many teachers have had little training in AI. Without support, they may use tools wrongly or avoid them out of fear. There is also a concern that automated systems could reduce teacher autonomy by imposing fixed sequences and monitoring performance in ways that treat teachers as technicians. Training and professional respect are therefore essential.

6.5 Over-reliance and the quality of thinking

Generative AI can write essays, solve problems and summarise readings in seconds. If learners use it in place of thinking, they may fail to develop analytical, creative and communication skills. Educators need to redesign tasks and assessment so that they value reasoning, process and original work, and they need to teach learners to question AI output, which may contain errors.

6.6 Weak evidence and commercial pressure

Many products enter the market with strong claims but limited independent evidence. Procurement decisions are sometimes driven by marketing and not by learning needs (Williamson & Eynon, 2020). Schools and governments should ask for evidence, run small pilots and evaluate results before large-scale adoption.

6.7 Environmental cost

It is also worth noting that large AI systems consume energy and resources. A development agenda should consider this cost, so that the pursuit of SDG 4 does not undermine environmental goals.

7. An Ethical and Governance Framework

Ethical principles for AI have been proposed by many bodies. A widely cited synthesis identifies beneficence, non-maleficence, autonomy, justice and explicability as core principles (Floridi et al., 2018). Applied to education, these principles suggest the following commitments.

- **Learning first.** A tool should be adopted only if it supports a clear learning aim and there is reasonable evidence that it helps.
- **Human oversight.** Teachers and school leaders must keep final responsibility for decisions that affect learners.

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- **Fairness and inclusion.** Tools must be tested for bias and designed with learners who have disabilities, who speak minority languages or who live in remote areas.
- **Transparency.** Schools and families should be able to understand what a system does, what data it uses and how to challenge its output.
- **Privacy and safety.** Learner data must be protected, particularly for children.
- **Accountability.** Developers, institutions and governments should be answerable for harm, and independent evaluation should be encouraged.
- **Participation.** Teachers, learners, parents and communities should be involved in choosing and designing tools.

Governance should operate at several levels. National policy can set standards for data protection, age-appropriate design and procurement. Institutions can create guidelines for acceptable use and academic integrity. Teachers can adapt these rules to the needs of their classes. UNESCO has recommended that governments regulate generative AI in education, set a minimum age for classroom use and invest in teacher training (UNESCO, 2021, 2023).

8. A Strategic Roadmap

The following roadmap is proposed for countries and institutions that want to use AI to support SDG 4.

8.1 Build the foundations

Governments should first ensure basic access: electricity, connectivity, affordable devices and digital content in local languages. AI should not be introduced as a substitute for such foundations. At the same time, countries should adopt clear data protection laws and standards for educational technology.

8.2 Invest in teachers

Teacher education institutions should include AI literacy in pre-service and in-service programmes. Teachers should be trained not only to operate tools but also to evaluate them, to design lessons that make good use of them and to teach learners about their limits. Time and recognition should be given to teachers who experiment and share good practice.

8.3 Start small, test and scale

Instead of adopting large systems at once, education authorities should run pilots, measure effects on learning and equity, and share findings openly. Only tools that show benefit and meet ethical standards should be scaled.

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8.4 Design for inclusion

Content and tools should support local languages, low bandwidth, offline use and accessibility features. Girls, children with disabilities and learners in remote areas should be involved in design and testing.

8.5 Strengthen research and monitoring

Universities and research institutions should carry out context-specific studies on the impact of AI on learning, equity and teacher practice. Indicators linked to SDG 4 should be used to track progress, and results should inform policy.

8.6 Encourage partnerships

Governments, universities, civil society and technology companies should work together, with clear rules on data ownership and public interest. Open educational resources and open-source tools can reduce cost and increase local control.

8.7 Monitor progress with clear indicators

A roadmap is useful only if progress can be measured. Education authorities and institutions can track a small set of indicators that connect AI use to SDG 4 and not merely to technology adoption. Examples include learning outcomes in foundational literacy and numeracy, the gap in outcomes between disadvantaged and other learners, the proportion of teachers who have completed AI literacy training, the share of schools with adequate devices and connectivity, the availability of learning materials in local languages, and the number of tools that have been independently evaluated. Where possible, results should be reported separately by gender, location and disability status so that gaps are visible and not hidden by averages.

Equally important are qualitative indicators. Teachers and learners should be asked whether the tools save time, whether they feel respected and whether they understand how decisions are made. Parents and communities should have a channel to raise concerns. These voices often reveal problems that numerical data do not capture, such as stress caused by constant monitoring or the loss of creative classroom time.

Finally, institutions should plan for review. Technologies and risks change quickly, so policies should be revisited regularly, and tools that do not meet the standards should be withdrawn. A culture of learning from mistakes, rather than defending them, will help systems improve.

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9. Future Directions

Several developments are likely to shape the next decade. Generative AI will keep changing how learners find information and produce work, which will require new approaches to curriculum and assessment. Multilingual models may become better for under-served languages, if data and community involvement improve. Multimodal systems that combine speech, text and images may offer richer support for learners with disabilities. Learning analytics may become more transparent and more controllable by learners themselves.

Important research questions remain. Which AI interventions improve learning for the most disadvantaged learners, and under what conditions? How can teacher professional development be made effective at scale? What kinds of regulation protect children without blocking useful innovation? How can the environmental cost of AI be reduced? Answers to these questions will need collaboration across education, computer science, ethics, law and the communities that schools serve.

10. Conclusion

Artificial Intelligence is neither a miracle cure nor a threat to be avoided at all costs. It is a set of tools whose value depends on the purposes for which they are used and the care with which they are governed. For SDG 4, AI offers real possibilities: personalised support for each learner, help for teachers, early warning for students at risk, accessible learning for persons with disabilities and materials in many languages. It also carries risks of inequality, bias, loss of privacy and weakened thinking.

The way forward is a human-centred approach. Teachers must remain at the heart of education, learners and communities must have a voice, and policies must protect rights and promote equity. With strong foundations, careful evidence and ethical safeguards, intelligent and inclusive learning can help bring the promise of SDG 4 within reach, so that no learner is left behind.

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Artificial Intelligence in Teacher Education: Reimagining Pedagogical Competence, Professional Development and Ethical Practice in the Digital Era

Dr. Deepmala Mishra

Assistant Professor, Faculty of Education, Swaminarayan University, Kalol (Gujarat), India

Abstract

Artificial intelligence (AI) is transforming schools and higher education, and teacher education programmes are expected to prepare teachers who can use it wisely. This chapter examines how AI is reshaping three core aspects of teacher preparation: pedagogical competence, professional development and ethical practice. Using a critical conceptual synthesis of international research, global guidance and Indian policy documents, it first clarifies the meaning and scope of AI in teacher education and its theoretical anchors, including pedagogical content knowledge, TPACK and reflective practice. It then analyses the competencies that AI-ready teachers need, the ways in which AI can support lesson planning, assessment and feedback, and the design of continuous professional learning. The chapter discusses privacy, bias, academic integrity, transparency and human oversight as central ethical concerns, and relates these issues to the National Education Policy 2020 and the restructuring of teacher education in India. A cyclical model of professional development and a set of principles for responsible integration are proposed. The chapter concludes that AI should augment, not replace, teacher judgement, and that teacher education institutions must model critical, ethical and pedagogically grounded use of technology.

Keywords: Artificial intelligence; teacher education; pedagogical competence; professional development; ethical practice; NEP 2020

1. Introduction

Teachers have always worked with the technologies of their age, but artificial intelligence presents a challenge of a different order. Earlier tools helped teachers present content. AI tools analyse learner data, produce text, images and feedback, and respond conversationally. A student teacher today can ask a chatbot to draft a lesson plan, generate a quiz or suggest

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classroom activities in seconds. At the same time, the same student teacher may not know how such output is produced, where it may be wrong or what happens to the data entered into the tool.

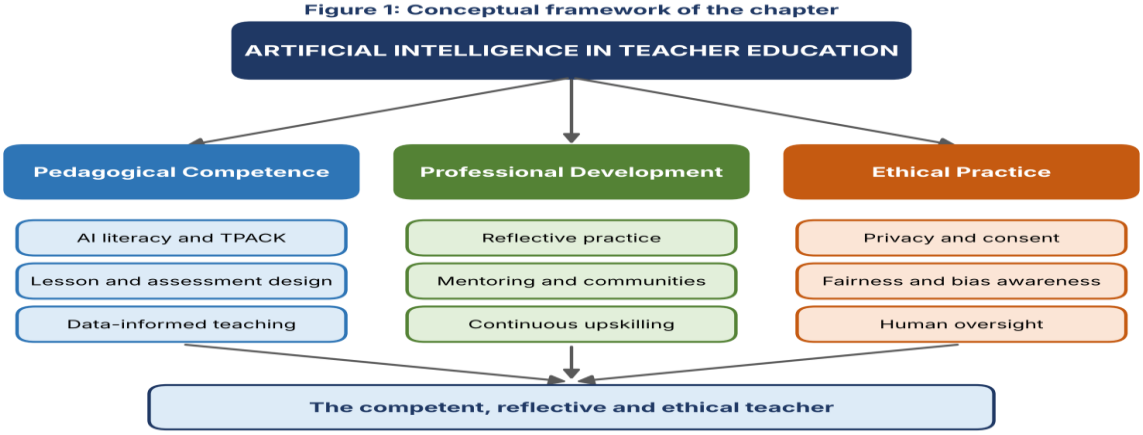
This situation places teacher education at the centre of the debate about AI in education. If teachers are to guide learners in a world shaped by AI, they must themselves understand its possibilities and limits. Yet research suggests that adopting technology in classrooms depends less on access to devices than on teachers' knowledge, confidence, beliefs and school culture (Ertmer & Ottenbreit-Leftwich, 2010). A review of AI research in higher education also found that the perspectives of educators and pedagogical theory were limited in a field dominated by technical studies (Zawacki-Richter et al., 2019). Teacher education therefore has both an opportunity and a responsibility: to bring educational thinking into the way AI is understood and used.

Global policy attention has grown accordingly. UNESCO (2021, 2023) has called for human-centred approaches that protect learner agency, privacy and equity, and has issued an AI competency framework for teachers (UNESCO, 2024). In India, the National Education Policy (NEP) 2020 emphasises technology integration, continuous professional development and the reform of teacher education (Ministry of Education, 2020). The question for teacher educators is no longer whether AI will enter the classroom, but how future teachers should be prepared to use it competently, reflectively and ethically.

This chapter addresses that question through three dimensions, summarised in Figure 1: pedagogical competence, professional development and ethical practice. Its objectives are to (i) clarify the concept and theoretical anchors of AI in teacher education; (ii) analyse the competencies required of AI-ready teachers and how AI can support teaching and assessment; (iii) examine models of professional development; (iv) discuss ethical concerns; and (v) propose principles and recommendations for teacher education institutions.

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Figure 1: Conceptual framework of the chapter



2. Conceptual Foundations

2.1 Meaning and scope of AI in teacher education

AI in teacher education has two connected meanings. The first is preparation for AI: equipping student teachers and in-service teachers with the knowledge, skills and values to teach in AI-enabled environments and to help learners understand AI. The second is preparation with AI: using AI tools within teacher education itself, for example in generating practice scenarios, analysing recorded micro-lessons, providing feedback on written assignments or supporting personalised study. A mature programme addresses both, so that student teachers experience responsible AI use as learners before they model it as teachers.

2.2 Theoretical anchors

Shulman's (1986) concept of pedagogical content knowledge, the blending of subject knowledge with the knowledge of how to teach it, remains central. AI can generate content knowledge quickly, but only a teacher can judge how a concept should be sequenced, which misconceptions to anticipate and which examples suit a particular class. The TPACK framework extends this idea by adding technological knowledge and emphasising the interaction among technology, pedagogy and content (Mishra & Koehler, 2006). For AI, the framework implies that tool knowledge alone is insufficient; teachers need to decide when and why an AI tool serves a learning purpose.

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Reflective practice is the third anchor. Schön's (1983) idea of the reflective practitioner who thinks critically about action offers a basis for learning with AI. When student teachers evaluate an AI-generated lesson plan against learning outcomes, learner needs and ethical standards, they are exercising professional judgement. The UNESCO (2024) AI competency framework for teachers organises expected competencies around a human-centred mindset, the ethics of AI, AI foundations and applications, AI pedagogy and the use of AI for professional development, with progressive levels from acquiring basic understanding to deepening and creating. This progression is useful for planning curricula across the stages of teacher preparation.

2.3 The changing role of the teacher

As AI takes over certain routine tasks, the role of the teacher shifts from transmitter of information to designer of learning experiences, facilitator of inquiry, interpreter of data and guardian of values. This does not diminish the profession; it asks teachers to concentrate on what is most human in teaching, such as motivating learners, nurturing curiosity, guiding discussion and helping young people to judge information wisely. The shift also increases the need for teacher agency, the capacity to make informed professional decisions about tools and methods rather than follow whatever technology is supplied. Teacher education programmes must therefore strengthen professional autonomy and critical thinking, not merely technical skill.

3. Reimagining Pedagogical Competence

3.1 Competencies of the AI-ready teacher

Pedagogical competence in the age of AI includes the traditional abilities to plan, teach, manage a classroom and assess learning, but also adds new capabilities. Teachers need basic AI literacy, meaning an understanding of how systems learn from data, why outputs can be inaccurate or biased and what AI can and cannot do. They need the ability to integrate AI purposefully into lesson design, to interpret learning analytics, to evaluate AI-generated content critically and to design assessments that evidence genuine understanding. They also need the confidence to decide when not to use AI. Table 1 summarises these domains and suggests how a B.Ed. programme might develop each.

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Table 1: Competency domains for AI-ready teachers and strategies for teacher education

Competency domain	Indicative teacher abilities	Possible strategies in teacher education
AI literacy	Explains basic AI concepts, capabilities and limitations; recognises hallucination and bias	Foundation module; demonstrations with guided questioning; comparing tool outputs
Pedagogical integration	Aligns AI tools with outcomes; adapts TPACK to lesson design	Micro-teaching with AI-supported lesson plans; peer critique
Data literacy	Reads learning analytics; avoids over-interpreting predictions	Case studies using sample dashboards; classroom action research
Critical evaluation	Verifies facts, sources and cultural suitability of AI output	Verification tasks; error-spotting exercises on generated content
Assessment design	Designs authentic, process-based tasks; sets clear AI-use rules	Redesigning assignments; rubric development; oral and portfolio assessment
Ethics and law	Applies principles of privacy, consent, fairness and copyright	Ethical dilemma discussions; developing classroom AI policies

3.2 AI support for planning, teaching and assessment

AI can reduce routine workload and extend the range of teaching resources. Generative tools can draft lesson outlines, suggest activities for mixed-ability groups, create practice questions, adapt a text to different reading levels and translate materials into regional languages. In a country as linguistically diverse as India, such support can help teachers in multilingual

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classrooms. Learning analytics and adaptive platforms can show which learners are struggling and which concepts are poorly understood, allowing earlier intervention. Meta-analytic evidence indicates that intelligent tutoring systems can improve learning outcomes in well-structured subjects (Kulik & Fletcher, 2016), though results vary and are strongest where answers and solution paths can be clearly defined.

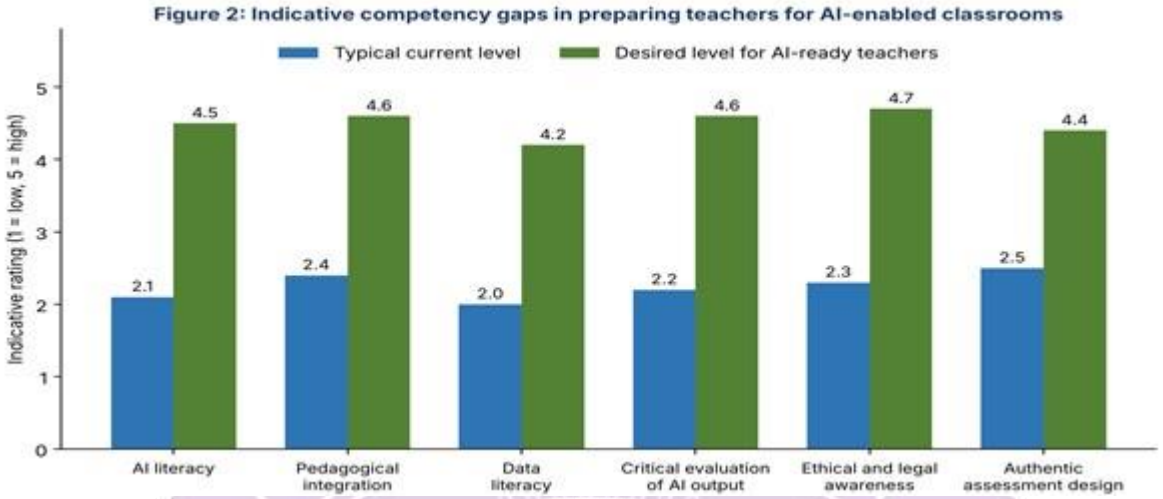
In assessment, AI can provide rapid feedback on drafts and practice items. Feedback is among the most powerful influences on learning when it is timely and tells learners how to improve (Hattie & Timperley, 2007). Student teachers can learn to use such tools to supplement, not replace, their own feedback, and to check the quality and fairness of automated comments. For high-stakes decisions, human judgement must remain decisive.

3.3 Risks to pedagogical competence

Uncritical use of AI may weaken the very competence that teacher education seeks to build. Student teachers who rely on generated lesson plans may not develop skill in sequencing, questioning and adapting to learners. Teachers who accept generated content without checking it may transmit errors or culturally inappropriate examples. Kasneci et al. (2023) note that large language models offer benefits for personalised support but carry risks of over-reliance, bias and reduced critical thinking. Teacher education should therefore require student teachers to first plan independently, then use AI as a critical partner and finally evaluate and revise the result. Such an approach protects thinking while building familiarity with the tools.

Selwyn (2019) argues that educational technology debates must ask what is gained and lost when teaching tasks are automated. Teaching is not only the delivery of content; it involves relationships, encouragement, moral example and responsiveness to the whole child. These human dimensions of the profession cannot be delegated to an algorithm, and teacher education should make this explicit. Figure 2 provides an indicative picture of the gap between typical current competence and the levels desirable for AI-ready teachers.

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3.4 An illustrative classroom practice in a B.Ed. programme

A short example shows how these ideas can be translated into practice. Suppose student teachers in a B.Ed. course on pedagogy of science are asked to prepare a lesson on a topic from the secondary curriculum. In the first step, each student teacher plans the lesson independently, stating learning outcomes, activities and assessment. In the second step, they use an AI tool to generate alternative activities, analogies and questions, recording the prompts they used. In the third step, they critically compare the generated suggestions with their own plan, checking scientific accuracy, suitability for the learners, language level and cultural relevance, and noting errors or biases found. In the fourth step, they revise the plan and conduct the lesson in a practice setting. Finally, they reflect with a mentor on what AI contributed, what it could not do and what they learned about their own teaching.

This sequence demonstrates several principles at once. It protects independent thinking by requiring a first plan before consulting AI. It develops critical evaluation through systematic checking. It builds ethical awareness through discussion of accuracy, bias and acknowledgement. It also keeps the teacher, and not the tool, as the final decision-maker. Variations of the same sequence can be used for assessment design, preparation of remedial material and analysis of learner errors.

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4. AI and Professional Development

4.1 Continuing learning as a professional responsibility

AI tools change rapidly, and no pre-service course can prepare teachers for every development. Professional learning must therefore continue throughout a teaching career. NEP 2020 recognises this by recommending continuous professional development for all teachers, including a minimum number of hours each year, and by moving towards a four-year integrated teacher preparation programme as the standard qualification (Ministry of Education, 2020). These provisions create space for AI-related learning, provided that it is planned with care and not limited to one-time workshops.

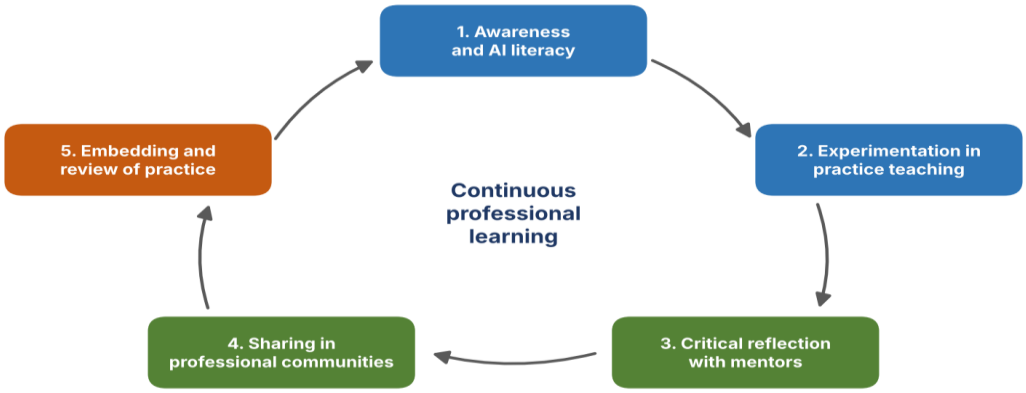
Effective professional development is sustained, collaborative and linked to classroom practice. Short training on tool features often fails to change teaching because it ignores teachers' beliefs, contexts and the culture of the school (Ertmer & Ottenbreit-Leftwich, 2010). A better approach integrates learning about AI with real problems of practice, such as how to design a feedback task or how to respond to AI-written assignments, and gives teachers time to experiment and discuss.

4.2 A cyclical model of professional development

Figure 3 proposes a cyclical model in five stages. In the first stage, awareness and AI literacy, teachers build basic understanding and learn institutional policies. In the second, they experiment with tools in practice teaching or classroom tasks with clear learning purposes. In the third, they reflect critically with mentors, examining what worked, what failed, what ethical issues arose and what learners gained. In the fourth, they share insights in professional communities, such as subject teams, teacher educator forums and online groups. In the fifth, they embed effective practices and review them periodically, after which the cycle begins again as tools and contexts change.

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Figure 3: A cyclical model of professional development for AI integration



This model treats teachers as active professionals who build knowledge together, and not as passive recipients of training. It also places reflection and sharing at the centre, which is consistent with the idea of the reflective practitioner (Schön, 1983). Teacher educators should be included in the cycle, since they must model responsible use and update their own courses.

4.3 AI as a support for professional learning

AI can itself support teachers' growth. Tools can summarise research, help prepare reading lists, analyse transcripts of recorded lessons for patterns in questioning and talk time and offer practice scenarios for classroom management. Mentors can use such analysis as a starting point for discussion. However, interpretations produced by AI are only suggestions; they may miss context, and recordings of classrooms raise privacy and consent concerns. Programmes should therefore adopt clear protocols for the use of recordings and data, and keep mentor judgement central.

4.4 Mentoring and the practicum

The school practicum is the place where preparation becomes practice, and it is therefore crucial in AI integration. Mentor teachers in schools may have varied experience of AI, and student teachers may encounter contexts in which its use is restricted or unavailable. Teacher education institutions should establish partnerships with schools to share guidelines, agree on appropriate uses of AI during practice teaching and ensure that student teachers receive

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guidance in the classroom. Supervisors can use observation checklists that include items on purposeful technology use, learner engagement, accuracy of content and respect for learner data. Where AI is not available, student teachers should still be able to teach effectively, which reminds us that technology is a support and not a substitute for sound pedagogy.

4.5 Preparing teacher educators

The quality of AI integration in B.Ed. and M.Ed. programmes depends heavily on teacher educators. Many have limited exposure to AI, and some fear that it will undermine academic standards. Institutions should provide structured opportunities for teacher educators to learn, experiment and revise their courses, and should recognise this work in workload and appraisal. When teacher educators model transparent and critical use, for example by acknowledging AI assistance in their own materials and discussing its limits, student teachers learn what responsible practice looks like.

5. Ethical Practice in AI-Enabled Education

5.1 Privacy, consent and data protection

AI systems depend on data, and educational data can be highly sensitive, covering attendance, performance, behaviour and in some cases images, voice or emotional indicators. Teachers must understand that entering student information into public AI tools may expose it to commercial use or storage beyond their control. Student teachers should learn to minimise data, remove identifiers, check institutional and legal requirements, and obtain consent where required. They should also be able to explain these practices to parents and learners in plain language.

5.2 Bias, fairness and inclusion

AI systems can reproduce and amplify bias present in their training data. They may perform better in English than in Indian languages, misjudge dialects, stereotype by gender or region, or give lower expectations to disadvantaged groups. Akgun and Greenhow (2022) identify privacy, bias, transparency and the risk to autonomy as major ethical challenges of AI in school settings. Teachers need the ability to recognise such problems, to question tools, and to ensure

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that no learner is disadvantaged. Inclusion also demands attention to access: learners without devices or connectivity must not be excluded from learning opportunities that depend on AI.

5.3 Academic integrity and honest use

Generative AI challenges traditional ideas of authorship and originality. Detection tools are imperfect and may wrongly flag honest work, so they should not be the sole basis for disciplinary decisions. Teacher education should instead prepare teachers to redesign assessment, emphasising drafts, reflection, oral explanation and tasks tied to local contexts. Clear norms about permitted use and acknowledgement of AI assistance should be developed with students. Student teachers should also reflect on their own conduct, since they will become models of academic honesty.

5.4 Transparency, accountability and human oversight

Many AI systems operate as opaque "black boxes", making it difficult to explain why a recommendation or score was produced. Floridi et al. (2018) propose principles of beneficence, non-maleficence, autonomy, justice and explicability to guide AI in society, and these can be adapted to education. In practice, they imply that teachers should be able to explain how a tool influences decisions about learners, that responsibility for consequential decisions remains with identifiable humans, and that learners and parents have avenues to question outcomes. Williamson and Eynon (2020) caution that the development of AI in education has often been shaped by technical and commercial interests, and call for greater attention to its social and political dimensions. Teachers who understand these issues are better placed to act as informed critics, not simply as users, of educational technology.

5.5 Professional values and the human relationship

Teaching is a moral profession built on care, trust and example. Conversational AI may appear empathetic, but it does not bear responsibility for a learner's well-being. Teacher education should ensure that student teachers understand that AI cannot replace the human relationship between teacher and learner, and should cultivate values such as honesty, fairness, respect and care alongside technical skill. This is in harmony with the emphasis of NEP 2020 on holistic development and value-based education.

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5.6 Developing a classroom and institutional AI policy

Ethical principles become effective when translated into clear policies. Teacher education programmes can guide student teachers in drafting a simple classroom AI policy that answers practical questions. Which tools may be used, and for what purposes? What information must never be entered into public tools? How should students acknowledge AI assistance? How will teachers check the accuracy of generated material? What alternatives exist for learners who lack access? How will concerns and complaints be handled? Developing such a policy gives student teachers experience of weighing competing values and of explaining decisions to learners and parents. At the institutional level, similar questions should be addressed in a published policy that is reviewed regularly as technology and regulations change.

6. Policy and Institutional Context in India

NEP 2020 identifies technology, including artificial intelligence, as an area that will shape future education and work, and calls for its integration in teaching, learning, assessment and administration, alongside equitable access (Ministry of Education, 2020). It also proposes reform of teacher education through multidisciplinary institutions, integrated programmes and continuous professional development. The National Curriculum Framework for School Education (Ministry of Education, 2023) and the National Curriculum Framework for Teacher Education (National Council for Teacher Education, 2009) provide a basis on which AI-related competencies can be incorporated into course design and practicum experiences, and updated frameworks can build on these foundations.

Several institutional challenges require attention. Digital infrastructure is uneven across regions and institutions. Many AI tools support Indian languages poorly. Faculty may lack time and training. Institutional policies on acceptable AI use, data protection and assessment are often still under development. Teacher education institutions should respond by forming internal guidelines, appointing coordinators for technology integration, building partnerships with schools for practice, and ensuring that students from different backgrounds have equal access to tools and support.

Assessment of student teachers must also evolve. If written assignments can be produced easily by generative tools, evaluation should draw more on practicum performance, portfolios, reflective journals, viva voce discussion and action research. Such methods give a fuller picture

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of professional competence and make dishonest use of AI less attractive. They also align with the emphasis in NEP 2020 on assessment that tests higher-order skills and application and not rote recall.

7. Principles and Recommendations

On the basis of the discussion, the following principles are proposed for teacher education programmes:

- **Pedagogy first:** begin with learning outcomes and learner needs, and choose AI tools only where they add educational value.
- **Learn with and about AI:** combine practical use of tools with understanding of how they work and their limitations.
- **Think first, then use:** require independent planning before AI assistance, followed by critical evaluation of output.
- **Human in the loop:** keep teachers responsible for consequential decisions about learners.
- **Ethics by design:** embed privacy, consent, fairness and integrity in every AI-related activity and policy.
- **Sustained professional learning:** provide continuing, collaborative opportunities for teachers and teacher educators.
- **Equity and inclusion:** ensure access for all learners and attend to language and disability needs.
- **Evidence and review:** evaluate the effects of AI on learning, workload and well-being and revise practice accordingly.

For research, several directions appear promising. Empirical studies are needed on how AI-based activities in B.Ed. programmes affect student teachers' competence, confidence and attitudes. Action research by teacher educators can document good practices and challenges. Longitudinal studies can examine the long-term effects of generative AI on teachers' professional thinking. Comparative work across institution types, regions and languages would help in designing context-sensitive guidance.

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8. Conclusion

Artificial intelligence offers teacher education real opportunities: richer resources, timely feedback, personalised support and new forms of professional learning. It also challenges long-held assumptions about knowledge, assessment and authorship, and brings risks to privacy, fairness and independent thinking. This chapter has argued that the answer lies neither in uncritical enthusiasm nor in prohibition, but in building teachers' pedagogical competence, sustaining their professional development and grounding their practice in ethical principles.

If teacher education institutions prepare future teachers who understand AI, use it with judgement and protect the human values of education, AI can enhance teaching and learning. If they do not, technology will shape classrooms by default. The task for teacher educators is therefore to model the critical, reflective and ethical engagement they hope to see in schools, so that AI serves the purposes of education and not the reverse.

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Inclusive Education in the Age of Artificial Intelligence: Leveraging Assistive Technologies, Universal Design for Learning and Equitable Access for Diverse Learners

Prof.Dr.Nitin M Raval
Dean
Faculty of Education,
Swaminarayan University, Kalol (Gujarat)

Abstract

Inclusive education seeks to ensure that every learner, regardless of ability, language, gender, socio-economic background or location, can participate and succeed in mainstream education. Artificial intelligence (AI) is increasingly presented as a means of advancing this goal through assistive technologies, adaptive supports and flexible learning materials. This chapter examines the relationship between AI and inclusive education through three lenses: assistive technologies, Universal Design for Learning (UDL) and equitable access. Using a critical conceptual synthesis of international research, global guidance and Indian policy documents, it explains how AI-enabled tools such as speech recognition, text-to-speech, captioning, translation and adaptive platforms can reduce barriers for diverse learners, and how these tools align with the UDL principles of engagement, representation, and action and expression. The chapter also analyses the risks of privacy violation, algorithmic bias, stigma, over-reliance and digital exclusion, and discusses implications for teacher preparation, school practice and policy under the Rights of Persons with Disabilities Act 2016 and the National Education Policy 2020. A cyclical model for inclusive and responsible adoption is proposed. The chapter argues that AI contributes to inclusion only when it is designed with learners, guided by teachers and governed by principles of equity.

Keywords: Inclusive education; artificial intelligence; assistive technology; Universal Design for Learning; equity; diverse learners

1. Introduction

Inclusive education rests on a simple but demanding idea: schools should adapt to learners, and not learners to schools. The Salamanca Statement (UNESCO, 1994) and Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006)

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affirm the right of every learner to quality education in inclusive settings. The Global Education Monitoring Report on inclusion, titled "All Means All", reminds us that exclusion operates through disability, gender, poverty, language, ethnicity, location and other factors, often in combination (UNESCO, 2020). In India, the Rights of Persons with Disabilities Act 2016 and the National Education Policy (NEP) 2020 place inclusion at the centre of educational planning.

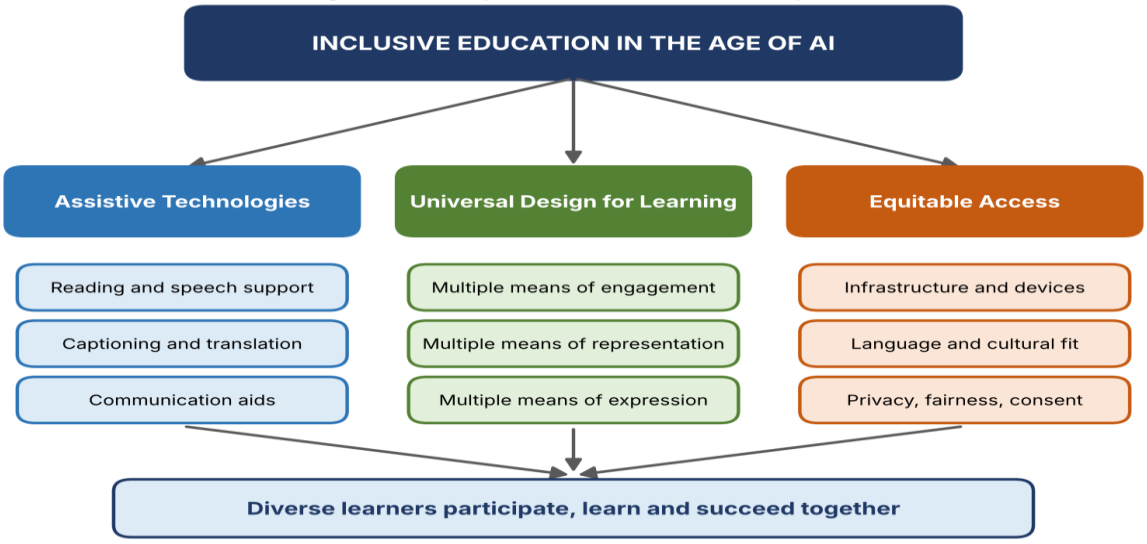
Despite these commitments, many learners continue to face barriers. Printed textbooks may be inaccessible to learners with visual impairment. Lectures may be difficult to follow without captions or sign language. Learners with dyslexia may struggle with dense text, while those who speak a home language different from the language of instruction may be unable to participate fully. Large classes and limited specialist support make individual adaptation difficult. The World Report on Disability observed that children with disabilities are less likely to start or remain in school, and that environmental barriers, including inadequate support and inaccessible materials, are major reasons (World Health Organization & World Bank, 2011).

Artificial intelligence has entered this context with considerable promise. Speech recognition can turn spoken words into text, text-to-speech can read aloud any digital material, automatic captioning and translation can make lessons more accessible, and adaptive platforms can adjust the pace and difficulty of tasks. At the same time, scholars warn that AI can reproduce bias, collect sensitive data and widen existing divides (Whittaker et al., 2019; Williamson & Eynon, 2020). The central question for educators is therefore not simply what AI can do, but whether and how it can be shaped to serve inclusion.

This chapter explores that question through three lenses, summarised in Figure 1: assistive technologies, Universal Design for Learning and equitable access. Its objectives are to (i) clarify key concepts; (ii) examine AI-enabled assistive technologies for diverse learners; (iii) show how AI can support UDL; (iv) analyse access, ethical and policy challenges; and (v) propose a framework and recommendations for teachers, institutions and policy makers.

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Figure 1: Conceptual framework of the chapter



2. Conceptual Foundations

2.1 Inclusion, diversity and barriers

Inclusive education is not limited to the placement of learners with disabilities in regular classrooms. Ainscow (2020) describes inclusion as a continuing process of identifying and removing barriers to presence, participation and achievement, with particular attention to groups at risk of marginalisation. This view moves attention from the supposed deficits of learners to the barriers in curriculum, teaching, assessment, environment and attitudes. Learner diversity includes disability, learning differences, language, culture, gender, socio-economic status, giftedness and geographic location. AI should be evaluated by whether it helps to remove barriers for all of these groups, and not only for those formally identified as having special needs.

2.2 Assistive technology

Assistive technology refers to products, systems and services that maintain or improve functioning and independence, such as screen readers, hearing aids, communication boards and adapted keyboards. The Global Report on Assistive Technology notes that access to such products remains very uneven across the world, and that many people who need them do not have them (World Health Organization & United Nations Children's Fund, 2022). AI extends assistive technology by adding capabilities of perception, language processing and adaptation,

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as in tools that describe images, transcribe speech in real time or predict the next word a learner intends to write.

2.3 Universal Design for Learning

Universal Design for Learning is a framework for designing curriculum and instruction so that it is usable by the widest range of learners from the outset, instead of adding adjustments later. It is organised around three principles: multiple means of engagement, representation, and action and expression (Rose & Meyer, 2002; Meyer et al., 2014; CAST, 2018). Engagement concerns the motivation and persistence of learners; representation concerns the ways in which information is presented; and action and expression concerns the ways learners demonstrate what they know. UDL regards learner variability as normal and expects flexible options to be built into learning, which makes it a natural partner for technologies that can offer alternatives at scale.

2.4 The social model and learner voice

Underlying these concepts is the social model of disability, which locates disability in the interaction between a person's impairment and a society that does not accommodate it. Seen in this way, technology is valuable when it reduces societal and environmental barriers, and not when it tries to make learners fit a narrow norm. The model also stresses learner voice: those who use assistive tools are best placed to say what works, and their views must shape design and selection.

3. AI-Enabled Assistive Technologies for Diverse Learners

3.1 Support across learner needs

AI-enabled tools can support learners in different ways, depending on the barrier. For learners with visual impairment, screen readers, optical character recognition and AI-based image description can make printed pages, diagrams and photographs accessible. For learners who are deaf or hard of hearing, automatic captioning and speech-to-text can make spoken lessons visible, although accuracy varies with accents, technical vocabulary and background noise, and captions do not replace sign language where it is the learner's first language. For learners with

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speech and communication difficulties, symbol-based communication boards and predictive text can enable expression.

For learners with reading and writing difficulties such as dyslexia, text-to-speech, speech-to-text, word prediction and text simplification can lower barriers to access and expression. Learners with attention or organisational difficulties may benefit from tools that break tasks into steps, provide reminders and structure time. Learners with motor difficulties can use voice control and eye-tracking interfaces to operate devices. For learners who speak a language different from the medium of instruction, translation and transcription can offer bridges to understanding while they build proficiency. Gifted learners may benefit from adaptive platforms that offer extension tasks and independent exploration.

Table 1 summarises these applications with examples and cautions. The examples are illustrative; the suitability of any tool depends on the individual learner, the context and professional assessment.

Table 1: AI-enabled supports for diverse learners and key cautions

Learner need	AI-enabled support	Benefit	Key cautions
Visual impairment	Screen readers; image description; text recognition	Access to print and visual content	Description errors; inaccessible mathematical and diagram content
Deaf or hard of hearing	Automatic captions; speech-to-text	Visible lesson content	Captions may be inaccurate; not a substitute for sign language
Speech and communication	Symbol boards; predictive and voice-output tools	Expression and participation	Needs individual calibration and therapist or teacher guidance
Dyslexia and writing difficulty	Text-to-speech; speech-to-text; word prediction	Reduced decoding and spelling load	May reduce practice if overused; needs skills teaching
Attention and organisation	Task planners; step-by-step prompts	Better planning and task completion	Distraction from notifications; data sensitivity
Language diversity	Translation; transcription; simplified text	Understanding in the learner's language	Poor support for many Indian languages and dialects

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3.2 Adaptive and personalised learning

Adaptive platforms adjust the sequence, pace and difficulty of tasks to learner performance, and can give learners who need more time or practice a chance to proceed without pressure. Intelligent tutoring systems have been shown in meta-analytic evidence to improve learning outcomes in many contexts (Kulik & Fletcher, 2016), though most studies concern general learner populations and structured subjects, and evidence for learners with diverse needs is less developed. Holmes et al. (2019) emphasise that the educational value of adaptive systems depends on sound pedagogy and teacher mediation. For inclusion, adaptivity must avoid lowering expectations; a system that repeatedly directs certain learners to easier content may entrench disadvantage.

3.3 Benefits and limits

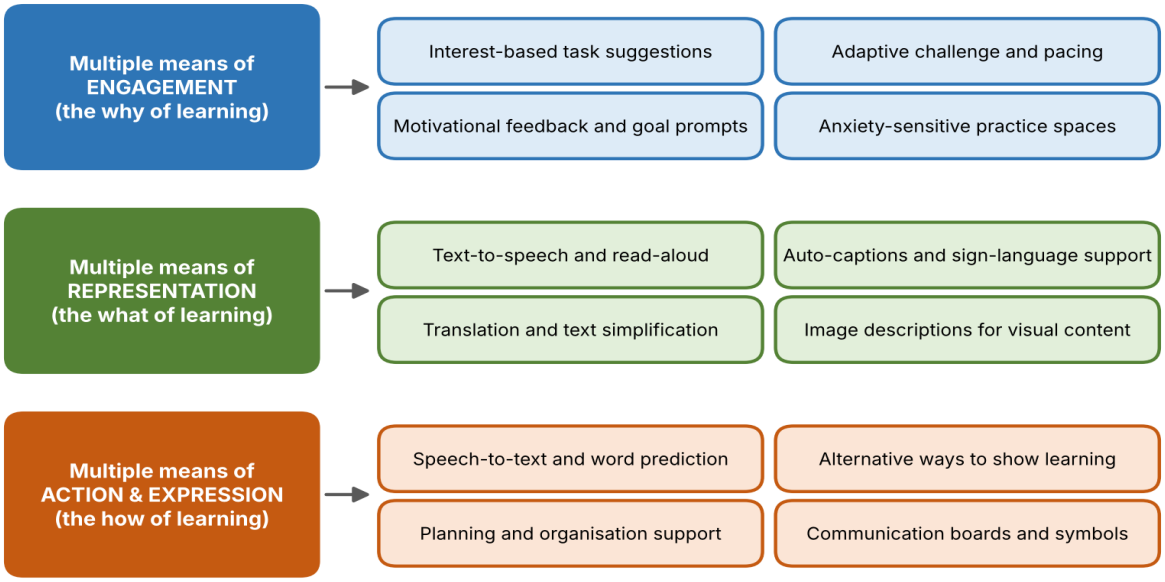
The most important benefits of these technologies are independence, dignity and participation. A learner who can read a textbook through a screen reader or follow a lecture through captions can take part without constant assistance. Teachers also benefit from reduced workload in producing alternative formats. However, tools cannot replace trained teachers, special educators, therapists and inclusive school cultures. They also work best when integrated into a learner's overall support plan and when the learner is trained to use them well.

4. Universal Design for Learning in an AI-Enabled Classroom

AI can help teachers translate UDL principles into practice by providing flexible options at low cost. Figure 2 maps the three UDL principles to representative AI-enabled supports.

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Figure 2: Universal Design for Learning principles and AI-enabled supports



Under engagement, AI can suggest tasks aligned with learner interests, adjust challenge levels, offer encouragement and give private practice spaces for learners who are anxious about speaking in public. Under representation, AI can convert text to speech, add captions to videos, translate material and simplify language, so that the same content is accessible in multiple forms. Under action and expression, AI can allow learners to respond by speaking, drawing, typing with prediction or using symbols, and can help them plan and organise work. Teachers can then focus on the human aspects of UDL: knowing their learners, setting high expectations, building a caring classroom and choosing the options that best fit.

Several cautions apply. UDL is a design approach for the whole class, and it should not be reduced to the use of specific tools for individual learners. Flexible options must still lead towards the same learning goals; the aim is to vary the means and not to lower the standard. Teachers should also avoid assuming that offering many digital options automatically results in inclusion; options must be accessible, understandable and chosen by learners with guidance. Finally, a UDL-oriented classroom needs attention to assessment, so that learners can show their understanding in different ways while meeting clearly defined criteria.

A short classroom example illustrates the approach. A teacher preparing a lesson in social science decides in advance to provide the text in standard and simplified forms, with a read-aloud option and key terms in the home languages of the learners. A short video is captioned.

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Learners may respond by writing, recording a spoken summary or creating an annotated diagram. The teacher uses AI tools to prepare some of these materials but checks them for accuracy and cultural suitability, and keeps the learning outcome the same for all. Learners are invited to say which options helped them, and the teacher adjusts the next lesson accordingly.

5. Equitable Access: Beyond the Tools

The benefits of AI for inclusion are conditional on access, and access is unequal. India has a large population of persons with disabilities; the 2011 Census recorded about 2.68 crore people, or 2.21 per cent of the population, as disabled (Office of the Registrar General & Census Commissioner, India, 2011), and many observers consider that figure an undercount. Learners with disabilities are also more likely to be poor, rural and out of school, so that disadvantages accumulate.

Four forms of exclusion deserve attention. The first is infrastructure: reliable electricity, connectivity and devices are not available in every school or home, and assistive devices may be costly. The second is language: many AI tools perform best in English and a few widely spoken languages, and perform poorly for regional languages, dialects and Indian Sign Language. The third is skills: teachers, parents and learners need training to use tools effectively. The fourth is the intersection of disadvantages: a girl with a disability in a remote village may face barriers of gender, poverty, distance and disability together. Equity therefore requires public investment, offline and low-bandwidth solutions, shared school-based devices, tools in local languages, training and targeted support for those at the intersections of disadvantage.

Equity also means attention to cost and sustainability. Free tools may fund themselves through data collection, while paid tools may be unaffordable. Schools should favour open, interoperable, low-cost solutions where possible, and policy makers should consider public procurement and open resources to ensure that quality assistive technologies are not limited to wealthy institutions.

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6. Ethical Challenges

6.1 Privacy and consent

Tools that support inclusion often process highly sensitive information, including voice recordings, images, health-related information and records of learning difficulties. Misuse or leakage of such data can cause stigma and harm. Schools should collect only the data that are necessary, require clear information on storage and sharing, obtain informed consent from learners and parents in accessible formats and avoid tools whose data practices are opaque.

6.2 Bias and disability

Whittaker et al. (2019) argue that AI systems can disadvantage people with disabilities because training data seldom represent the full range of human variation, and models tend to treat deviation from a statistical norm as an error. Speech recognition may fail for atypical speech, proctoring tools may flag disabled learners as suspicious and prediction models may label learners as low-potential. Akgun and Greenhow (2022) similarly identify bias, privacy and the risk to autonomy as major ethical concerns for AI in schools. Developers should involve disabled people in design and testing, and educators should be alert to failures, ask learners about their experience and avoid relying on automated labels to make decisions about them.

6.3 Stigma, autonomy and over-reliance

Assistive tools may make learners visible as different, and some may refuse to use them for fear of stigma. Teachers should therefore normalise the use of flexible tools for all learners, as UDL suggests. At the same time, learners should keep control over whether and how they use a tool. Over-reliance is also possible; a learner who always uses word prediction or text simplification may miss opportunities to develop certain skills, so teachers must balance support with gradual building of independence.

6.4 Transparency, accountability and human oversight

Floridi et al. (2018) propose principles of beneficence, non-maleficence, autonomy, justice and explicability for AI in society. For inclusive education, these imply that tools should demonstrably benefit learners, avoid harm, respect learner choice, treat groups fairly and be explainable to teachers, learners and families. Consequential decisions, such as identification of learning difficulties or placement, must remain in the hands of qualified professionals and

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must not be delegated to automated systems. Selwyn (2019) cautions that technological solutions can obscure social and political causes of exclusion; AI must not become a way of avoiding investment in teachers, special educators and inclusive school cultures.

7. Teacher Preparation and School Practice

7.1 Preparing teachers for inclusive, AI-enabled classrooms

Teachers are the decisive link between technology and inclusion. Many teachers, however, report limited training in both inclusive education and AI. Teacher education programmes such as the B.Ed. and M.Ed. should therefore integrate three strands: inclusive pedagogy, UDL and the responsible use of AI. Student teachers should learn to identify barriers, to plan flexible lessons, to select and evaluate accessible tools, to protect learner data and to collaborate with special educators, parents and learners themselves. Practical activities can include auditing a lesson for accessibility, redesigning a worksheet with multiple formats, testing a captioning tool with different accents and drafting a consent note for families.

Schools need supportive structures: resource teachers, accessible digital libraries, clear guidelines on data protection and time for teachers to collaborate. Partnerships with disability organisations, special schools and universities can provide expertise and peer learning. Teacher educators should themselves model inclusive and accessible practice, for example by providing captioned videos, accessible documents and flexible assessment options in their own courses. Assessment of student teachers should include practical evidence of designing inclusive lessons and not only written examinations.

7.2 Inclusive assessment and examinations

Assessment is a critical point at which inclusion succeeds or fails. Learners who use assistive tools in class may be denied them in examinations, or may be unfairly disadvantaged by automated marking or proctoring systems that do not recognise their ways of working. Schools should align assessment with UDL by allowing alternative formats, extra time, oral responses and the use of assistive tools where they do not defeat the purpose of the assessment. Teachers should distinguish between what is being assessed and the means by which learners show it; for example, a test of scientific understanding should not penalise a learner for slow handwriting if speech-to-text is available. Automated scoring should be used cautiously and

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checked for fairness, and decisions about accommodations should be made by qualified professionals in consultation with learners and families. Where examination boards control the rules, schools can advocate for provisions that reflect the available technology.

7.3 Families, communities and learner voice

Families and communities are essential partners. Parents know their children's strengths, preferences and challenges, and can reinforce the use of tools at home, provided they receive clear information and training. Community organisations, disabled persons' organisations and peer groups can offer experience, mentoring and advocacy. Most importantly, learners themselves should be heard. Simple practices, such as asking learners which tools help and which do not, involving them in selecting options and valuing their feedback, build agency and improve the fit of technology. Schools should also educate all learners about diversity and respect, so that the use of assistive tools is accepted as normal and not as a mark of difference.

8. Policy Context in India

The Rights of Persons with Disabilities Act 2016 recognises a wide range of disabilities and requires appropriate governments and local authorities to ensure inclusive education, including reasonable accommodation, accessible materials and support for learners. NEP 2020 strongly emphasises equitable and inclusive education, the needs of learners from socially and economically disadvantaged groups and children with disabilities, the use of technology-based tools and assistive devices, the standardisation of Indian Sign Language and multilingualism (Ministry of Education, 2020). The NEP also calls for teachers to be trained to teach inclusive classrooms and for the use of technology to improve access.

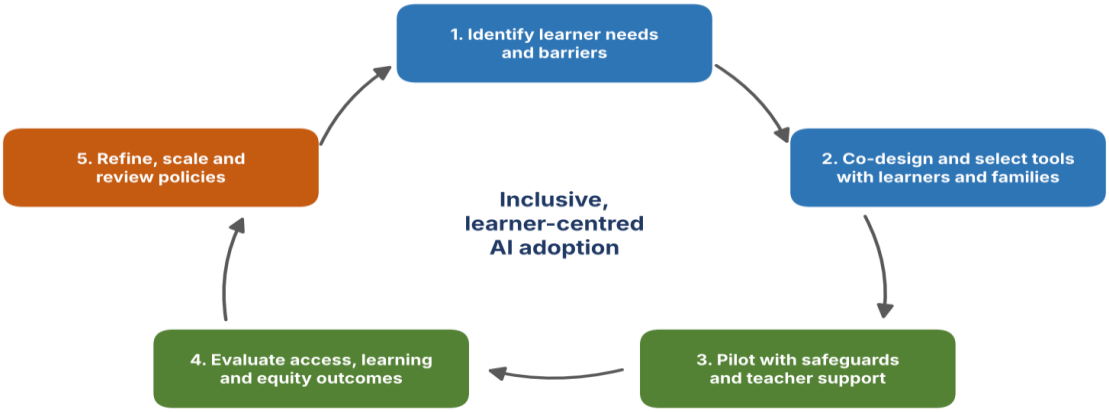
These policies provide a sound basis, but effective implementation requires several measures. Standards for accessibility should apply to digital learning platforms and content. Funding for assistive devices and connectivity should reach the learners who most need them. Research and development should target tools in Indian languages and Indian Sign Language, in partnership with disabled learners and communities. Data protection rules should specifically address the sensitive information of children. Finally, monitoring systems should track the participation and learning of marginalised groups, so that the effects of AI on equity can be assessed and corrected.

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9. A Framework for Inclusive and Responsible Adoption

Drawing on the discussion, Figure 3 presents a cyclical model for adopting AI in inclusive education. The cycle begins by identifying learner needs and barriers through observation, assessment and conversation with learners and families. Tools are then co-designed or selected with learners, families and specialists, using criteria of accessibility, language fit, cost, privacy and evidence. They are piloted on a small scale with safeguards and teacher support. Access, learning and equity outcomes are evaluated, including learner satisfaction and unintended effects. Finally, practice and policies are refined and, where justified, scaled, after which the cycle begins again.

Figure 3: A cyclical model for inclusive and responsible adoption of AI



Based on this framework, the following principles are proposed:

- **Barriers first:** begin with the barriers learners face, not with the technology available.
- **Nothing about us without us:** involve disabled learners, families and communities in the selection and evaluation of tools.
- **Design for all:** adopt UDL so that flexible options benefit every learner and reduce stigma.
- **Human in the loop:** keep decisions about learners with qualified teachers and specialists.
- **Privacy by design:** minimise data, secure consent and prefer tools with transparent data practices.

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- **Equity of access:** provide devices, connectivity, language support and training, especially for the most marginalised.
- **Capacity building:** invest in sustained professional development for teachers and teacher educators.
- **Evidence and review:** study the effects on participation, learning and well-being and revise practice.

Future research should include classroom-based studies of AI tools with diverse learners in Indian contexts, evaluations of tools in regional languages and Indian Sign Language, participatory design studies with learners with disabilities and longitudinal studies of long-term effects on independence and achievement.

10. Conclusion

Artificial intelligence can contribute to inclusive education by lowering barriers to access, offering flexible ways of engaging with content and expressing understanding, and supporting teachers in meeting diverse needs. These contributions are real but conditional. Without attention to equity, privacy, bias and teacher capacity, AI may deepen the exclusion it is meant to address. The chapter has argued that technology is most effective when it is part of a broader commitment to inclusion: designed with learners, aligned with UDL, guided by skilled teachers and supported by sound policy.

The goal of inclusive education is not to make learners fit the system but to build a system in which every learner belongs and can flourish. AI should therefore be judged not by its sophistication but by whether it helps to realise that goal, so that all learners, in the spirit of the principle that all means all, can participate, learn and succeed together.

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Artificial Intelligence in Education: Perspectives on Personalized Learning, Intelligent Assessment and Academic Innovation

Dr. Shefaliben Kanubhai Patel
Associate Professor
Madhav University
NH – 27, Opp. Banas River Bridge, Post Office – Bharja, Tehsil–Pindwara,
District – Sirohi, Rajasthan, Abu Road, India, 307 026
Village/City: Abu Road, Rajasthan
Patelshefali2000@gmail.com

Abstract

Artificial intelligence (AI) is reshaping how knowledge is taught, learned, assessed and produced in educational institutions. This chapter examines three interrelated dimensions of that change: personalized learning, intelligent assessment and academic innovation. Drawing on a critical synthesis of international and Indian literature and policy documents, it traces the evolution of AI in education, explains how adaptive systems, intelligent tutors and learning analytics individualise instruction, and evaluates the promise and limits of automated and formative assessment. The chapter further discusses generative AI in teaching, research and curriculum design, and situates these developments within the vision of the National Education Policy 2020 and the demands placed on teacher education. Ethical, equity and privacy concerns are analysed alongside a staged framework for responsible adoption. The chapter argues that AI is most valuable when it augments, rather than replaces, the professional judgement of teachers, and that sustainable innovation depends on teacher competence, institutional readiness and human-centred governance. Implications for teacher educators, institutional leaders and policy makers are outlined.

Keywords: Artificial intelligence; personalized learning; intelligent assessment; academic innovation; generative AI; teacher education; NEP 2020

1. Introduction

Education has always evolved alongside the tools of its time, from the blackboard and the printed textbook to broadcast media and the internet. Artificial intelligence represents a qualitatively different moment because it does not merely deliver content; it observes,

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interprets and responds to learners. Systems that recommend the next lesson, score a written response within seconds, translate a lecture into several languages or draft a lesson plan from a short prompt are no longer experimental. They are available on the mobile phones of students and teachers in India and across the world.

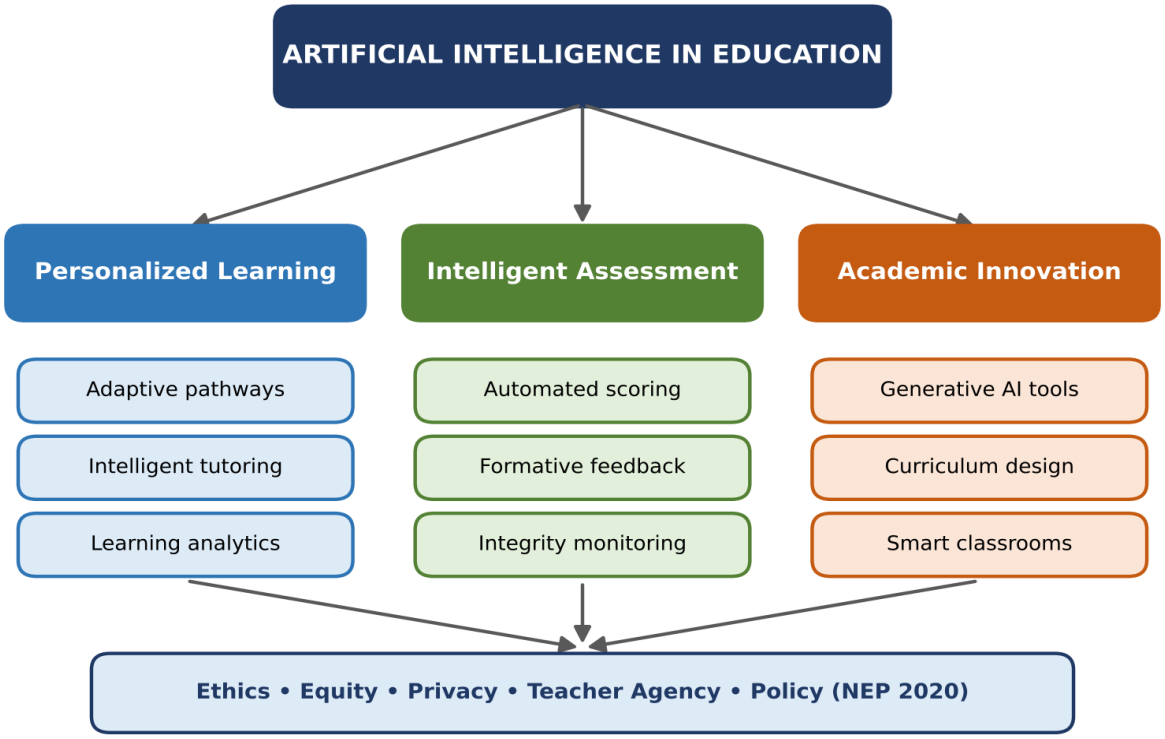
The wide public availability of generative AI since late 2022 has intensified this attention. Universities, school systems and regulators have been compelled to ask basic questions about what should be taught, how learning should be evidenced and what the role of the teacher becomes when a machine can produce fluent text on demand. UNESCO (2021, 2023) has responded with guidance that urges governments and institutions to adopt a human-centred approach, protecting learner agency, privacy and equity while exploring the benefits of the technology.Scholars describe the field as artificial intelligence in education (AIED), an area of research and practice concerned with building and using computational systems that support teaching and learning (Luckin et al., 2016; Holmes et al., 2019). Early work focused on intelligent tutoring systems. Contemporary work extends to learning analytics, automated assessment, conversational agents, recommender systems and, most recently, large language models. A systematic review of higher education research found that most AI studies were led by computer scientists and that the voices of educators and pedagogical theory were comparatively limited (Zawacki-Richter et al., 2019). This observation is important for teacher education: the future of educational AI must be shaped by educational thinking, not by technology alone.

This chapter is organised around three dimensions that together define the contemporary promise of AI in education. Personalized learning concerns the adaptation of content, pace and support to individual learners. Intelligent assessment concerns the use of AI to evaluate learning, provide feedback and safeguard academic integrity. Academic innovation concerns the use of AI to transform teaching, research, curriculum design and institutional

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practice.Ethical, equity and policy considerations cut across all three, as shown in Figure 1.

Figure 1: Conceptual framework of the chapter



The framework presents three dimensions of AI in education, each with representative applications, resting on a shared foundation of ethics, equity and policy.

The chapter has four objectives: (i) to clarify the concept and evolution of AI in education; (ii) to analyse how AI supports personalized learning and intelligent assessment; (iii) to examine academic innovation through generative AI, curriculum design and digital pedagogy in the context of the National Education Policy (NEP) 2020; and (iv) to discuss ethical and equity challenges and propose a framework for responsible adoption. The discussion is conceptual and analytical, and it is intended for teacher educators, researchers, institutional leaders and student teachers.

2. Conceptual Background and Evolution of AI in Education

2.1 Defining artificial intelligence in education

Artificial intelligence refers to computational systems that perform tasks normally associated with human intelligence, such as perceiving patterns, reasoning, learning from data, understanding language and making decisions. In education, AI is best understood not as a

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single technology but as a family of techniques: rule-based expert systems, machine learning, natural language processing, computer vision and, more recently, generative models that produce text, images, audio and code. Holmes et al. (2019) distinguish between AI that is learner-facing, such as tutoring systems; teacher-facing, such as grading support and dashboards; and institution-facing, such as admissions, timetabling and early-warning systems. This distinction is useful because the pedagogical and ethical questions differ for each category.

2.2 Historical evolution

The history of AIED can be read in four broad phases. In the first phase, from the 1960s to the 1980s, computer-assisted instruction used branching programmes and drill-and-practice. In the second phase, from the 1980s to the 1990s, intelligent tutoring systems modelled the knowledge of a domain and of the learner, offering step-by-step hints in subjects such as algebra and programming. In the third phase, from the 2000s to the 2010s, the growth of online learning platforms and educational data mining produced learning analytics, which use traces of learner behaviour to predict performance and support intervention (Baker & Siemens, 2014). In the fourth and current phase, advances in deep learning and large language models have made conversational, generative and multimodal assistance widely accessible (Chen et al., 2020; Kasneci et al., 2023).

2.3 Theoretical anchors

Several established theories help in interpreting AI-supported learning. Vygotsky's (1978) notion of the zone of proximal development explains why support that is calibrated to what a learner can almost, but not yet, do is so effective; adaptive systems attempt to operationalise this calibration through data. Bloom's (1984) "two sigma" finding, that one-to-one tutoring can raise achievement markedly above conventional classroom instruction, has long motivated the search for scalable tutoring, and intelligent tutoring systems are often presented as an answer to that challenge. Finally, the TPACK framework (Mishra & Koehler, 2006) reminds teachers that technology is only useful when integrated with pedagogical and content knowledge, a point of great relevance to the preparation of teachers for AI-enabled classrooms.

3. Personalized Learning through Artificial Intelligence

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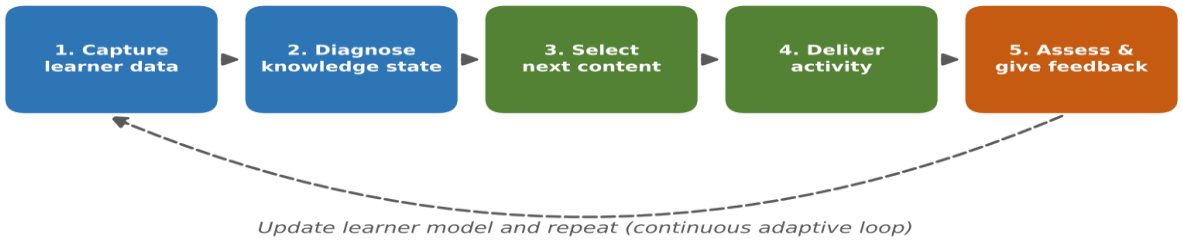
3.1 The idea of personalization

Personalized learning refers to instructional approaches that tailor the pace, path, content and support to the needs, prior knowledge, interests and goals of each learner. The idea is not new. Good teachers have always differentiated instruction. What AI adds is the ability to do so continuously and at scale, drawing on large amounts of data about how each learner interacts with material. At the same time, Bulger (2016) cautions that "personalization" is a contested term, used for very different practices, and that claims about its benefits often run ahead of the evidence. A critical stance is therefore necessary from the outset.

3.2 How AI personalizes learning

Most AI-enabled personalization follows a recurring cycle, illustrated in Figure 2. The system first captures data on the learner, such as responses, time on task, errors and navigation. It then diagnoses the learner's knowledge state using a learner model, for example by estimating mastery of each concept. On the basis of this diagnosis it selects the next piece of content or activity, delivers it, and assesses the result, providing feedback. The learner model is then updated and the cycle repeats.

Figure 2: The AI-enabled adaptive learning cycle



Each pass through the cycle refines the learner model, so that the sequence and difficulty of tasks change in response to evidence.

Three families of applications deserve particular attention. The first is adaptive learning platforms, which adjust the sequence and difficulty of tasks in mathematics, languages and science according to learner performance. The second is intelligent tutoring systems (ITS), which provide step-level hints and explanations. The third is learning analytics, which aggregates learner data into dashboards and early-warning indicators for teachers and advisers.

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Newer applications include conversational tutors built on large language models and translation tools for multilingual classrooms.

3.3 Intelligent tutoring systems and evidence of effectiveness

Research on intelligent tutoring is among the most mature in the field. VanLehn (2011) concluded that step-based tutoring systems can approach the effectiveness of human tutoring and perform better than many forms of answer-based computer instruction. A meta-analysis by Kulik and Fletcher (2016) reported that, on average, students who used intelligent tutoring systems outperformed those taught by conventional methods, although effects varied with the quality of the system, the subject and the study design. These findings are encouraging, but they must be read with care. Much of the evidence comes from well-structured domains such as algebra, physics and programming, where correct answers and solution paths can be specified. The picture is less clear for ill-structured domains such as literature, social studies and teacher education, where interpretation, values and context matter.

3.4 Learning analytics and support for diverse learners

Learning analytics can help teachers notice learners who are disengaging, repeatedly making the same error or falling behind a course pace. When used well, they shift the teacher's attention from the average student to the particular student. This is especially valuable in large classes common in Indian higher education, where individual attention is scarce. AI-based tools can also support learners with diverse needs, for example through text-to-speech and speech-to-text for learners with print or motor difficulties, captioning and translation for multilingual learners and simplified rewriting of texts for readers at different levels. In a country with 22 scheduled languages and wide variation in learner backgrounds, such supports are of considerable potential value, and NEP 2020 itself emphasises multilingualism and inclusive education.

3.5 Pedagogical cautions

Personalization carries risks that should be acknowledged. First, systems that optimise for efficiency may reduce learning to measurable micro-tasks and narrow the curriculum. Second, over-personalised pathways may isolate learners from peers and reduce collaborative learning and social interaction, which are central to the goals of education. Third, prediction models

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trained on historical data can reproduce existing inequalities, for instance by assigning lower expectations to learners from disadvantaged groups. Selwyn (2019) argues that debates about educational technology should always ask whose interests are served and what is lost when teaching is automated. Personalization should therefore be seen as a means of supporting learners, with the teacher remaining responsible for the goals, the relationships and the values of education.

4. Intelligent Assessment and Feedback

4.1 From measurement to learning

Assessment is central to teaching and learning, and AI is changing it in at least three ways. It automates scoring and analysis, it supports formative feedback during learning and it raises new questions about the authenticity of student work. Black and Wiliam (1998) showed in their classic review that formative assessment, when it provides timely and usable feedback, produces substantial learning gains. Hattie and Timperley (2007) similarly found that feedback is among the most powerful influences on achievement, provided it tells learners where they are, where they are going and how to proceed. AI offers the possibility of delivering such feedback far more quickly and frequently than a single teacher can.

4.2 Automated scoring and feedback

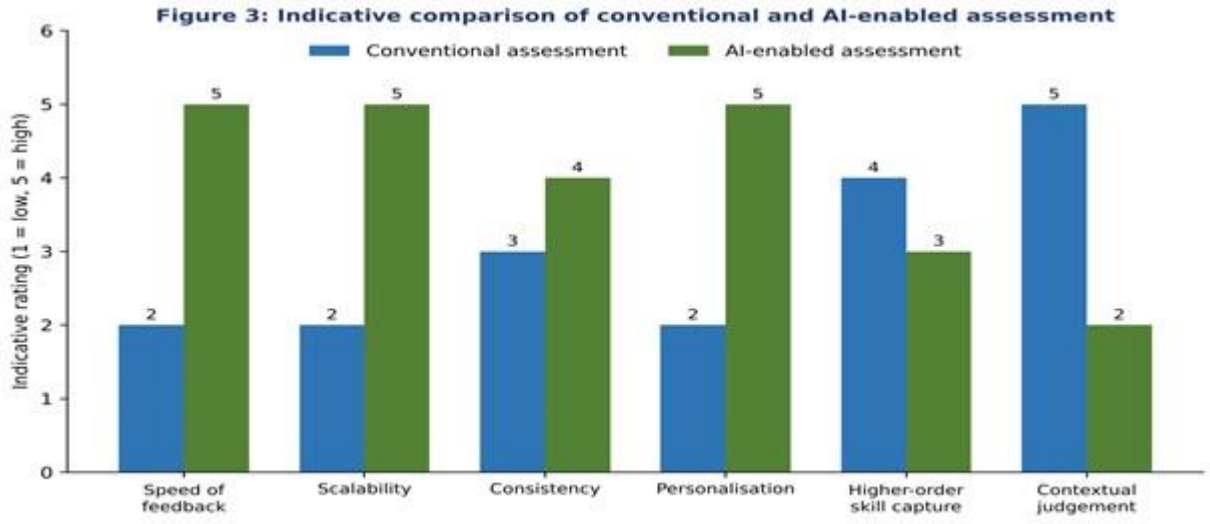
Automated scoring of objective items has long been routine. The more significant development is the automated evaluation of constructed responses, including essays and short answers. Automated essay evaluation systems analyse features of language and content and compare them with human-scored samples (Shermis & Burstein, 2013). Modern language models can additionally generate descriptive comments on structure, argument and clarity. Teachers can use such tools to reduce repetitive marking and give students immediate feedback on drafts.

4.3 Reliability, validity and fairness

The educational value of automated assessment depends on its reliability, validity and fairness. Reliability concerns whether similar work receives similar scores across occasions and raters. Validity concerns whether the score actually reflects the intended construct, such as argumentation or conceptual understanding, rather than surface features such as length or

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vocabulary. Fairness concerns whether the system works equally well for different groups of learners. Automated systems may reward formulaic writing, may misjudge creative or dialectal expression and may be vulnerable to gaming. For high-stakes decisions, human oversight is essential. A prudent approach is to use AI for low-stakes, formative purposes and for preliminary analysis, while keeping final judgement with qualified teachers. Figure 3 provides an indicative comparison of conventional and AI-enabled assessment across selected dimensions.



AI-enabled assessment is stronger on speed, scale and personalisation, while conventional human assessment remains stronger on contextual judgement and the capture of higher-order skills.

4.4 Academic integrity in the era of generative AI

The ability of generative AI to produce essays, solve problems and write code has made academic integrity a pressing concern. Detection software provides only probabilistic judgements and may produce false accusations, particularly against students writing in a second language, so it should never be the sole basis for disciplinary action. A more constructive response is to redesign assessment. Institutions can emphasise process as well as product, through drafts, reflective journals, oral defences and in-class tasks; use authentic, context-specific tasks linked to local problems and personal experience; and set clear, discipline-specific rules about when and how AI may be used and how it must be acknowledged. Students

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should be taught to treat AI output critically, verifying facts and references, because generative models can produce plausible but inaccurate statements and fabricated citations (Kasneci et al., 2023). Integrity is thus best protected by education and design, supported by technology, and not by surveillance alone.

4.5 Towards assessment for and as learning

The most promising use of AI in assessment is not faster grading but richer learning. Diagnostic tools can reveal misconceptions and suggest targeted practice. Feedback chatbots can prompt students to explain their reasoning before offering hints. Portfolio platforms can help learners collect evidence of growth and reflect on it. In teacher education, AI can support the analysis of micro-teaching and practice lessons by helping student teachers review their questioning, pacing and use of examples, while mentors provide the nuanced professional judgement that no system can supply.

5. Academic Innovation through Artificial Intelligence

5.1 Generative AI in teaching

Generative AI can support teachers in planning lessons, drafting examples and analogies, creating differentiated worksheets and question banks, preparing rubrics and generating case studies. It can act as a thinking partner for brainstorming and as a tool for translating and adapting materials. Used in this way, it may reduce routine workload and free time for the human aspects of teaching, such as mentoring and classroom discussion. However, outputs must always be reviewed for accuracy, bias, cultural appropriateness and alignment with curriculum standards. A teacher who accepts generated content uncritically exposes learners to errors and shallow thinking.

For students, generative AI may serve as an explainer, a practice partner or a writing coach. Kasneci et al. (2023) identify opportunities such as personalised support and creative stimulation, alongside risks including over-reliance, reduced critical thinking, misinformation and bias. Baidoo-Anu and Ansah (2023) similarly note that benefits such as personalised tutoring and language translation must be weighed against concerns about accuracy, privacy and academic misconduct. The pedagogical question is therefore not whether students will use these tools but how teachers can guide productive, transparent and critical use.

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5.2 AI in research and academic writing

In research, AI tools assist with literature discovery, summarisation, coding and analysis of qualitative data, statistical programming, language editing and visualisation. They can accelerate routine tasks, which is particularly helpful for early-career researchers and for those writing in a second or third language. At the same time, scholarly norms demand that authors remain fully responsible for their work. Researchers should verify every claim and citation, disclose substantive use of AI in accordance with journal and institutional policies, protect confidential or participant data and avoid presenting machine-generated text as original thought. Because generative systems can fabricate references, verification against original sources is indispensable. For research-oriented programmes such as the M.Ed. and Ph.D., training in responsible AI use should become part of research methodology courses.

5.3 Curriculum design and course development

AI can support curriculum developers by mapping learning outcomes to content and assessment, identifying gaps and redundancies, analysing learner performance data to refine courses and generating draft learning materials for expert review. It can also speed up the creation of e-content, which is relevant where universities must develop study materials for large numbers of learners. The curriculum itself must also change. Learners need AI literacy, which includes understanding what AI can and cannot do, how data are used, how to evaluate outputs and how to reason about ethical implications. Emphasis should shift towards competencies that AI does not easily replicate, such as critical thinking, creativity, collaboration, empathy and ethical reasoning, in line with the competency-based orientation of NEP 2020.

5.4 Smart classrooms and digital pedagogy

Smart classrooms integrate interactive displays, learning management systems, classroom response tools and AI services such as speech recognition, automatic captioning and content recommendation. Digital pedagogy ensures that these tools serve learning goals. Examples include flipped classroom models in which AI-supported pre-class tasks prepare students for discussion, collaborative projects where AI helps with research and prototyping and virtual or augmented reality environments that simulate laboratory or teaching situations. The guiding

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principle is that pedagogy leads and technology follows. A smart classroom that merely digitises lecturing is not innovative; one that enables inquiry, feedback and collaboration is.

5.5 Institutional innovation

At the institutional level, AI is used in admissions support, student advising chatbots, timetabling, library services, attrition prediction and administrative automation. These applications can improve responsiveness and efficiency, but they also involve sensitive personal data and consequential decisions. Institutions should therefore adopt transparent governance, with clear accountability, impact assessment before deployment, human review of consequential decisions and mechanisms for students to question automated outcomes. Table 1 summarises representative applications, their potential contributions and the main cautions associated with them.

Table 1: Applications of AI in education, potential contributions and key cautions

Application area	Representative AI tools	Potential contribution	Key cautions
Personalized learning	Adaptive platforms, intelligent tutors, learning analytics	Individual pacing, timely hints, early identification of struggling learners	Narrow curriculum; bias in prediction; reduced peer interaction
Intelligent assessment	Automated scoring, feedback chatbots, plagiarism and AI-text detectors	Fast feedback, reduced marking load, diagnostic insights	Validity and fairness concerns; false positives in detection; need for human oversight
Teaching and curriculum	Generative AI for lesson planning, content creation and mapping outcomes	Time saving, differentiated materials, rapid e-content development	Inaccuracy, bias and cultural mismatch; uncritical acceptance of output
Research and writing	Literature tools, language editing, coding and data analysis support	Efficiency, support for multilingual researchers	Fabricated references; privacy of data; authorship and disclosure
Institutional management	Chatbots, timetabling, admissions support, early-warning systems	Responsiveness and administrative efficiency	Data privacy; opaque decisions; accountability gaps

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6. Policy Context: NEP 2020 and Teacher Education

6.1 AI and the National Education Policy 2020

The National Education Policy 2020 of India (Ministry of Education, 2020) recognises the transformative potential of technology and specifically refers to artificial intelligence, machine learning and adaptive computer testing as areas that will shape future work and education. It calls for the use of technology to improve teaching, learning, assessment, planning and administration, for the integration of technology across curricula and for equitable access so that technology does not widen existing gaps. It also stresses multilingualism, competency-based learning, flexible assessment that tests higher-order skills and the continuous professional development of teachers. These priorities align well with the strengths of AI in personalization, formative assessment and the creation of multilingual resources.

At the same time, NEP 2020 foregrounds values, the Indian knowledge tradition, critical thinking and the holistic development of learners. For AI integration this implies that technological adoption should be accompanied by attention to ethics, mental well-being and social responsibility, and should not be reduced to the acquisition of tools. Implementation challenges include uneven infrastructure, connectivity and device access, language coverage of AI tools for Indian languages and the capacity of institutions to evaluate technologies and protect data.

6.2 Redefining the role and competencies of teachers

Teachers are the decisive factor in the success of any educational innovation. AI does not remove the need for teachers, but it changes the nature of their work. As routine tasks are automated, the emphasis moves to designing learning experiences, facilitating discussion, interpreting data, mentoring and attending to the emotional and ethical aspects of learning. Teacher education programmes such as the B.Ed. and M.Ed. therefore need to build the following competencies:

- **AI literacy:** understanding the basic concepts, capabilities, limitations and societal implications of AI.
- **Pedagogical integration:** aligning AI tools with learning outcomes, drawing on frameworks such as TPACK.

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- **Data literacy:** interpreting learning analytics and recognising bias and uncertainty in data-driven recommendations.
- **Critical evaluation:** verifying AI outputs and teaching students to do the same.
- **Ethical and legal awareness:** privacy, consent, copyright, transparency and fairness.
- **Design of authentic assessment:** creating tasks that evidence thinking and cannot be completed by uncritical use of AI.
- **Reflective and collaborative practice:** continuing professional learning and sharing of good practices.

These competencies should be developed through practical experience as well as theory. Student teachers can experiment with AI tools during practice teaching, critique their outputs, design AI-supported lesson plans and reflect on the ethical dilemmas that arise. Teacher educators, in turn, require sustained professional development so that they can model responsible use.

7. Ethical, Social and Equity Challenges

7.1 Privacy, bias, transparency and accountability

AI systems depend on data, and educational data are often sensitive, covering performance, behaviour, attention and in some cases biometric or emotional indicators. Privacy risks arise from collection beyond what is needed, insecure storage, commercial reuse of data and surveillance. Bias can enter through unrepresentative training data or flawed design and may disadvantage learners by gender, language, caste, disability or region. Transparency is difficult because many systems operate as "black boxes", leaving teachers and learners unable to understand why a recommendation or score was produced. Floridi et al. (2018) propose principles of beneficence, non-maleficence, autonomy, justice and explicability for AI in society, and these can guide educational practice as well. Institutions should require vendors to explain data practices, minimise data collection, obtain informed consent and conduct regular audits.

7.2 Equity, access and the digital divide

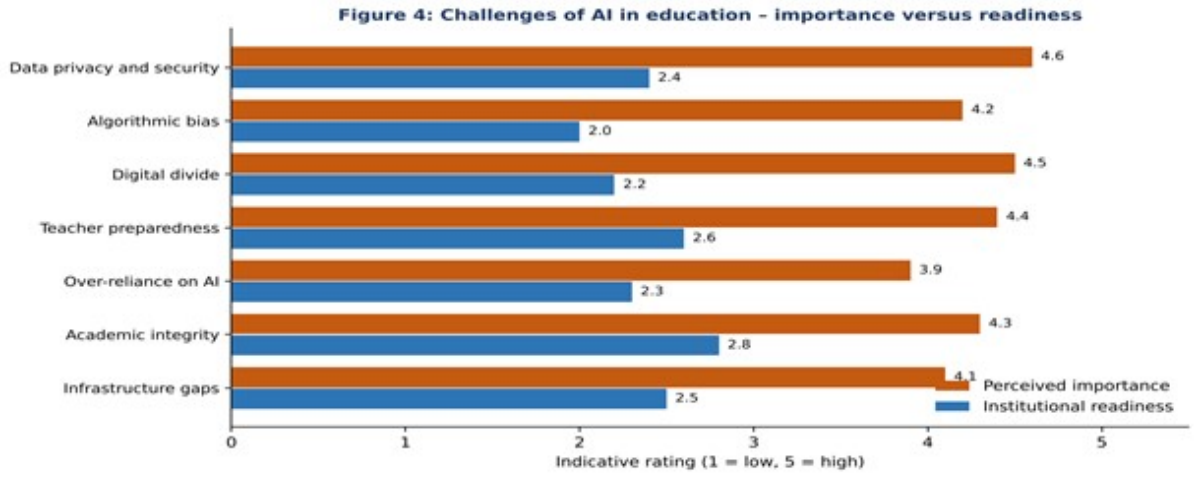
If access to AI-enabled learning is unequal, the technology may widen educational gaps. Learners in rural and remote areas, from low-income households or with limited digital skills

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may lack reliable connectivity, devices and guidance. There is also a language divide, since many AI systems perform best in English and a few other major languages. Addressing this requires public investment in infrastructure, development of tools in Indian languages, offline or low-bandwidth options, digital literacy programmes and inclusive design for learners with disabilities. Equity must be treated as a design requirement and not an afterthought.

7.3 Dependence, deskilling and human relationships

Over-reliance on AI may weaken learners' capacity for independent thinking, writing and problem solving if the tools do the cognitive work. Education is also a relational endeavour, built on trust, care and example. Williamson and Eynon (2020) caution that AI in education has often been shaped by technical and commercial agendas and call for closer attention to the social and political dimensions. Preserving the human relationship between teacher and learner is therefore an ethical priority. Figure 4 offers an indicative view of how the importance attached to these challenges compares with institutional readiness to address them.



Illustrative ratings suggest that readiness lags behind the perceived importance of each challenge, indicating priority areas for capacity building and empirical investigation.

8. Towards Responsible Adoption: A Framework and Future Directions

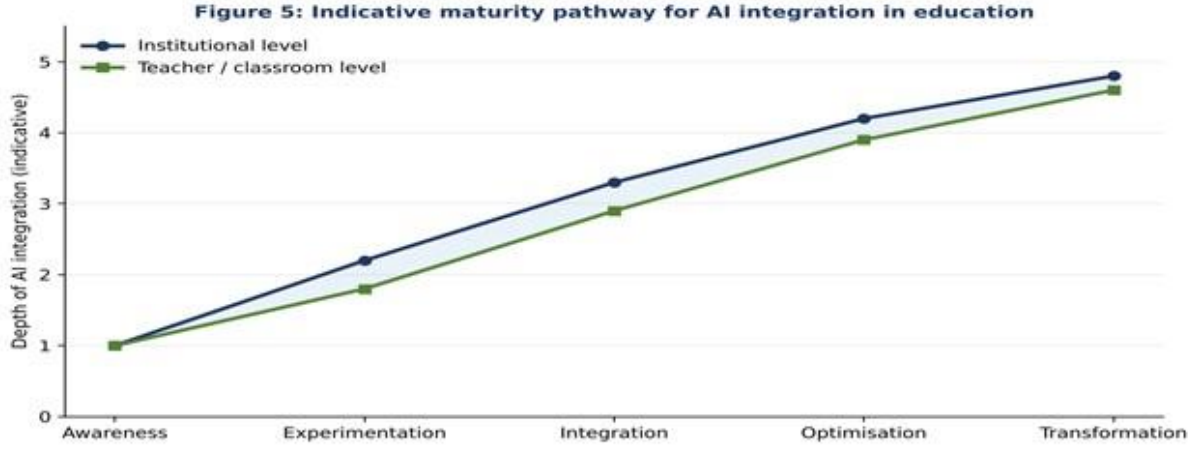
8.1 A staged pathway for institutions

Institutions rarely adopt AI in a single step. A staged pathway, shown in Figure 5, helps leaders to plan realistically. In the awareness stage, stakeholders build understanding and develop

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initial policies. In the experimentation stage, small pilots are conducted with clear questions and evaluation. In the integration stage, tools that have shown value are embedded in teaching, assessment and support. In the optimisation stage, practices are refined using evidence, and professional learning communities share lessons. In the transformation stage, curricula, assessment and institutional processes are redesigned around the opportunities and constraints of AI. Progress at the institutional level should be matched by development at the classroom level, or tools will be adopted in name but not in practice.

Figure 5: Indicative maturity pathway for AI integration in education



The curve is a conceptual model of staged adoption. Institutional decisions tend to precede teacher-level practice, and the gap indicates the need for professional development.

8.2 Principles for responsible practice

Drawing on the discussion above, the following principles are proposed for institutions and teacher educators:

- **Pedagogy first:** begin with learning goals and select technology only where it adds educational value.
- **Human in the loop:** ensure that teachers retain authority over consequential decisions about learners.
- **Transparency and consent:** explain to students and staff what tools are used, what data are collected and why.
- **Equity by design:** assess how tools affect different groups and provide alternatives for those without access.

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- **Integrity through redesign:** reshape assessment and set clear norms for acknowledging AI use.
- **Capacity building:** invest in sustained professional development for teachers and teacher educators.
- **Evidence and review:** evaluate impact on learning and well-being and revise practices accordingly.

8.3 Directions for research and practice

Several priorities emerge for future work. First, there is a need for rigorous, context-sensitive empirical studies in Indian classrooms, including quasi-experimental and design-based research, to examine the effect of AI on achievement, motivation, equity and teacher workload. Second, more research is needed on AI in ill-structured subjects and in teacher education itself. Third, tools should be developed and evaluated for Indian languages and for local curricula. Fourth, longitudinal studies should explore the long-term effects of generative AI on thinking skills and academic integrity. Fifth, participatory approaches that involve teachers, students and parents in design and governance can improve acceptance and relevance. Finally, guidelines should be translated into practical toolkits for institutions of limited means.

9. Conclusion

Artificial intelligence offers education real opportunities: individualised support that responds to each learner, timely feedback that strengthens learning and new possibilities for teaching, research and curriculum development. Evidence from intelligent tutoring and formative assessment shows that well-designed systems can improve learning, and generative AI has opened further avenues for creativity and efficiency. Yet the same technologies bring risks of bias, privacy violation, superficial learning, inequity and erosion of human relationships. The central argument of this chapter is that AI should be understood as a tool that augments teachers and learners, and that its benefits will be realised only where pedagogy, ethics and policy guide technological choices.

For teacher education, the implications are immediate. Programmes must prepare teachers who are AI-literate, critical and ethically grounded, and who can integrate technology with sound pedagogy. For institutions, the task is to build infrastructure, governance and professional

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learning cultures. For policy makers, the challenge is to ensure equitable access and to align innovation with the vision of NEP 2020 for inclusive, high-quality and value-based education. The future of AI in education will be determined less by the sophistication of algorithms than by the wisdom with which teachers, institutions and societies choose to use them.

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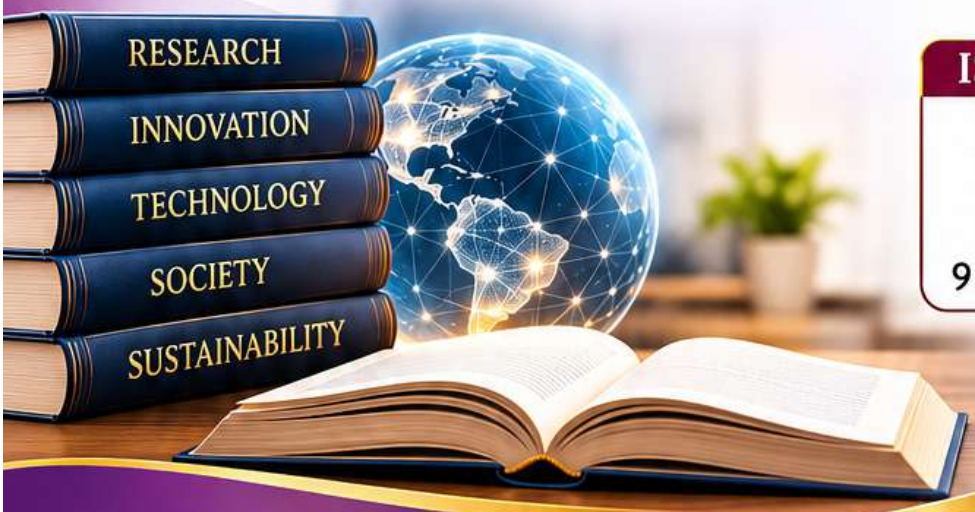
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