An Initiative of the Teacher Educator for the Teacher Training by the Teacher Educator: "Shodh O Sandharbh"

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ABSTRACT

This study aimed to investigate the perception of teachers using Artificial Intelligence (AI) tools in teacher education. UNESCO's Sustainable Development Goal4 aims to ensure Inclusive Equitable and quality education and promote life-long learning for all. So, we have huge youth power as APJ Kalam recommended; India has 540 million youth under the age of 25, which will continuously be growing till the (2050). India has to create two cadres of personnel: One Youth with expertise in special skills. And two; Youth with higher education with Research and Technology expertise. That is why; researcher want to fill this gap by establishing the Research and Reference wing "Shodh O Shandharbh" for practice of research skills in terms of (AI) Artificial Intelligence tools in teacher education. Utilizing mixed-methods design in this study. This is descriptive research in nature. The population of the study was In-service and teacher educators. Purposive sampling technique was used to collect the data from schools and institutes of Uttar Pradesh, Madhya Pradesh and Gujarat states of India. A closed ended questionnaire was used to collect the data with thirty seven items. The questionnaire was developed and published online by Google form in two Indian languages as well as in English too. Data collection is going on, till now thirty three participants have responded online via Link. In this research Paper researcher wants to focus on the execution part of an already published paper, regarding Transforming teacher Education in the light of Policy Perspective. So we have to equip educators with the expertise to create this type of environment in teacher education; National Education Policy (NEP-2020) already mentioned as well. In this study researcher wants to focus on the execution part of a Project "Bharat ki Bholi" already published and presented paper, regarding Transforming teacher Education in the light of Policy Perspective.

Keywords: (AI) Artificial Intelligence, Digital Infrastructure, Educational Innovation, Educational Technology, Educational research, Research Skill, Research Ethics.

"Education is the most powerful weapon which you can use to change the world"

-Nelson Mandela

INTRODUCTION

If we are concerned globally with UNESCO Sustainable Development Goal in teacher education (SDG4-2030) Our present aim is to ensure Inclusive, equitable and quality education promotion lifelong learning for all. (STEM) is a very important part of Science, Technology, Engineering and mathematics which is closely related with academic and professional fields. If we talk about academic and professional fields, teacher training comes already in this terminology. The World Bank Report (2030) said; teachers must be at the Centre of the fundamental reforms in the education system. One more point is noted that, teacher education is the foundation for shaping competent, Innovative and socially responsible Educators. Many Initiatives and platforms were developed by Indian Institutes. Let's see this data in comparison with others; only 3.73 percent of India's work force has formal vocational training, against seventy five percent in South Korea. And only forty two percent of graduates are deemed employable by the Industries that might hire them.

The investigator wants to point out the Initiation of the National Council of Teacher Education. (NCTE) National Council of Teacher Education launched in (2024) a mentoring techniques through the National Mission for Mentoring (NMM). It uses Individual as well as peer mentoring. It uses both individual guidance and group based collaboration models via synchronous and asynchronous digital interaction to faster continue professional development for school teachers. Its aims to create a large pool of outstanding professionals (Mentors) who are willing to provide short and long term professional support and cross-learning among school teachers (Mentees), contributing to their continuous professional development|/capacity building, Government of India. If we talk about the present status of Bharat; Ministry of education UDISE-(2019-20) only one fourth teachers in India reported being trained to deal with technology-oriented teaching learning processes. Although (AI) is trending in India at present. The situation is very different and very diverse across India.

As DES-IEC-Jamia Millia Islamia, New Delhi, India (2025) concluded; Policy is just a document, Practices matters. Who will implant in a substantive manner? Of course, it should be noted that practice matters as our International Education Conference's thrust line is "Transforming Learning in an interconnected world shaping Knowledge, Skills, Technology and society for the future.

Although, pre-service teachers get support to implement these AI tools so they can save a significant amount of time. We may create a digital infrastructure like **"Shodh O Shandharbh"** to practice more rather than reading policies in documented form as researcher already mentioned in the Title of Research Paper that is under the theme one: Reimagining Education: Technology-Enhanced Learning and Educational Innovation.

The Problem

The problem is only; In India we are very diverse in terms of classrooms, Infrastructure, languages, culture etc. regarding emerging AI tools in Teacher education. (Kanvaria, (2025) mentioned about Problems of Teacher Education they are:--1. Digital Literacy 2. Infrastructure Gaps: Disparities in accessing technology between urban and rural schools worsen education inequality. 3. Resistance to Change: Old ways to education combined with the fear of being out of date can lead to resistance to change. It also requires continuous professional development due to the speed at which technology changes, not necessarily a priority or fund for most educational institutions.

VIKSIT BHARAT ABHIYAN (1947-2047) As India moves towards an Innovation- driven economy, teacher education programs must Integrate Experiential learning Industrial Collaborations and Simulation based teaching methodologies. (IEC-DES-Jamia Millia Islamia, New Delhi, India (2025) concluded; Whenever a problem arises, go back to your roots or your basics. Solution is already present in our Indian Knowledge System (IKS) that is our Mother Tongue. We have to focus on classroom practices and remold as well, policy is only a document.

The Solution: " Shodh O Shandharbh"

Project name: "BHARAT Ki BHOLI" (BKB)

Founder Name: Dr. Gitanjali Satyarthi

Wing Name: "Shodh O Shandharbh"

Funding Agency: (Self finance) searching for funding collaboration.

Objectives: 01. To facilitate pre-service teachers for practice of Research skills.

02. To train pre-service teachers for finding a Research Gap.

03. To aware pre-service teachers about Research Ethics.

Infrastructure: Under process..

Training Module: Under process..

(Satyarthi, (2025) It will be very challenging in the future because the role of teacher will be changed absolutely with the emergence of AI Artificial Intelligence; although this is an infantry stage in the teacher education field in India. The investigator wants to focus on the problem of ground level; a report of Global Education Monitoring of UNESCO; Language Matter: Global Guidance on Multilingual Education said 40% students are not able to teach or learn in their mother tongue. In Low middle income countries it's showing 90%. The investigator wants to focus on this Research paper; practice of Research Skills during the training period of B.Ed. Curriculum. Want to establish an educational Innovation "Shodh O Shandharbh" wing/Lab in the Institute. All over India Labs are compulsory in schools and colleges as well. Inspection of every lab is a mandatory task like library, Science Lab, language lab, ET Lab Psychology Practical Lab as well. This wing will work in the field of Educational Research using AI tools during teacher training programs. UNESCO's Global Education Monitoring (GEM) Reported, countries will not achieve access for all by (2030) but this does not mean that the Global Education Agenda Education has failed. We have to keep trying and trying and practising till we reach. As a Social Scientist researcher recommends we have to provide our future teachers with the opportunity to practice Research Skills.

Let's see the research Skill in terms of What, Why, How:---Table 1

	What	Why	How
Research Skills	Reviewing, Referencing, Rephrasing, Reflecting, Report writing.	Research Ethics	Practices
Technology	(AI) Tools in educational Research	Youth with Research & Technology Expertise	Practices
Society	SDG4 recommendations: STEM	Working presently with AI tools	Practices
Future	Pre-service Teacher	Competent & Socially responsible educators	Practices

Some Stata

World Bank Group Chairman Ajay Banga (2026) stated regarding global development, education, and technology first: When developing countries grow, advanced economies benefit. It is not a zero-sum game. Second: digital public infrastructure allows us to reach more people with essential services like healthcare, education, and financial inclusion. Third: Enhanced with AI and the data revolution, we have a powerful tailwind. To maximize its potential, we must harness it strategically and use it wisely. (World Bank's, (2026) focus on AI and development, here are some widely cited global figures: 251 million children and youth were out of school globally latest World Bank/ UNESCO estimates around the report period. 70% of 10-year-olds in low- and middle-income countries cannot read and understand a simple text (learning poverty). 273 million children and youth were out of school in (2024), according to UNESCO's 2026 Global Education Monitoring Report. 1.4 billion Students were enrolled in primary and secondary education worldwide in 2024. Since 2000, global completion rates have increased from: 77% → 88% (primary education) 60% → 78% (lower secondary) 37% → 61% (upper secondary). Infrastructure investment: To benefit from AI in education, countries need reliable internet, electricity, digital devices, and teacher training. Key education-related points include:

- **Personalized learning:** AI can adapt lessons to each student's pace and learning needs.
- **Teacher support:** AI can help teachers prepare lesson plans, create quizzes, grade assignments, and identify students who need extra support.
- **Expanding access:** AI-powered translation and tutoring can improve learning for students in remote areas and speakers of local languages.
- **Digital skills:** Schools and universities should teach AI literacy, digital skills, and critical thinking to prepare students for future jobs.

- **Responsible use:** Governments and schools should ensure AI is used ethically by protecting student privacy, reducing bias, and keeping teachers central to the learning process.
- **Infrastructure investment:** To benefit from AI in education, countries need reliable internet, electricity, digital devices, and teacher training.

India's position GEM Report (2026) The country has one of the world's largest school systems but still faces major challenges in achieving (SDG4) targets.

Out-of-School Children

- 46 million children aged 6–17 remain out of school — about 17 % of that age group.
- India carries the largest number of students globally (247 million), yet access and retention vary sharply by state.
- Causes include regional disparities, early school leaving, and inconsistent enrollment data between surveys.

(Times of India, (2026) stated; Remains just above UNESCO's share in government spending and has slipped below the prescribed threshold. Education accounts for 4.1% of GDP but 14.02% of total public expenditure, down from 15.7% of GDP in 2015 and below the 15% benchmark, Unesco's (2026) SDG4 score card has shown." India lower secondary 86%, upper 51%. India's school completion rates aren't keeping up either: only 86% finish lower secondary school (the target is 99%), and just 51% make it through upper secondary (target: 84%). Globally, most countries also struggle to meet both UNESCO benchmarks; only 39 out of 205 manage it, while some nations with smaller budgets actually prioritize education more.This gap highlights how much work remains to make quality education accessible for everyone. Education Funding:

- Public spending: 2.7 % – 4.1 % of GDP, below UNESCO's 6 % target.
- Share of total public expenditure: 14.2 %, down from 15.7 % in 2015 — below the recommended 15 %.
- Completion rates have improved but remain below global averages.
- Dropout rates are higher among rural and disadvantaged groups.

India barely meets the global minimum benchmark for education funding, UNESCO's 2026 SDG 4 Scorecard. Completion Rates: Table 2

Level	India (2026)	UNESCO
Lower Secondary	**86%**	**99%**
Upper Secondary	**51%**	**84%%**

Equity and Access

- The GEM Report stresses that expanding enrolment alone isn't enough — India must ensure equal opportunities and learning outcomes.
- Fewer than 1 in 10 countries, including India, have strong equity-focused education financing systems.

REVIEW OF RELATED LITERATURE

All the reviews of related literature were focused on Integration of Artificial Intelligence (AI) tools in teacher education as given below:--

(Mehta & Pujari, (2025) from Uttar Pradesh revealed that digital literacy is not only for facilitating the delivery of content via technology but also to make educators develop an accessible learning environment in response to learner needs. Results indicate the need for change in the teacher preparation program to focus on the education of future teachers with skills needed to integrate technology effectively.

(Athiko, (2025) from Manipur concluded; to make mobile phones an effective device to bridge the digital divide in teaching-learning process. It requires adequate family and parental support, trained human resource and financial ability of the educational institutions, non-interference regular supply of digital services, constant flow of electric current with adequate backup sound digital literacy of the students and friendly environmental conditions among others. Thus any policy on digital divide needs to acknowledge the need to address the issue of social exclusion and inequality emerging from social structure, Lack of Infrastructure, lack of social infrastructure, territorially marginalized areas and so forth.

(Chounta, et al, (2022) Explored teacher's perceptions of AI as a tool to support their practice in Estonian K-12 education; concluded; that teachers need support in order to be efficient and effective in their work practice; we envision that AI can be used to provide this support. Furthermore, we identified challenges that relate to the socio-cultural context of the study: for example, teachers perceived AI as a tool to support them in accessing, adapting and using multilingual content.

(Pew Research Centre, (2022) revealed that 62% of Indian students relied on whatsapp groups to discuss assignments and collaborate on projects. And 78% of educators reported increased student engagement in hybrid classrooms where (SNS) tools were integrated.

(Bano & Kumari, (2025) revealed pre-service teachers must be mindful of the ethical considerations associated with the use of AI tools in Education, including data privacy, data security, data reliability, accountability, copyright data. Pre-service teachers' 90% use of AI tools has the potential to enhance students' engagement and learning process. (Park & Kim, (2022) found that; AI integration increased teacher candidates' confidence in using adaptive learning systems by 42%. (Roll & Wylie, (2010) additionally, AI analytics help educators identify gaps in their strategies, fostering continuous professional growth. (Cheng et al, (2021) found trainees who used AR/VR reported a 50% increase in confidence when implementing Innovative teaching techniques.

(Punya, M. Nicole, O. S & Daman, H, (2024) stated; we aim to position the field of education going forward with the implications of new technologies like GenAI for education and educational research. We argue the need for a dual-lens approach. First and foremost, practice and research should focus on the here-and-now, i.e. how to design powerful learning experiences for pre-service and in-service teachers for them to be productive, creative, critical, and ethical users. But there is also a need for a deeper, longer view—based on sociological and historical trends and patterns that will influence the socio-techno-cultural matrix within which education functions in the long term. We begin with a brief introduction to GenAI technologies. This is followed by an in-depth discussion of the fundamental nature of GenAI tools—their similarities and differences to prior technologies, and the implications for teacher education and research.

Research Gap

(Kanvaria, (2025) stated about Problems of Teacher Education as Digital Literacy and Infrastructure Gaps.. Let's see this globally; only 3.73 percent of India's work force has vocational training against seventy five percent in South Korea.

(Preeti Kumari, 2025) concluded; There is an urgent need to address resource mobilization targeting the problems of budget, limited space, etc. to make room for innovation. The digital ecosystem is challenging teachers' high esteem, a situation that needs to be addressed.

(Fatima, (2025) concluded; Researches regarding In-service and pre-service on perspective in very small numbers and not very good. Using ICT in Pedagogy matters. These are just used for information. In a few researches the perception and mastery of digital tools are not very good. That's why focus on this gap in this study by the researcher.

Research Questions of the Study

1. What is the perspective of teachers in terms of AI tools?
2. What is the pedagogical use of AI tools in terms of research Skills?
3. How to raise and contribute the funds for the establishment of **"Shodh O Sandharbh"/ "શોધો સંદર્ભ"** wing?

Objectives of the Study

1. To study the perspective of teachers in terms of AI tools.
2. To study the pedagogical use of AI tools in terms of Research Skills.
3. To raise funds for the establishment of **"Shodh O Sandharbh"/ "શોધો સંદર્ભ"** wing.

METHODOLOGY OF THE STUDY

Proper search of related literature was focused out with the help of International Conference Proceedings, Published Journals, and published World Bank Report (GEM-2026) Global educational monitoring report on access and equity. website etc.

Design: This study used a survey method and was descriptive in nature. So descriptive design was chosen for data collection from Teachers and teacher educators. In this study Investigator studied the perspective of teachers and teacher Educators regarding Use of Artificial Intelligence (AI) tools in Teacher Education.

Sample: The population of the study is the in-service Teachers from Educational Institutes and schools of Madhya Pradesh and Uttar Pradesh . One hundred eighty seven participants responded to the Questionnaire and continued.

Sampling Technique: We may say convenient sampling was used as a researcher's budget and effort. Researcher want to know the teacher's perception **i**n the context of AI generative tools and the demand of training as well. Purposively chosen Inservice teachers to collect the data for this study; online via google form teachers of Uttar Pradesh, Madhya Pradesh and Gujarat. Some questionnaires were filled by Hindi, English and Gujarati Teacher Educators as Language experts personally.

Instrument/Tools

A closed ended Questionnaire was used to collect the data by the author via google form. The questionnaire was developed in two Indian Languages (Hindi, Gujarati) and English as well. The investigator developed a questionnaire with multiple Choice Questions in Teacher Education In terms of Artificial Intelligence (AI) tools. Thirty Six Items were included in the questionnaire related to the area of awareness, Training, ethical concerns, Teaching Learning Process, and Challenges etc. in Teacher Education regarding Artificial Intelligence (AI) tools. Validity of the tool was checked by the researcher as this was the pilot.

Validity: For the Face and Content Validity of the all three Questionnaires (print form) was given to the three teachers. The Hindi Questionnaire (print form) was corrected and checked by an experienced Hindi teacher named Mrs Navita Sinha with expertise in Hindi language from Uttar Pradesh State of India. The Gujarati questionnaire (print form) was corrected and checked by an experienced Gujarati teacher educator named Mr. Dharmesh Patel from Gujarat state of India. The English Questionnaire was consulted by the highly experienced teacher educator and former chairperson Prof. Nasrin from AMU, Aligarh, Uttar Pradesh state of India. After getting valuable suggestions and recommendations, Self made Questionnaires were amended by the author in Hindi, Gujarati and English in the context of Items, Options, languages, and using of (AI) generative tools then published online.

Data Analysis

For data analysis simple frequencies and percentages were used to categorise and analyze the data.

Interpretation of data was done with the help of responses collected by the google form. All the interpretation and graphication was done by (AI) generative tool Microsoft Copilot. The questionnaire was filled online therefore respondents were continuing till writing this study.

Result & Discussion: Majority of the respondents were from primary education (Besic Siksha Vibagh) and working in the Public sector. 98.6% were in-service teachers. 1.6% were from secondary and 1.1% higher as well. In which 61.5% were female and 38.5% male. Half of them were qualified for the Teacher Eligibility Test (TET) that was mandatory qualification for teaching in school. So we can see top five insight of all respondents of questionnaire regarding areas as given below:---

1. **Widespread awareness and use** — Majority of respondents were very well aware of (AI) and were heard 96.3% about (AI). whether 72% were familiar with (AI) generative tools. Among them 62% were using them in daily life and if we talk about teaching only 56.7% of responders show uses.

2. **Clear perceived benefits** — 90.4% Respondents agreed that; (AI) boosts student creativity and innovation. 94.1% agreed on benefiting in education as well as improving learning outcomes. 74.9% Respondents were comfortable to take help of (AI) in personalization, grading, assignments, evaluation and engagement. 65.2% respondents showed (AI) tools can fill the educational gap of disadvantaged students whether 35.3% said no. If we focus on teaching, teaching learning Process, teacher and Lesson planning majority of them agreed on benefit.

3. **Ethical and practical concerns** — half of them worries include over-reliance, plagiarism, data privacy, fraud by students, more dependency on technique, bias, accuracy of AI outputs, and insufficient teacher preparedness. 38.5% showed safety concern and 21.9% copyright concern. 39.6% worried about the lack of human connection. Only 24.6% were worried about job replacement; Of course they were working in the public sector.

4. **Training gap but strong interest** — Only 33.7% respondent has formal AI training, 83.4% respondents want workshops or courses on (AI) tools in classroom integration for lesson planning. 65.2% had heard of ChatGpt and used only half of it. The majority of them use Google AI. 12.3% had heard of Canva and only 9.1% were used. Whether Copilot was heard and used by only 4.8% as we can see majority of them were inservice teachers of the public sector. 24.1% showed lack of training.

5. **Mixed view on teacher replacement and equity** — half of them think AI could replace teachers and half of them doubt it will reduce inequality; opinions vary on AI's role in lesson planning and assessment support. Very interestingly 49.7% were in favour of replacing and 50.8% said no. of course its digital divide.

6. **Classroom/Lesson planning:** most of the respondents pointed towards (AI) tools that will support Individual difference and classify the students. 41.2% said; unique way of making teaching learning material. Most of them were pointed towards classroom management strategy. The majority of respondents agreed on AI benefiting all subjects; 15.5% said it will benefit social science, 21.4% said language and 21.4% said benefit for Math . Some of them showed lack of training to make lesson planning and wanted help regarding tutorial, online course, Workshop.

KEY FINDINGS

The results revealed a significant increase in analysis uncovered core themes:-

- Need funds for establishment of Research and Reference wing urgently. As (Athiko, (2025) from Manipur concluded; about the inequality emerging from social structure, Lack of Infrastructure, lack of social infrastructure, territorially marginalized areas and so forth.

- Educational Innovation.

- Significant ethical and practical worries that must be addressed through training, policy, and infrastructure. Also mentioned by (Preeti Kumari, 2025) There is an urgent need to address resource mobilization targeting the problems of budget, limited space, etc. to make room for innovation.
- Actionable next steps: provide targeted professional development, pilot AI tools in classrooms, and establish guidelines for privacy, bias mitigation, and academic integrity.
- Clear perceived benefits for teaching and learning, especially personalization and assessment support.
- **Training gap:** there is strong interest in workshops and courses. High awareness and practical use but limited formal training. As (Mehta & Pujari, (2025) from Uttar Pradesh revealed that; the need for change in the teacher preparation program to focus on the education of future teachers with skills needed to integrate technology effectively.

Delimitation Of The Study:

- Only In-service teachers from Madhya Pradesh, Uttar Pradesh and Gujarat states of India.
- Only in three languages Hindi, English and Gujarati.
- Results may differ for other education levels.
- Data collected online.

CONCLUSION

According to (Reddy et al, (2024) Younger people tend to embrace it more enthusiastically. A larger volume of females took part in the Research compared to men. So we have to take this seriously because they are using (AI) tools. Although there is still a digital divide, we still have to train them. (Satyarthi, (2025) hey teachers; don't worry just order them like your assistant, remember they can make mistakes. Artificial Intelligence (AI) can't replace teachers; just change the title role of teacher; because effective learning or teaching is not solely about knowledge. It is equally about the relationship we have with students." although. We have to try and integrate these (AI) tools in teacher education only with this IDEA:--

"Wana finish the task, use it. If you wanna create some **(Original & Unique)** embrace them as your personal Assistant or servant keeping in mind they're just **Artificial. Intelligent** You Are."

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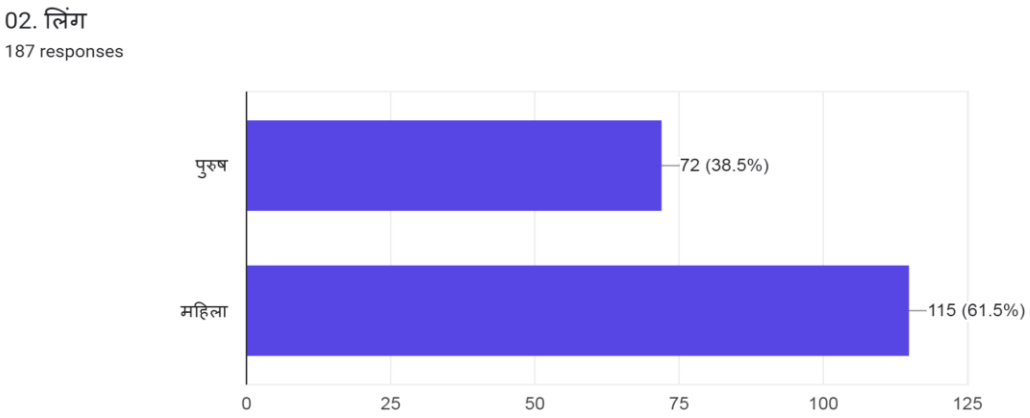
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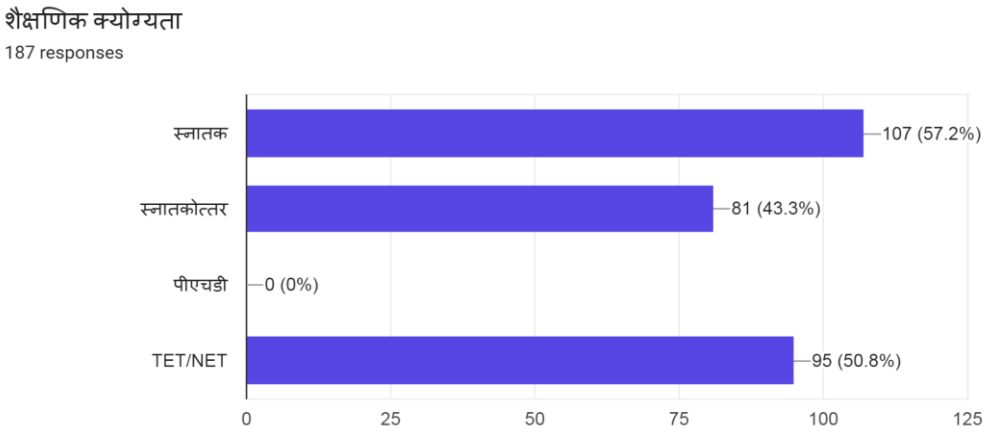
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27. Satyarthi, Gitanjali Satendra (2009). Gwalior Jile me Poorv Prathmik Siksha karyakram ke krianvayan ka Adhyan. Modern Educational Research in India. 7 (4) 42-43. ISSN:0974-0564.M.Ed.Dissertation. http://13.126.40.108:8080/xmlui/handle/123456789/577
28. UNESCO. (2021). Reimagining Our Future Together: A New Social Contract for Education. https://www.unesco.org
29. US Department of education(2023). Office of Educational Technology, Washington D.C. Artificial Intelligence and Future of Teaching & Learning: Insights andRecommendations. https://www.ed.gov/sites/ed/files/Documents/ai-report/pdf
30. UNESCO 2026 GEM Report | Global Education Monitoring Report - Reports UNESCO 2026 scorecard: India barely meets GDP minimum, underfunds education Access vs Equity in Education India | GEM Report 2026.

Here's graphical presentation of the (AI) Questionnaire 2026 responses:

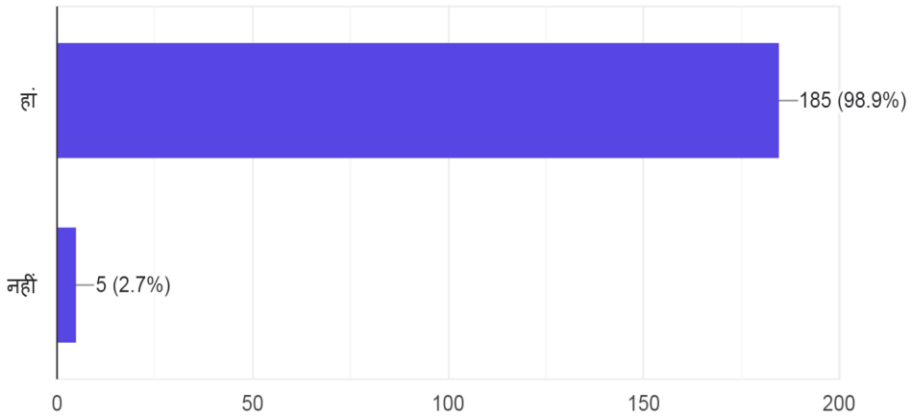
Data Analysis of Respondents:--





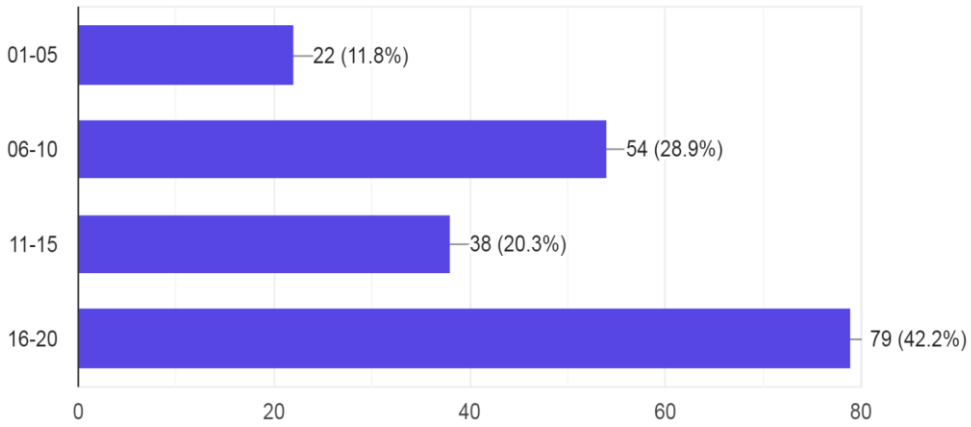
04. क्या आप सेवा में शिक्षक हैं?

187 responses



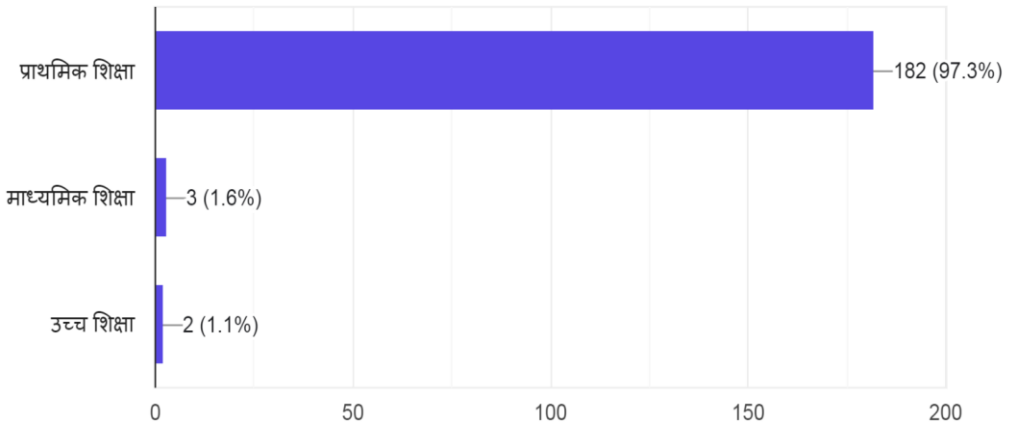
05. यदि आप सेवा में शिक्षक हैं, तो शिक्षण में कितने वर्षों का अनुभव है? (विकल्प पर टिक करें)

187 responses



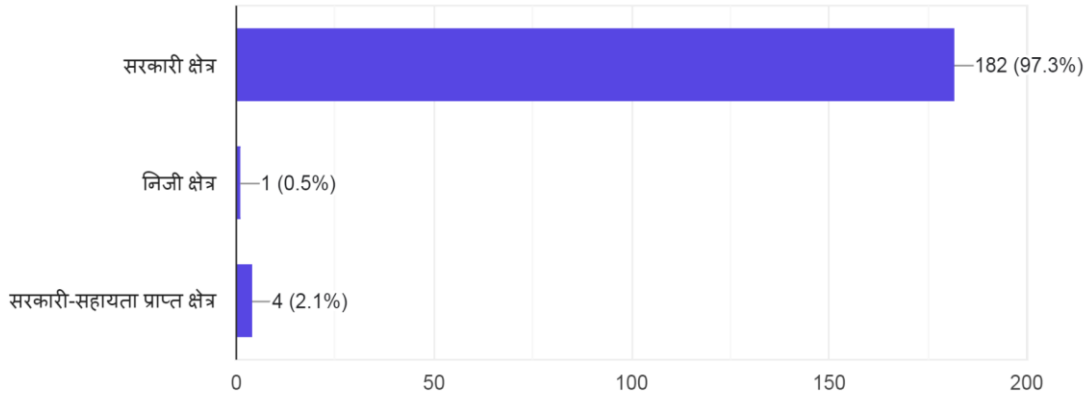
06. आप किस शिक्षा विभाग में काम कर रहे हैं? (विकल्प पर टिक करें)

187 responses



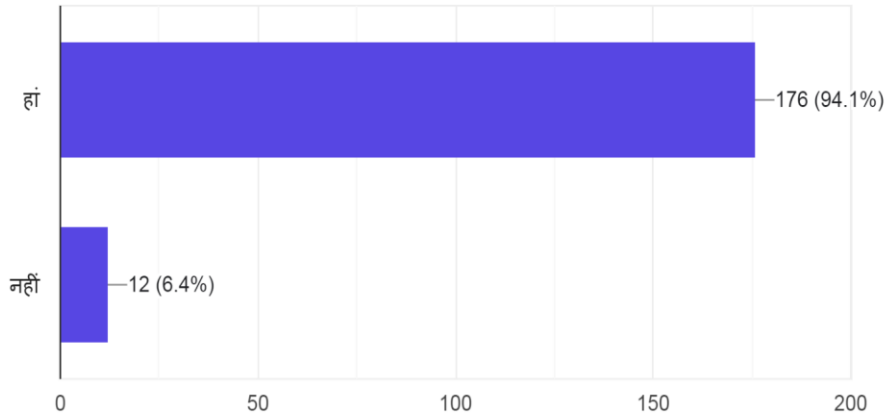
07. आप किस क्षेत्र में काम/अध्ययन कर रहे हैं? (विकल्प पर टिक करें)

187 responses



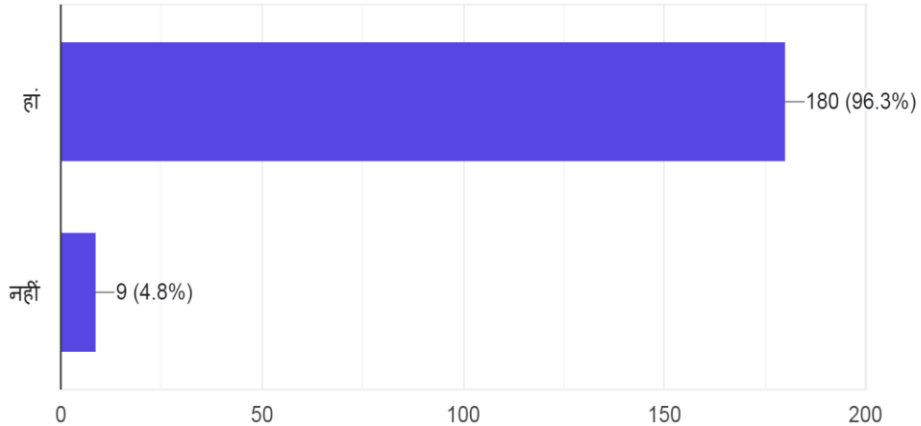
08. क्या आप कृत्रिम बुद्धिमत्ता आर्टिफिशियल इंटेलिजेंस (AI) शब्द से परिचित हैं?

187 responses



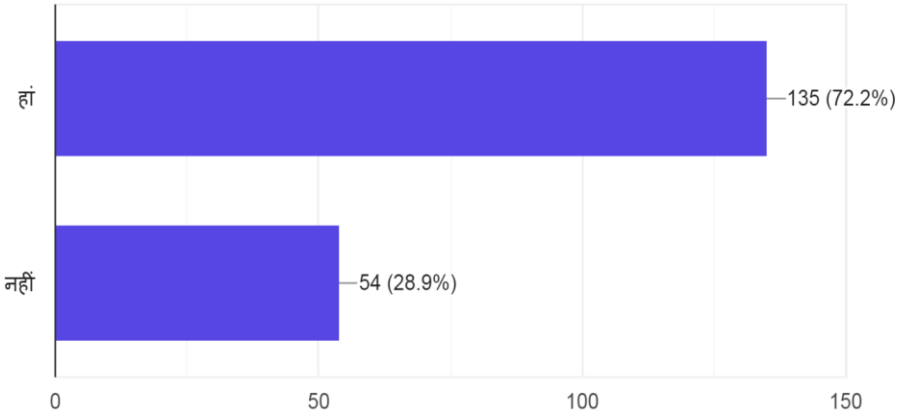
09. क्या आपने आजकल शिक्षण में आर्टिफिशियल इंटेलिजेंस (एआई) के उपयोग के बारे में सुना है?

187 responses



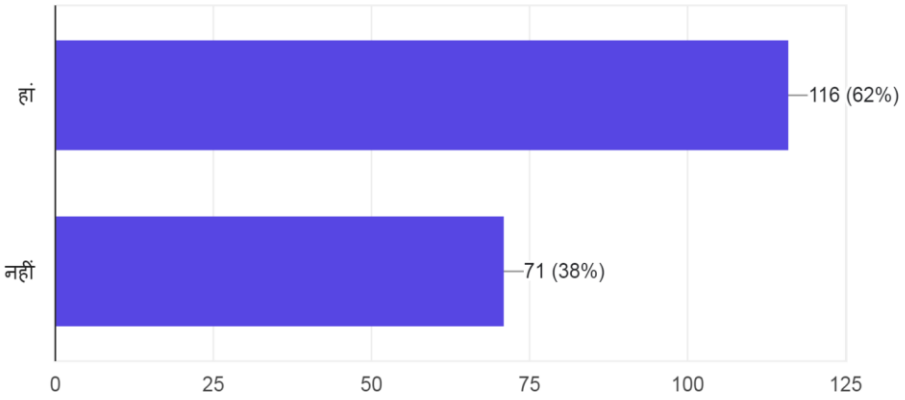
10. क्या आप (एआई) जनरेटिव टूल्स की अवधारणा से परिचित हैं?

187 responses



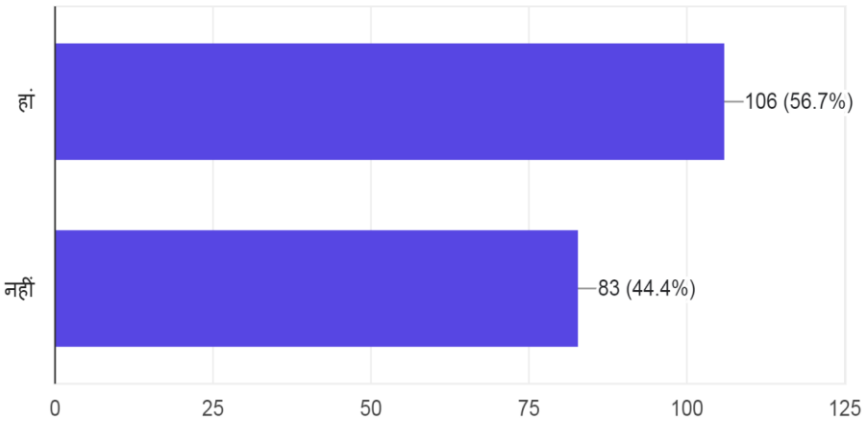
11. क्या आपने कभी अपने दैनिक जीवन में आर्टिफिशियल इंटेलिजेंस (एआई) जनरेटिव टूल्स का उपयोग किया है?

187 responses



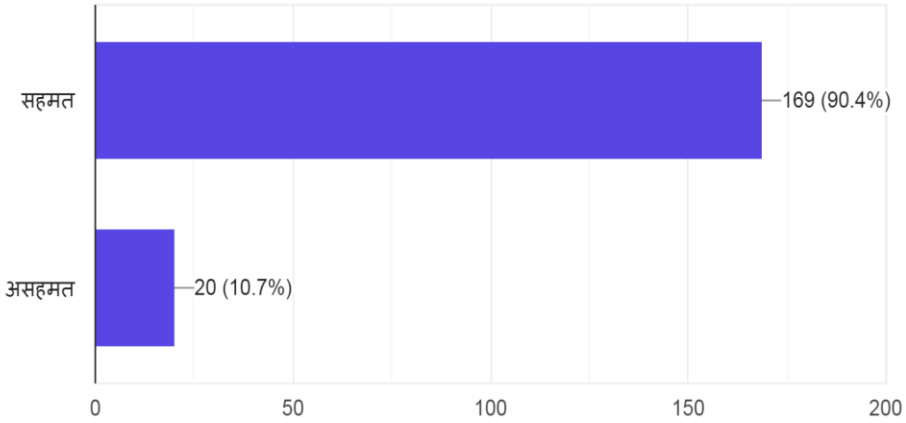
12. क्या आपने कभी अपने शिक्षण में आर्टिफिशियल इंटेलिजेंस (एआई) जनरेटिव टूल्स का उपयोग किया है?

187 responses



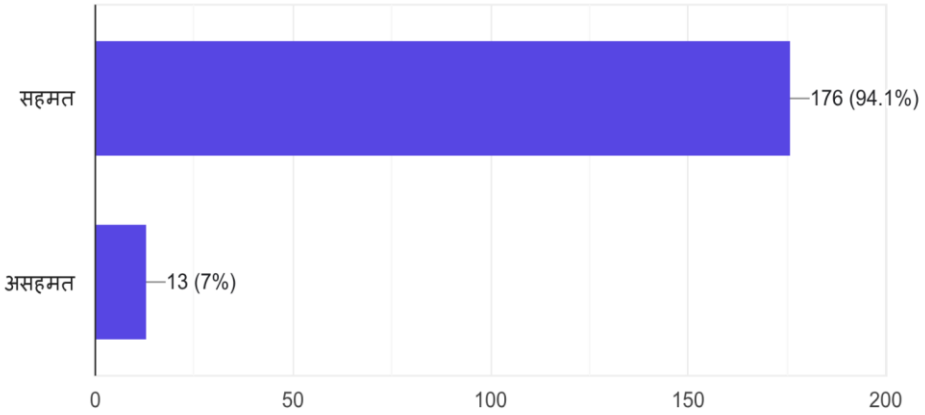
13. क्या आप सहमत हैं कि (एआई) जनरेटिव टूल छात्रों में रचनात्मकता और नवाचार को बढ़ाते हैं?

187 responses



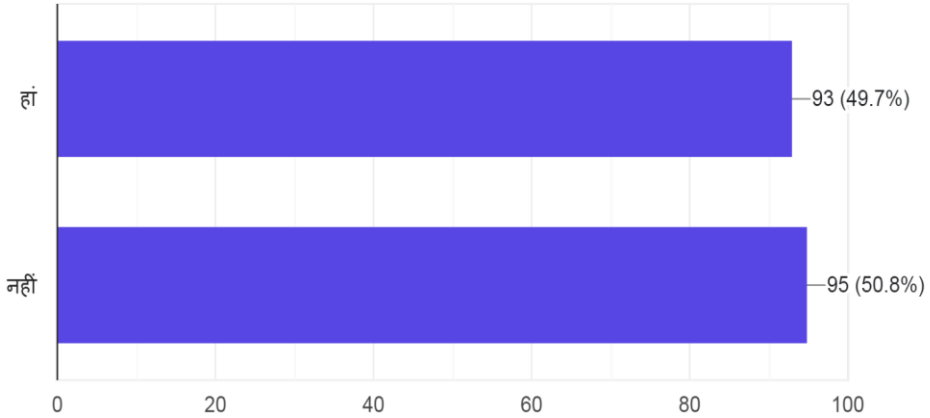
14. क्या आप सहमत हैं कि (एआई) जनरेटिव टूल्स शिक्षा में लाभकारी हो सकते हैं?

187 responses



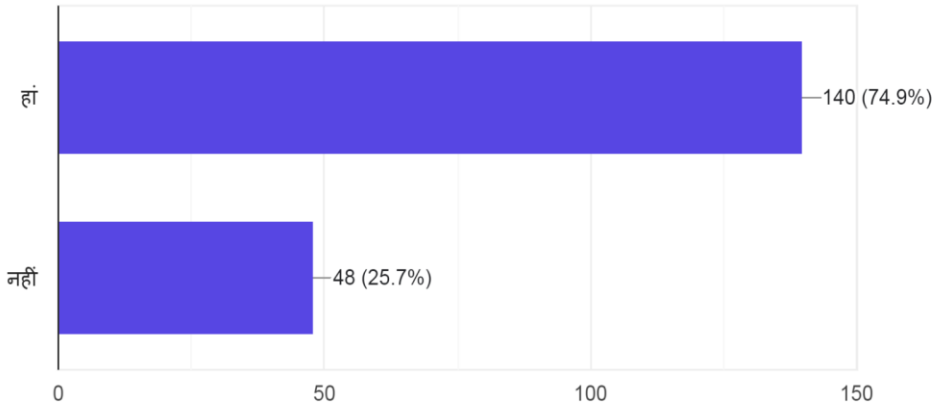
15. क्या आपको लगता है कि (एआई) तकनीक भविष्य में मानव शिक्षकों की जगह ले सकती है?

187 responses



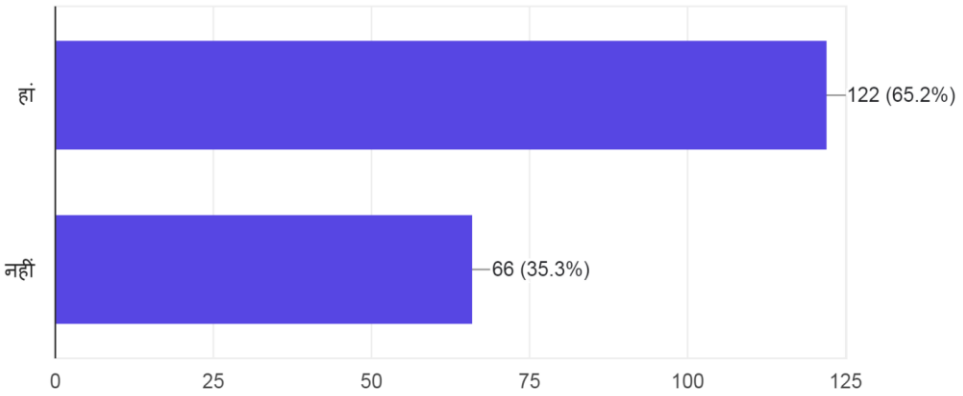
16. क्या आप शिक्षकों को असाइनमेंट और परीक्षाओं के मूल्यांकन में सहायता करने के लिए (एआई) तकनीक से सहज होंगे?

187 responses



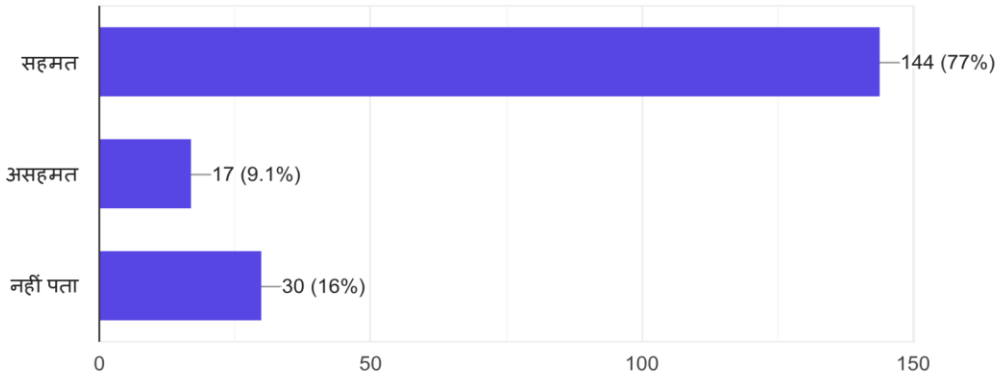
17. क्या आप मानते हैं कि (एआई) तकनीक वंचित और विशेषाधिकार प्राप्त छात्रों के बीच शैक्षिक अंतर को पाट सकती है?

187 responses



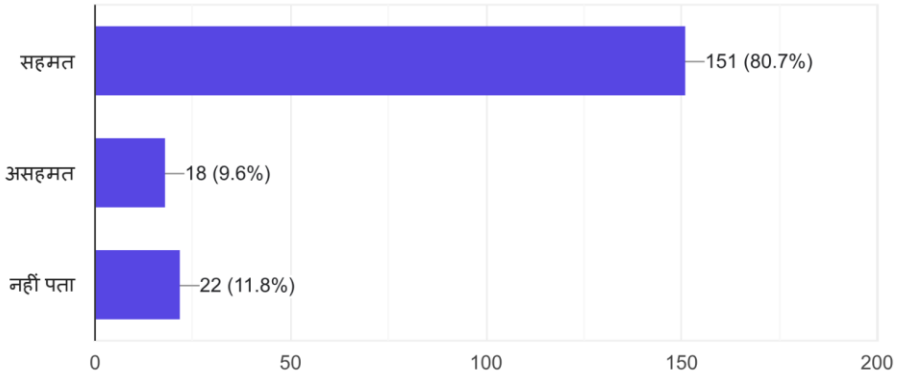
18. क्या आप सहमत हैं कि आर्टिफिशियल इंटेलिजेंस (एआई) छात्रों के सीखने के अनुभव को बेहतर बनाने में मदद करेगा?

187 responses



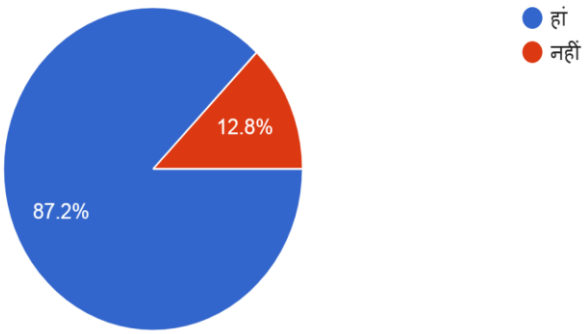
19. क्या आप सहमत हैं कि आर्टिफिशियल इंटेलिजेंस (एआई) शिक्षकों के शिक्षण अनुभव को बेहतर बनाने में मदद करेगा?

187 responses



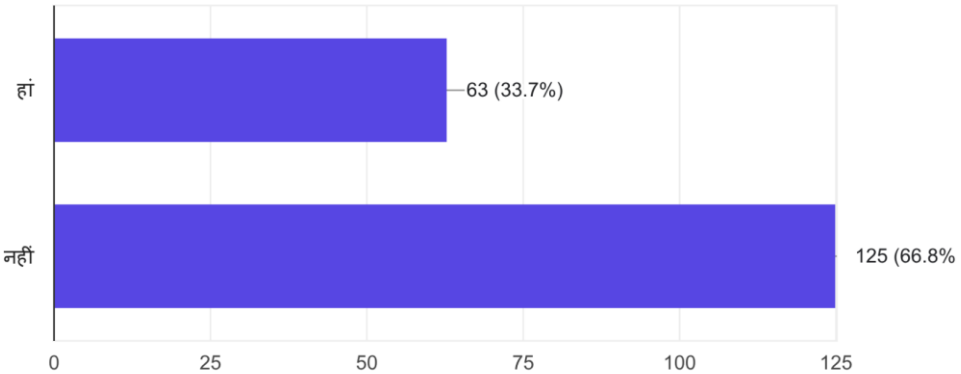
20. क्या आपको लगता है कि शिक्षण से पहले पाठ योजना बनाने के लिए (एआई)जनरेटिव टूल्स फायदेमंद हो सकता है?

187 responses



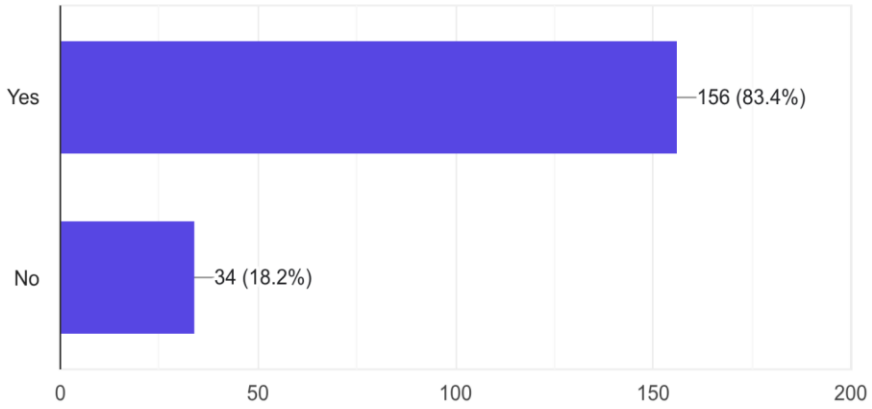
21. क्या आपको शैक्षिक उद्देश्यों के लिए (एआई) उपकरणों का उपयोग करने पर अपने संस्थान द्वारा कोई औपचारिक प्रशिक्षण प्राप्त हुआ है?

187 responses



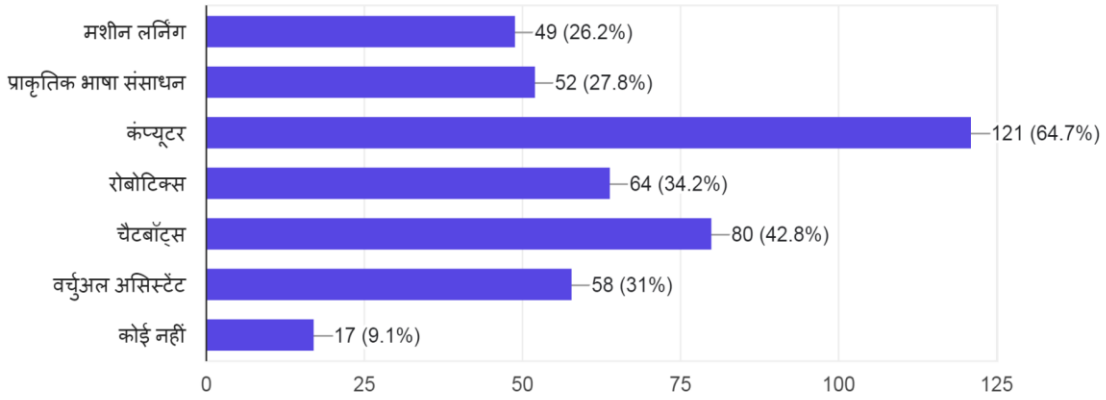
22. क्या आप भविष्य में पाठ योजना में (एआई) को एकीकृत करने पर एक कार्यशाला या पाठ्यक्रम में भाग लेना चाहेंगे?

187 responses



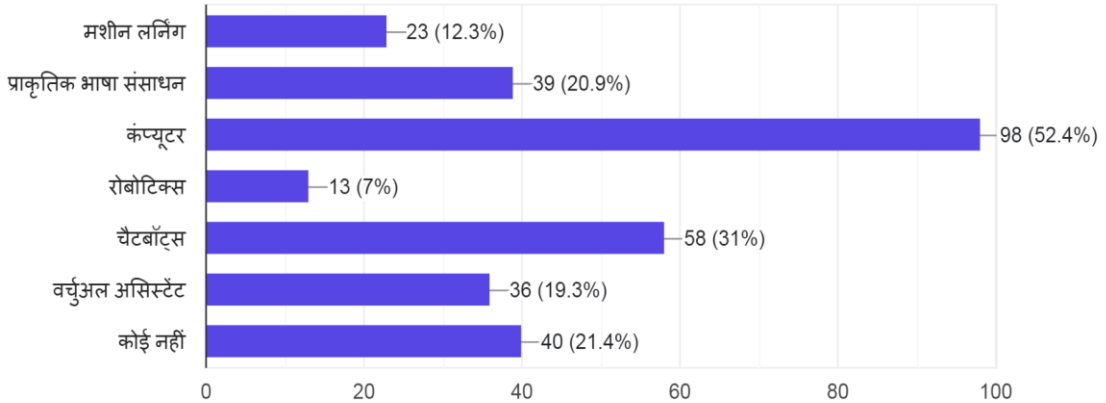
23. निम्नलिखित में से कौन सी (एआई) तकनीक के बारे में आप सुनते हैं? नीचे दिए गए विकल्पों पर टिक करें।

187 responses



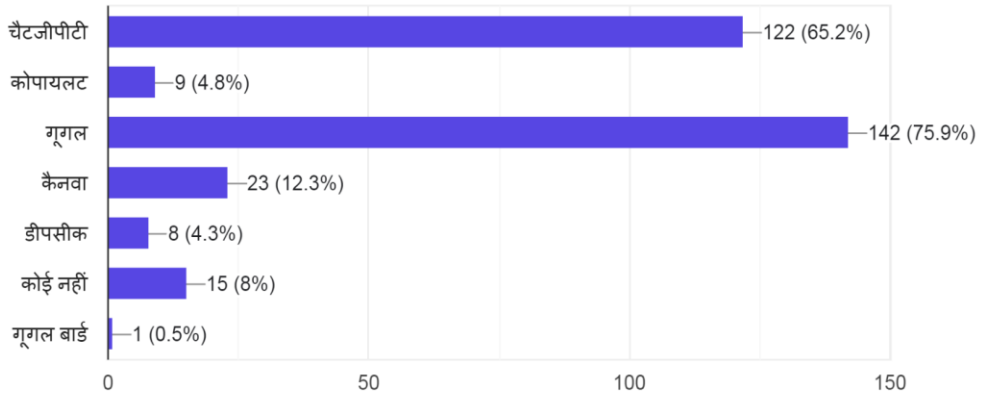
24. निम्नलिखित में से आप कौन सी (एआई) तकनीक का उपयोग करते हैं?

187 responses



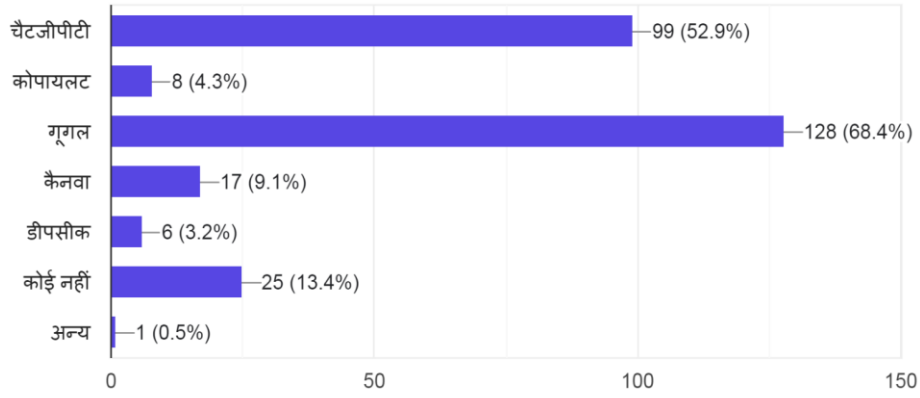
25. निम्नलिखित में से कौन से (एआई) जनरेटिव टूल के बारे में आपने अपने जीवन/कार्य/शिक्षण में सुना है?

187 responses



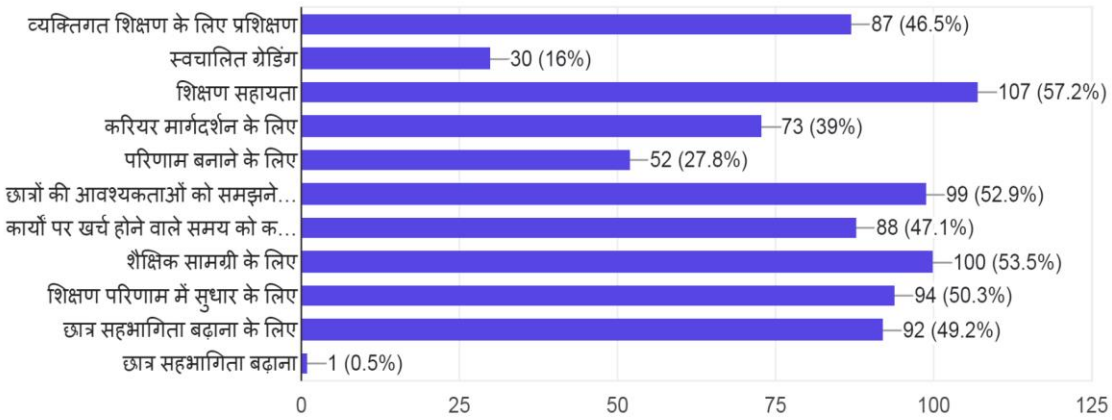
26. निम्नलिखित में से कौन से (एआई) जनरेटिव उपकरण का आपने अपने जीवन/कार्य/शिक्षण में कभी उपयोग किया है?

187 responses



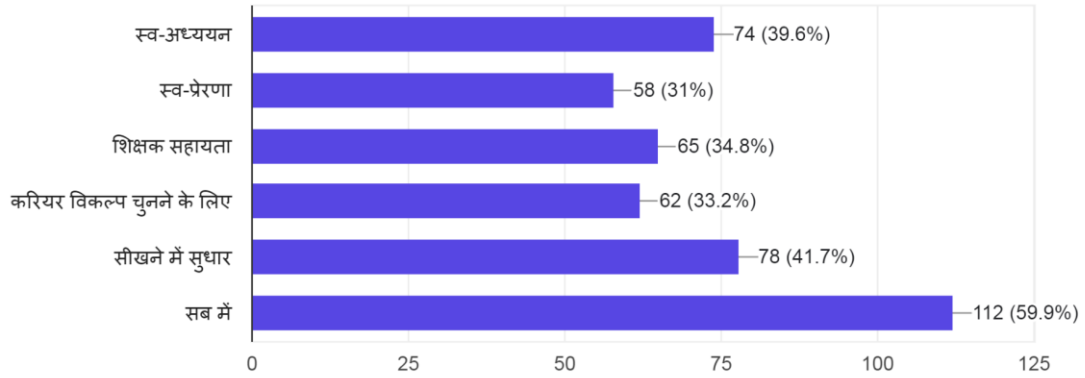
27. आपके विचार में निम्नलिखित में से कौन से क्षेत्र में आर्टिफिशियल इंटेलिजेंस (एआई) शिक्षकों के लिए लाभकारी हो सकता है? (लागू होने वाले का चयन करें)

187 responses



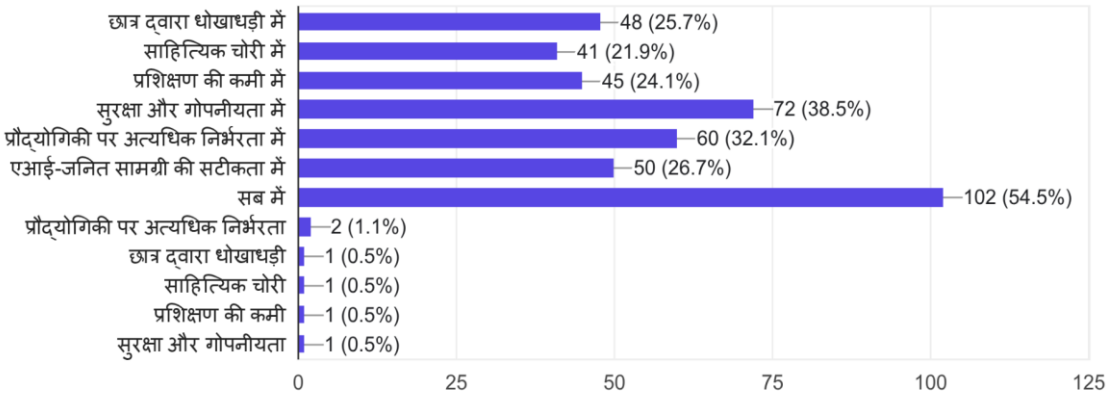
28. आपके विचार में निम्नलिखित में से कौन से क्षेत्र में (एआई) जनरेटिव टूल्स छात्रों को लाभ पहुंचा सकता है?

187 responses



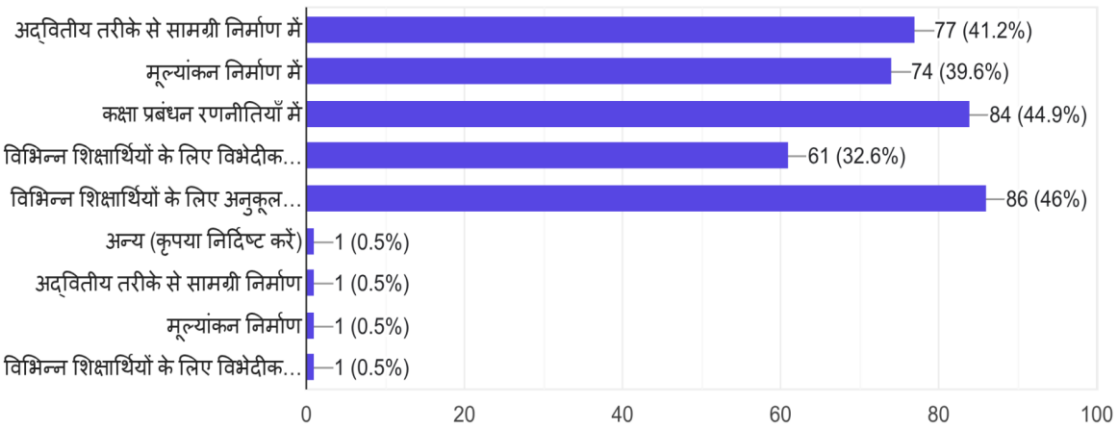
29. शिक्षा में आर्टिफिशियल इंटेलिजेंस (एआई) जनरेटिव टूल्स के उपयोग के संबंध में आपको क्या चिंताएं या भय हैं?

187 responses



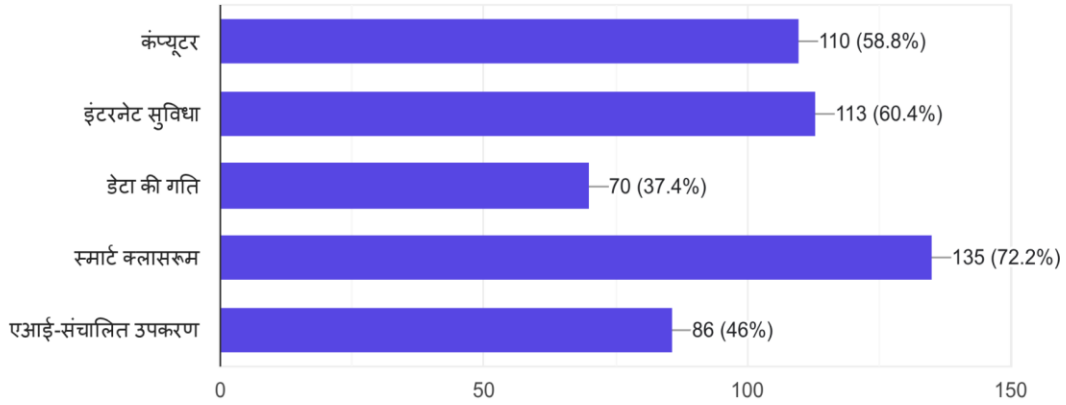
30. आपके विचार में पाठ योजना के किस बिंदु पर (एआई) जनरेटिव टूल्स सहायता कर सकता है?

187 responses



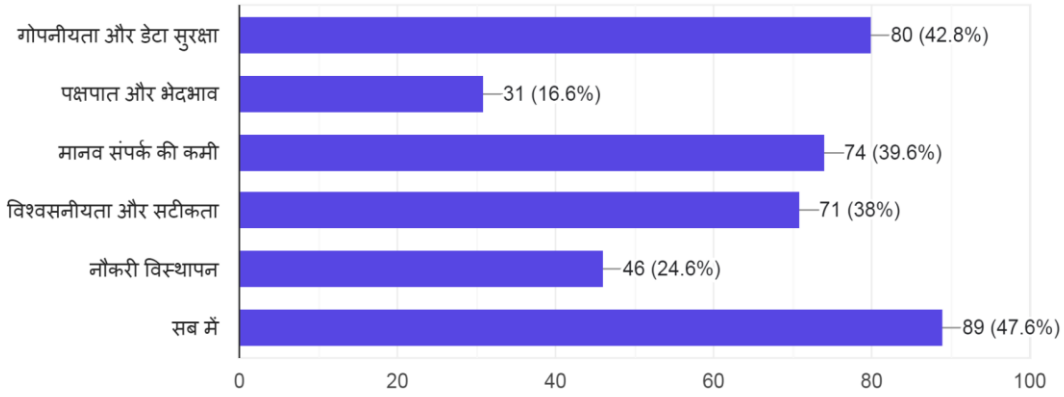
31. निम्नलिखित में से कौन-सी तकनीकों को आप अपने शैक्षणिक संस्थान में देखना चाहेंगे? (चुनें जो लागू हों)

187 responses



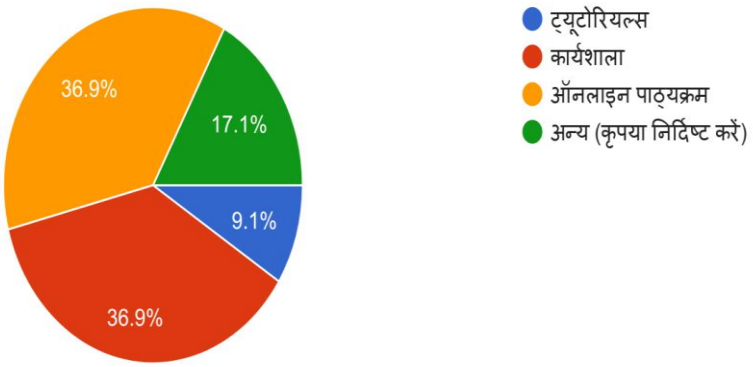
32. शिक्षा में एआई से संबंधित निम्नलिखित में से कौन से नैतिक विचार आपको चिंतित करते हैं? (लागू होने वाले का चयन करें)

187 responses

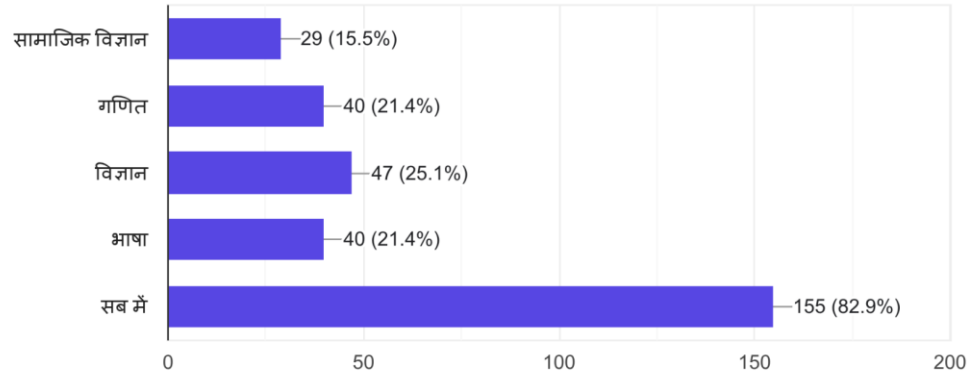


33. पाठ योजना में (एआई) जनरेटिव टूल्स का उपयोग करने के लिए आप किस प्रकार का समर्थन चाहेंगे?

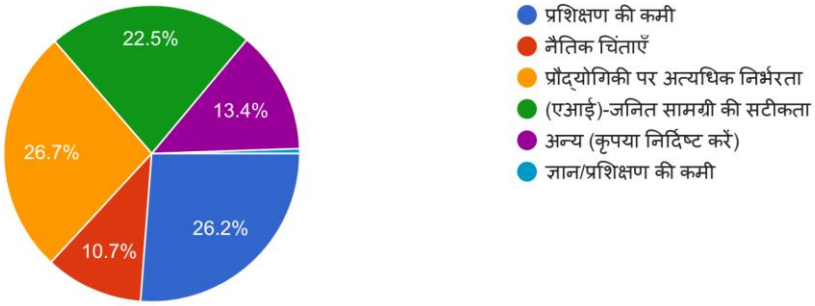
187 responses



34. आपके विचार से किस विषय में (एआई) जनरेटिव टूल्स से सबसे अधिक लाभ हो सकता है?
187 responses



35. पाठ योजना के लिए (एआई) जनरेटिव टूल्स का उपयोग करने में आपको क्या चुनौतियाँ नज़र आती हैं?
187 responses



36. कृपया शिक्षा में आर्टिफिशियल इंटेलिजेंस (एआई) जनरेटिव टूल्स के उपयोग पर कोई अतिरिक्त विचार, सुझाव और अनुभव साझा करें। Here are the some comments and suggestions given by respondents as given below:----

1. Workshop honi chahiye
2. Department video par virtual training karane ke bajay practical real training teachers ko de.
3. It can be helpful in studies but we don't have enough knowledge about ai.... We can be better trained about it....but firstly provide enough resources that we can take this for our students..
4. टीचरों को समय-समय पर आई तकनीकी और उसके टूल्स के बारे में जानकारी और प्रशिक्षण दिया जाए जिससे कि वह अपने शिक्षक को और अधिक बेहतर बना सके.
5. एआई (AI) टूल्स कार्यक्षमता बढ़ाने वाले बेहतरीन सहायक हैं। इनका मुख्य उपयोग समय बचाने, ईमेल लिखने, कठिन विषयों को समझने और नए विचारों को खोजने के लिए किया जाता है। बेहतर परिणाम के लिए हमेशा साफ और सटीक निर्देश (प्रॉम्प्ट) देने चाहिए।हालाँकि, एआई के उपयोग में सावधानी भी ज़रूरी है। यह कई बार गलत या काल्पनिक तथ्य (हलुसिनेशन) भी दे सकता है, इसलिए महत्वपूर्ण जानकारियों और आंकड़ों की दोबारा जांच अवश्य करें। सुरक्षा के लिहाज़ से अपनी निजी जानकारी या पासवर्ड कभी भी एआई पर साझा न करें। एआई को अपना मददगार बनाएं, लेकिन अपनी निर्णय क्षमता को पूरी तरह इस पर निर्भर न होने दें।
6. प्राथमिक स्तर पर शिक्षण के लिए ai का उपयोग वर्कशीट आदि के निर्माण कक्षा कक्ष प्रवंधन आदि में कर सकते है।लेकिन माध्यमिक स्तर पर अगर ai का अनुशासनात्मक उपयोग बच्चों को सिखाया जाए तो निश्चय ही यह लाभदायक सिध्द हो सकता है
7. Kaha ja skta h k AI tools ke upyog s shikshan adhigam prakriya ko adhik rochak aur prabhavi bnaya ja skta hai
8. आर्टिफिशियल इंटेलिजेंस पर हमें पूर्ण रूप से निर्भर नहीं होना चाहिए

9. AI पर अत्याधिक निर्भरता से छात्रों की खोजी प्रवृत्ति पर असर पड़ने की बहुत संभावना है, छात्र AI की सहायता से अपनी हर समस्या का समाधान खोजने लगेंगे
10. Ai supportive h but isme privacy nhi h
11. AI will do a remarkable job in teaching,but i have some reservation 1_ this hamper imagination skills of students/teachers 2.this will promote duplicacy of answers 2_प्राथमिक स्तर पर शिक्षण के लिए ai का उपयोग वर्कशीट आदि के निर्माण कक्षा कक्ष प्रवंधन आदि में कर सकते है।लेकिन माध्यमिक स्तर पर अगर ai का अनुशासनात्मक उपयोग बच्चों को सिखाया जाए तो निश्चय ही यह लाभदायक सिध्द हो सकता है
12. ए आई के अत्यधिक प्रयोग से भविष्य में नैतिकता और मानवता समाप्त होने का खतरा है जिससे भविष्य में क्राइम बढ़ने की उम्मीद है.
13. Ye kahtarnak bhi sabit ho sakta h.
14. मेरे विचार से एआई पहले से ही काफी अच्छी मदद कर रहा है बच्चों की हम एक काम ओर कर सकते हैं जैसे कई ऐप में टेस्ट देने की सुविधा होती है तो उससे तुरंत परिणाम का पता चल जाता ऐसे ऐप का प्रयोग करना चाहिए.
15. शिक्षा पूरी तरह आर्टिफिशियल इन्टेलीजेन्स पर आधारित नहीं होना चाहिए।
16. AI बच्चों की इनोवेशन क्रिएटिविटी को खत्म कर देगा
17. केवल शिक्षा ही नहीं बल्कि जीवन के किसी भी क्षेत्र में ए आई का उपयोग करते समय हमें ये ध्यान रखना है कि हमें ए आई की सहायता लेनी है, उस पर निर्भर नहीं होना after all this intelligence is artificial.
18. एआई एवं जनरेटिव AI टूल्स शिक्षा को अधिक प्रभावी, रोचक और व्यक्तिगत बनाने में सहायक हैं। इनसे शिक्षक कम समय में गुणवत्तापूर्ण शिक्षण सामग्री तैयार कर सकते हैं तथा विद्यार्थियों की सीखने की प्रक्रिया बेहतर होती है। साथ ही, AI का उपयोग जिम्मेदारी से करते हुए तथ्य-जांच, डेटा गोपनीयता और नैतिक उपयोग पर विशेष ध्यान दिया जाना चाहिए।"
19. Artificial intelligence is a good servant but a bad master.
20. अपना दिमाग लगाना बंद कर देते है छात्र,जब इसका दुरूपयोग होता है
21. Good experience.