ROLE OF AI IN CURRENT   EDUCATION SET UP: PROS AND CONS

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ABSTRACT: Artificial intelligence is no longer a new concept. We have been using it in our daily lives, through half a dozen apps that feed us information based on our preferences.

The technology has found its way to almost every field. And education is one sector that stands to benefit tremendously from AI. However, many schools and professors have been reluctant to include AI in their teaching methods. The reasons are primarily the lack of awareness of AI and how it can help the education system.

KEYWORDS-AI, current, education, awareness, internet

I. INTRODUCTION

Pros of Artificial Intelligence
1. Organized Information
It is rare for teachers and students to scour the library for any materials these days. Today, thanks to Google, we can access anything we want at the tap of our fingers. Whether you want to find resources for your assignment or use an essay writing service to finish your citation, the internet has answers for you. However, finding these resources is a task by itself.
Today, platforms such as Quizlet can help students by providing what exactly they are looking for. They give you the relevant study materials, taking out the guesswork needed in developing individual study plans.

2. Personalized Learning
Perhaps the most impressive use of AI in education is personalized learning. More and more schools are shifting from a broad lesson plan to personalized learning experiences for students. There is a limit to teachers attending personally to all students in a classroom. Instead, these AI solutions can collect data on student's abilities with their guardian's permission.[1,2,3]

AI can optimally introduce courses and challenge students based on their strengths and weaknesses. Kidaptive and Century Tech are platforms developed exclusively to offer individualized learning plans to students. At best, they can also perform predictive analysis on the academic performance of pupils based on the underlying patterns.

3. Better for Students with Special Needs
AI is playing a crucial role in improving the lives of the disabled. Along the lines of personalized learning, one area where AI truly excels is offering better resources to the disabled. Speech recognition software such as Nuance can help transcribe words for students with writing difficulties or limited mobility. These solutions can help teachers offer better study materials for students that attend to their unique demands like never before.[5,7,8]

4. Immersive Learning
Our system has long been focused on the memory retention of students rather than their understanding. AI can help you change that. Combined with Virtual and Augmented Reality, AI can bring a dynamic learning environment to the classroom. Students can explore the galaxies, see world monuments, and do much more. Virtual humans, such as avatars and digital assistants, can also extend this learning experience outside classrooms.

5. Intelligent Tutoring Systems

ITS is not a new concept, but AI has helped to polish its rough edges. Intelligent Moderation allows teachers and tutors to analyze information better. It will make the grading systems better, and in turn, will help them to be more efficient in the classrooms.

AI systems can also identify patterns, alerting teachers of these as well. Teachers can thus learn more about students' habits and create a new study schedule that will work best with their requirements.[9,10,11]

Cons of Artificial Intelligence

1. Cost

As brilliant as AI is, it also comes at a high cost. Not only is the price of the product high but also the cost of maintenance and repair. As AI requires more digital devices, the amount of power needed to run schools will increase exponentially. Schools will have to expand their budget to cover the expenses. Moreover, they will also have to come up with alternatives to balance out power consumption. As such, at the moment, only well-funded schools can benefit from AI.

2. No Personal Connection

If, and when we completely turn to AI for the educational experience, these programs can substitute teachers in many aspects. A big part of school is the relationship between teachers and students and how personal connections can mold behaviors. Instead of making teaching more efficient, we might end up entirely dependent on technology. If we aren't already addicted to technology, AI can only push us further.

3. Unemployment

While the software industry might be booming, AI might soon replace many school staff. From managing the administration to teaching, AI has a solution for everything. With online learning, there is no limit to the class sizes. And AI might be the last straw that leads to sizable unemployment in the educational sector.[12,13,15]

4. Information in Wrong Hands

There is no way other than to digitize information these days. But much like any other technology, the students' data could also be prone to hacking. If it falls to the wrong hands, schools always run the risk of misuse of personal information.

The prospect of AI is undeniably exciting. There is always the argument that the upsides outweigh the downsides. The question is, to what end? It is high time that our educational system requires a revamp, and AI can nudge us in the right direction. At the same time, it is paramount that we draw lines on how much control we give over to machines and their intelligence.

II. DISCUSSION

Panaji, Oct 2020: Goa Institute of Management (GIM) recently hosted celebrated American philosopher and business school professor Robert Edward Freeman, particularly known for his work on stakeholder theory and business ethics. Freeman is known widely in business and academic circles for his award – winning book Strategic Management: A Stakeholder Approach.
Freeman spoke about 'Responsible Management and B-School Pedagogy' in a virtual setting hosted by GIM as part of its 'Teaching Excellence Program' series.

Sharing his thoughts on a new narrative of business and capitalism emerging, Professor Freeman said that a balance is to be struck between five seeming dichotomies which are Purpose & Profit, Stakeholder & Shareholder, Society & Market, Humanity & Economics and lastly Ethics & Business.

Contrary to common perception he stressed that " a business and ethics are not separate entities and can harmoniously live with one another."

Freeman stated how people must quench their thirst for solutions by following their passion, and to do so, they must focus on the idea, rather than the route of technology taken to achieve it. He illustrated how one needs red blood cells

(RBC) to survive, but the purpose of life is not to make RBC. Similarly, profit is essential for businesses, but it cannot be the sole purpose of business. Accordingly, he proposed that business schools need to focus on the real problems of business and develop pedagogies to enhance and inspire responsible managers.[17,18,19]

"Business is an institute of hope. If you think you need to critique something, do that by creating something better", Freeman advised the B-school students.

Freeman emphasised on the need to build innovative and ethical business leaders. The integration would take businesses to new heights. He also elucidated that for a business to be efficient and successful, it must have a few elements – a great product, supplier's trust, environmental awareness and a conducive employee workplace.

In an earlier series, GIM has hosted a session on Open Pedagogy and Higher Education along with Prof. Arley Cruthers, Teaching Fellow from the Kwantlen Polytechnic University in Canada.

III. RESULTS

The ninth N J Yasaswy Memorial Lecture on "India in the New World Order" was delivered by Prof. Jagdish Sheth, The Charles H. Kellstadt Professor of Marketing, The Goizueta Business School, Emory University, Atlanta, USA.The event was presided over by Dr. C Rangarajan, Chancellor of The ICFAI Foundation for Higher Education (IFHE), Hyderabad, former Governor of Reserve Bank of India and former Chairman, Prime Minister's Economic Advisory Council. The event was conducted on 28th October 2020 virtually.

Prof. Sheth said " The COVID-19 pandemic may turn out to be in many ways an acceleration of new triad power replacing the old triad power in economics, economy, military and maybe in politics also. The new world order will be dominated by USA, China and India. India has all the ingredients to be a superpower but needs the recipe. India has a big consumer market, a large-scale digital talent, a strong global diaspora, a growing soft power, strong military power and most importantly a growing positive self-image. The recipe for India is to reposition itself from a restricted domestic economy (as the focus from a policy and market viewpoint) to becoming more and more globally integrated."

Prof. Sheth further emphasized "India needs to embrace global standards, and global benchmarks for domestic products and services, become a global sourcing destination, become a global hub for technical talent, gain soft power through globally-admired brands, and speed up the digital infrastructure. India must invite foreign investments for global markets, provide huge economic incentive for innovation and entrepreneurship which is already being done with the new NEP 2020 and National Research Fund, but this requires lot more attention. India must enhance human capital through digitization. Vocational/ technical training can significantly increase human capital value."[20,21,22]

Prof. Sheth concluded by saying that India has to transform from a low-tech economy to a high-tech one. That's where India's future is and despite the COVID-19 downturn right now India will come back in a significant way.

In his presidential address, Dr.C. Rangarajan said "India needs to get back to the high growth path through reforms that 1991 saw. Without being a strong economic power, it cannot become a strong political participant in this world." While agreeing with many of the recommendations made by Prof Sheth, Dr. Rangarajan said "India needs a prudent financial system capable of supporting the growth momentum. There's a need to raise investment ratio and ensure financial system is prudent and capable of providing the wherewithal for the economy to grow."

"We need to take the reform agenda forward; we need to apply the spirit of liberalization as much as possible to every area. The present state of the economy is not very convincing, we need to move faster and get the rate of growth as quickly as possible to 8 percent or 9 percent per annum in the coming years", Dr. Rangarajan said.

Earlier, welcoming the audience, Dr. J Mahender Reddy, Vice Chancellor, IFHE spoke about the contribution of Late Mr. N J Yasaswy, the founder of ICFAI Group of educational institutions in promoting higher education in the private sector in India. He further, said Cases help students to understand the real world.[23,25,27]

Mrs Sobha Rani Yasaswy, Chair Person, ICFAI Society, Prof Vijaya Lakshmi, Registrar IFHE other dignitaries, students and faculty attended the lecture in large numbers.

About ICFAI Foundation for Higher Education (IFHE): The ICFAI Foundation for Higher Education (IFHE) is Deemed-to-be University under section 3 of the UGC Act 1956. ICFAI Business School (IBS) is a constituent of IFHE. About 6000+ students are pursuing various programs in the Faculty of Management (ICFAI Business School), Faculty of Science & Technology (IcfaiTech), Faculty of Law (ICFAI Law School) and ICFAI School of Architecture, NAAC, an autonomous institute of University Grants Commission has also accredited The University with 'A+' Grade with an impressive score (institutional CGPA) of 3.43 out of 4. Recently IBS Hyderabad has also received prestigious AACSB Accreditation. To suit the present day competitive environment, IFHE has a mission to create entrepreneurs capable of contributing to different fields of business and management.

Asian Academy of Film and Television (AAFT) – School of Music is a leading foundation for advanced and creative learning which believes in setting the bar high with luminous system of holistic education. It was founded in 1993 in Delhi NCR to provide professional training in the field of music.

Our Vision

Our vision is to become the world's most creative and innovative music school where budding artists can discover themselves. Our vision of setting new standards for the best music academy in India requires diving deep into the dynamics of the music industry. We look forward to build strong global communities of music artists united together to promote intellectual diversity through artistic expressions in this field.

Our Mission

The mission of our school is to inculcate and nurture students' natural inclination towards music through intensive training as well as resurgence of debilitating classical sense embedded in the art of music. We intend to instill and encourage unity in the global music community by entwining creative ideas and industry insights to inspire, inform and empower today's youth to become leaders of tomorrow, thereby, giving platform to future musicians for building outstanding repute.

Infrastructure and academic programs

The campus has research centers which are manned by the top Indian and International experts who interact with the students on a regular basis and share their valuable experience. We also have in-house community radio, film club, research center, news agency and production studio for imparting practical exposure to the students. It is the right place to gear up with world class competitive edge.

We offer varied degree and diploma courses at the bachelor's and master's level along with short-term programs and certifications. These courses provide skill enhancement for every candidate ranging from Indian to Western music – Vocal Music, Instrumental Music, Music Production, History of Music, Applied theory of music, etc.[28,29,30]

Constant engagement of students in live projects, summer trainings, full-term optional/ compulsory internships, on-the-job trainings, study tours, skill enhancement events and inbound workshops aimed at solving real-time problems. Students also get to learn by participating in cultural fests, symposiums, club activities, case studies, camps, community services, etc. He

promotes the facilitation of practical training modules so that the students can get the latest scoop on music productions and the industry. Students can connect with guest performers, hosts, artist-in-residence, etc. through star-studded events throughout the year. More practical apprehension with sound understanding of foundation theories trigger a new awareness of positive attitude, group behavior skills, inter-personal relationships and team performance skills which play a crucial role for the comprehensive development of the young talents.

IV. CONCLUSIONS

When Two High School entrepreneur groups from Dominican International School, Taipei (DIS) participated in Taipei's Dragon's Chamber 2019 event, it was a further step forward in the development of 21st Century project Based Learning in its third experimental year at the school. In this annual event finalists pitch their businesses to long-term, established expatriate entrepreneurs in Taipei. The organizers gave two of the school's student businesses the opportunity to pitch their businesses to showcase the Dragon's Chamber organizers' commitment to the training of young entrepreneurs for the past three years. The young entrepreneurs are senior high school students in their final school year who are running real start-up businesses as a school subject.[31,32,33]

Entrepreneurship is part of Dominican International School's 21st Century Project Based Learning. After extensive research into the merits and methodology of 21st Century PBL, Mercia de Souza started the new subject for Grade 12 students four years ago. The Buck Institute for Education in the US is a leading organization in the field of PBL. They describe it as "… a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge" The Dominican International School PBL program was initially based on their framework for PBL course development.

21st Century Project Based Learning teaches Generation Z students critical survival skills for the 21st century. There are many descriptions of these essential skills, but the so-called 4Cs are the ones most widely accepted – critical thinking, creativity, collaboration and communication. Students learn from their own project research; they are not taught any facts. Usually, teachers provide readings, worksheets and other forms of information before students do a project, but 21st century PBL is different, students do not just apply what they have learned from a teacher, they learn the material from completing the project. Students take responsibility for their own learning, because the teacher becomes a facilitator.

Students learn how to solve problems and how to think beyond the box. They learn to work together to achieve a common goal and to communicate in such a way that they convey their ideas clearly. No more fact regurgitation as they learn to think critically, learn problem solving skills, learn to manage their time and learn to be organized. Furthermore, they have to do teamwork – just as on a real job. They learn communication skills, because they have to do regular presentations about their progress to their peers and teacher. The DIS students also have to pitch their businesses to the judges for the Dragon's Chamber competition.

Students' creativity is enhanced as they find new ways to grow their businesses. An example of the students' creativity is the way in which the DIS entrepreneurs coped with the new challenges of the COVID-19 pandemic. They moved their businesses online, some even brought about new product ranges, and the income and expenditure statements looked very healthy at the end of the 2019/20 school year.

Community involvement is important. Students create a public product, which means that they present or display their work to an audience beyond the classroom. For this to be successful, community members share what they know with students – for example, guest speakers, project consultants and other community members who are willing to give of their time and expertise. The school teams up with outside partners to help students create a public product with the help of established and well-known Taipei entrepreneurs.

This means that students present their work to an audience beyond the classroom and get input from people with the expertise to guide them. The student entrepreneurs run real businesses and the successful ones step away with well-earned profits at the end of the school year. Some of these young entrepreneurs even went on to partially fund their university education from their own start-ups after leaving school.

Three years ago Dominican International School student entrepreneurs pitched their businesses for the first time to the "dragons" in the first elimination round of the Dragon's Chamber hoping to eventually get into the final. The organizers of the event have supported the young entrepreneurs ever since and every year, they participate in the first elimination round of The Dragon's Chamber. There they learn what the world away from the school's protection has in store when they get very frank assessments of their businesses.[31,32]

During the 2019/20 school year, the organizers gave the two most promising high school businesses the chance to showcase what they were doing, and to show the support the Dragon's Chamber gives the school and the young entrepreneurs in Taipei. This gave them the opportunity to do business-to-business trade and one group had very lucrative dealings with businesses they met at the Dragon's Chamber final event.

The school hopes to showcase the students' entrepreneurship skills again, even if it has to be virtually, because of the current pandemic.

Elias Ek, one of Taipei's best known expatriate entrepreneurs and the author of "How to Start a Business in Taiwan" is one of the school's esteemed supporters of the Entrepreneurship project. He knows how to identify with the young

entrepreneurs and how to inspire them, because he started his first business at the age of fifteen. The students feel that they are given real advice and they act on the recommendations of the business people present during their initial pitch. Jessie Hung, one of the main organizers of the 2019 Dragon's Chamber has also been a student supporter for the past three years. She is always ready to share valuable ideas with them, and to give much needed advice.

Assessment is important, but students do not get assessed on their profits or sales, but on how well they develop their businesses. The progress is assessed through a series of benchmarks that their teacher-facilitator gives them and how they achieve those benchmarks. Examples are their product development, their marketing plan, and the development of their bookkeeping system. They also have an opportunity for regular peer assessment of their contribution to the project that makes up a substantial portion of the grade they achieve for the subject.

21st Century PBL is exciting methodology that correlates with the research that people have done about Generation Z. Several studies found that they were are self-sufficient, entrepreneurial, prefer peer-based information, and want hands-on experience. Entrepreneurship fits into these needs and enhances the learning of a new generation of 21st century students.

Mercia de Souza holds a Doctorate in Educational Leadership, and Master's degrees in Applied Linguistics and Marketing Management. She is an international conference presenter and she has published texts books, study notes, and numerous education-related articles in newsletters, magazines and journals. She also wrote prospectuses and website materials for academic institutions.

She owned a successful business in South Africa which she sold when she relocated to South Korea to work for Samsung Corporation's Globalization Team.

Mercia moved to Taiwan in 2007 where she is Dominican International School's Professional Development Coordinator, Head of the Communication Arts Department, and the Chairperson of the school's Recruitment, and Steering Committees. She is an AP instructor for Macroeconomics, but Grade 12 project-based Entrepreneurship course is her passion.[33,34]

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