Scopus Preview

Q Author Search   Sources   ⑦   🏛   Create account   Sign in

Source details

Feedback >   Compare sources >

Tuijin Jishu/Journal of Propulsion Technology

Scopus coverage years: from 1991 to Present

Publisher: Zhongguo Hangtian Gongye Zonggongsi

ISSN: 1001-4055

Subject area: (Engineering: Aerospace Engineering)

Source type: Journal

View all documents >   See document alerts   💾 Save to source list   Source Homepage

CiteScore 2022	⑦
1.1	

SJR 2022	⑦
0.322	

SNIP 2022	⑦
1.069	

CiteScore   CiteScore rank & trend   **Scopus content coverage**

Year	Documents published	Actions
2023	200 documents	View citation overview >
2022	535 documents	View citation overview >

Home (https://www.propulsiontechjournal.com/index.php/journal/index)

/ Archives (https://www.propulsiontechjournal.com/index.php/journal/issue/archive)

/ Vol. 44 No. 4 (2023)

Articles

Role of Artificial Intelligence in Management Education in India

[1] Dr. Manisha Anil Vhora, Assistant Professor, [2]Dr. Sandip Sane, Director,[3]Dr. Rupali Santosh Kalekar.

[1]Anekant Institute of Management Studies, Baramati, Pune.

[2]ASM's Institute of Business Management and Research, SavitribaiPhule Pune University, Pune

[3]Sr. Lecturer, Tilak Maharashtra Vidyapeeth, iNurture.

Abstract: While we aren't particularly conscious of how artificial intelligence (AI) makes daily life simpler and easier, its introduction is bringing about significant improvements in technical domains where it may be utilized to automate systems for greater performance and efficiency. Artificial intelligence improves the efficiency, effectiveness, and speed of human endeavors. As AI is increasingly widely used in a number of industries, such as mobile phones, social networks, and the prevention and response of active threats, it is crucial for AI and machine learning tools to learn many sorts of data annotations in order to deliver the right results. In a variety of industries, including automotive (self-driving cars), virtual assistants or chatbots, retail and e-commerce, manufacturing, cyber security, healthcare and medical imaging analysis, and many others, including education, AI can make a real-time and accurate diagnosis of diseases. Numerous AI applications have recently been created for the education industry. And so many procedures have been streamlined and accelerated. Students can simply join classes and do not need to attend physical classes because they can engage in online courses without interruption and have access to all course materials via computers, laptops, and smart devices. The study's total sample size is 225. The study was carried out between August and September of 2023. Chi square testing was used in the analysis with the aid of SPSS version 20. In addition, secondary data about the subject of the present study has been gathered from journals, annual reports, and articles. The researcher used the Judgmental Sampling Technique to choose the sample unit for this investigation. With capabilities like intelligent game-based learning environments, tutoring systems, and intelligent narrative technologies, AI can be used in the education sector to increase instructor effectiveness and student engagement. I want to discuss the advantages and disadvantages of AI in the field of education in this post.

Keywords: Artificial Intelligence, Neural Network, Large Language Model, Machine Learning, Automation.

1. Introduction

The advancement of human intelligence through the use of artificial means is referred to as artificial intelligence. AI is the science of creating intelligent machines for the future with the aid of computer hardware and software, according to John McCarthy, the father of AI. AI is a branch of computer science, and machine learning and computing are at the core of it. AI's major goal is to build machines that can operate intelligently and independently while minimising manual labour and human labour. This kind of intelligent machine is produced by artificial intelligence using machine learning. You're actually using AI if you use Spotify, Netflix, or YouTube. At the moment, examples of AI technology include Siri, Alexa, and Tesla vehicles. The two terms "Artificial" and "Intelligence" make up the term "Artificial Intelligence." A person with greater intellect has a better chance of succeeding in life's games and finding more effective solutions to life's issues than someone with less intelligence. The computer is an artificial tool made by humans that can solve different complicated problems quickly and accurately. The computer is intelligent because of the software applications it is running.

The area of computer science known as artificial intelligence (AI) examines how to make machines clever like people.

An example of an AI machine is an intelligent agent. The design of an intelligent agent is the design of an AI device. The environment in which the machine is to work, the performance metrics against which the AI machine is to make decisions, and the actuators for producing outputs and sensors for accepting inputs are the main components of the architecture. An AI strategy consists of two components: a) The knowledge representation, which is used to record real-world knowledge. b) The search algorithm that is employed to locate the problem's solution. Knowledge should be expressed in an AI technique such that those who must offer it can comprehend it. In order to be applicable in a variety of circumstances, it must be able to capture generalisation in knowledge, that is, group crucial features together. The knowledge should be simple to modify in order to fix mistakes and account for domain changes. Different knowledge representations and algorithms are used to solve different kinds of AI challenges.

The influence of AI is growing in every aspect of our lives in the modern era. The world's education system has been severely impacted by the Corona pandemic, and our nation's education system has undergone significant upheaval as a result. Everyone involved in the school sector has grown more confident in modern technology. Here, I'll cover a few key elements that will help you understand how artificial intelligence technology will support the educational system in the future. Improvement of the Indian Educational System People are familiar with "Cortana" by Windows, "Siri" by Apple, and "Alexa" by Amazon as good examples of artificial intelligence. These voice recognition technologies are capable of imitating the intelligence of humans. These systems, which are based on AI technology, are improving not just our knowledge but also our capacity for making decisions. Data on students' academic achievement, reasons for dropping out of school, quality and skills of teachers, social demographics, gender, and other factors were gathered and analysed by a machine learning programme. The application was able to forecast how many kids would leave school in the future by following a pattern it discovered using several machine learning techniques. The government can take action to stop this dropout with the aid of this kind of data. Such experiments serve as evidence that AI is facilitating the simplification of the educational system and assisting institutions in reaching better conclusions. AI implementation on such a broad scale will undoubtedly aid in closing the system's gaps.

B-schools must prioritise hands-on training through live, real-world projects, technological integration in the classroom, and experiential learning in order to use technology in a variety of business contexts. To update the classic aphorism of the Greek philosopher Heraclitus, the pace of modern technological development has made it the case that the only thing that is constant in life is everyday change. We saw the introduction of more than 100 Artificial Intelligence (AI) applications across diverse disciplines in just one week last month.

AI technology performs things more swiftly and effectively by imitating human intellect. AI can iteratively improve itself very quickly, but its quality varies and is dependent on the calibre of the training material it uses. Many businesses are either developing their own AI systems or customising existing systems by adding plug-ins into their goods. Interaction between humans and AI is the paradigm for the future of work.

As a result, the employment market environment for prospective managers is always changing. Along with helping students gain a thorough comprehension of subject-specific knowledge, the strategy to delivering management education must incorporate cutting-edge techniques to help students develop the following abilities, which work in tandem with new technology rather than against it, to make them industry-ready.

The most important and promising demographic in every nation is its youth. India has a distinct advantage over other nations when it comes to being a world leader because we are successful in harnessing the potential of the young. The only way to do this is through high-quality education. Given the potential expansion of artificial intelligence in India, this is the perfect time to introduce AI into the classroom so that students can benefit from it and be better prepared for the future. In India, artificial intelligence has a lot of potential. India may become a global leader in artificial intelligence thanks to its AI technology. In practically every sector in India, including agriculture, healthcare, education, infrastructure, transportation, retail, manufacturing, and so on, AI technology is applied successfully.

2.   Review Of Literature

Igbokwe and Innocent (2023) explained Numerous industries, including education, are being rapidly transformed by artificial intelligence (AI). AI is being utilised in school management to improve student results, the learning experience, and administrative chores. This study intends to investigate the use of AI in educational management, including advantages and disadvantages. The research effort examines the literature on AI in school management using a systematic review methodology. According to the study, AI has a number of benefits, such as increased student engagement, personalised instruction, and cost effectiveness. But AI also presents a number of difficulties, including ethical issues, possible biases, and the need to reskill the workforce. The study finds that AI may significantly enhance educational management, but its application must be done so carefully and cautiously.

Owoeye et al., (2023) implied Artificial Intelligence (AI) has emerged as a ground-breaking technology with enormous potential in a variety of fields, including education, where it will have a big impact on managing and developing curricula. This article explores how AI might enhance educational practises and results by examining its function in curriculum development and management. a thorough literature review to compile pertinent data and thoughts on the function of artificial intelligence in managing and developing curricula. The principal keywords were used to conduct searches throughout academic publications, conference proceedings, and reliable online sources. The literature review identifies important topics, trends, and research needs while laying a solid foundation for current knowledge. Also included are seven carefully chosen case studies and real-world examples of educational institutions that have successfully implemented AI to improve administrative procedures, teacher effectiveness, and student learning outcomes. It explores AI-driven strategies for individualised instruction, flexible testing, and intelligent material delivery. These case studies and examples showcase the various ways in which AI may be used to build and manage curricula, showing how it has the power to improve student learning results, personalise instruction, and simplify administrative procedures in schools. The paper also discusses issues with bias, ethics, and the collaboration between humans and AI in curriculum development. Additionally, recommendations were given after looking at the opportunities and difficulties of using AI into the processes of developing curricula.

Oyedokun and Ibukun (2023) described that the continued spread of artificial intelligence (AI) across industries has been explored. The adoption of AI in the sector has changed from operating behind the scenes to speaking in front of the screen, as the broadcasting business has also shared from this evolution. How much will the AI presenter alter the audience's perception and satisfaction of the broadcast content, taking into account the need for the broadcast medium to be socially accountable to the public? 20 respondents—10 for the experimental group and 10 for the control group—were employed in an experimental approach to study this. A questionnaire and a video of an AI presenter giving a newscast were used as two distinct research tools. The results revealed that fewer survey participants in the experimental group expressed satisfaction with the broadcast material than did those in the control group, who viewed a video with a human presenter. The findings further demonstrated that only by including images and video as proof of the information communicated and the participation of humans in providing the information to the AI presenter did the audience view the presentation of the AI presenter to be real, dependable, and believable. The audience perceived the AI presenter as being less emotive due to her lack of passion and expression on her face. The results also showed that a person's conviction in and reliance on the broadcast content delivered by an AI presenter will be influenced by how frequently he or she listens to, watches, or listens to radio or television broadcasts. The study has so demonstrated that using an AI presenter in broadcasting will alter how audiences perceive and enjoy transmitted content.

Baker et al.,(2014) discovered that during the past few decades, one field of scientific research has been changed after another as a result of the promise of analytics and data mining, approaches that extract relevant and usable information from big databases. The past few years have seen analytics become popular, as evidenced by the large number of graduate programmes promising to turn students into masters of the subject, claims that analytics expertise opens doors to lucrative employment opportunities, and the abundance of advertisements from various consultancies in airport waiting areas promising to boost profits significantly through analytics. These approaches are known as learning analytics (LA) and educational data mining (EDM) when they are used

in the field of education. This chapter will explore both parallel topics while highlighting significant distinctions, with an emphasis on the commonalities between them. Using the methods we outline in this chapter, one can conduct fine-grained analysis of phenomena that take place over extended periods of time, scan through large datasets to find patterns that occur in only a few students or only occasionally, investigate how different students choose to use different learning resources and achieve different results, and examine how the design of learning environments may affect variables of interest. In the sections that follow, we make the case that learning analytics has the power to significantly raise the level of sophistication in the way the field of learning sciences conceptualises learning, so advancing both theory and practice.

Singh and Malhotra (2020) explained artificial intelligence is a trendy term that affects a variety of industries, including healthcare, e-commerce, and education. AI-based voice assistants like Siri or Google Assistant are used by the majority of mobile users. According to an AI survey, 71% of participants believe that AI helps individuals solve complex problems and live better. Unbeknownst to them, people utilise AI-inspired devices frequently. The future of artificial intelligence does appear to be very promising. Because a country's educational system is mostly responsible for its entire development. Its importance is growing every day, notably in the field of education. India will play a significant role in the fulfilment of the United Nations' aim of ensuring that every individual has access to high-quality education. India is a growing nation with the youngest population of any nation. India is the second-largest country in the world by population, and its student body is larger than that of the USA. In addition, it is anticipated that by 2030, India will have the largest population of young people worldwide. There is a teacher shortage in India. AI has a significant role to play in the Indian education industry to make up for this deficiency. AI can benefit students, teachers, and non-teaching staff in a variety of ways while also saving precious resources and time. The various functions of AI in the Indian educational system are discussed in this article, including how it can assist teachers in creating lesson plans tailored to their classes and students, lessen the workload associated with non-teaching tasks, offer actionable feedback, and enhance instructional methods. AI can also assist with many administrative tasks carried out by a school, such as automating grading and making online tests more safe. With the aid of VR and AI, students may better grasp lectures and gain more hands-on experience. India also introduces a number of initiatives aimed at assisting educators and students, like "MOOC (massive open-online courses)" and "SWAYAM (Study webs of active learning for young aspiring minds)", the success of which can be aided by artificial intelligence.

Nagaraj et al.,(2023) according to their essay, artificial intelligence (AI) has the potential to completely change a number of industries, including higher education. In order to better understand the rising role of AI in STEM higher education, this critical review study intends to analyse the topic. The impact of AI on instructional tactics, curriculum development, student involvement, assessment procedures, and institutional strategies is examined in the study. The review also identifies important areas for future research and development and underlines the potential advantages and difficulties of incorporating AI into STEM education. Overall, this paper offers ideas for maximising the potential of AI and offers insights into how it might revolutionise STEM higher education.

Chan and Cecilia (2023) examined the perspectives and consequences of text-generative AI technologies with the goal of developing an AI education policy for higher education. Using quantitative and qualitative research techniques, data from 457 students and 180 faculty members from diverse fields at Hong Kong institutions were gathered. The study suggests an AI Ecological Education Policy Framework to address the numerous implications of AI integration in university teaching and learning in light of its findings. The three dimensions of this system are Pedagogical, Administration, and Practical. While the Governance component deals with challenges relating to privacy, security, and accountability, the Pedagogical dimension focuses on employing AI to enhance teaching and learning results. Infrastructure and training issues are covered in the operational dimension. The framework encourages a nuanced understanding of the effects of AI integration in academic contexts, ensuring that stakeholders are aware of their obligations and are able to act appropriately in accordance with those obligations.

Federspiel et al.,(2023) outlined three key ways that misguided narrow AI poses a risk to human health: by expanding the potential for human manipulation and control; by augmenting and dehumanising the capability of

lethal weapons; and by making human labour even more obsolete. The threat that self-improving "artificial general intelligence" (AGI) poses to mankind as a whole is then discussed. We conclude by discussing the urgent need for strong regulation, which may include outlawing some uses and forms of AI. We also reiterate demands for a ban on the creation of AGI that is capable of self-improvement. We call on the health care industry to support safe AI through evidence-based lobbying that is founded on the notion of precautionary care.

Baronchelli and Andrea (2023) studied the complex systems approach to the processes of norm building surrounding AI. It separates several scenarios based on the centralization or decentralisation of the norm creation process, focusing on how new norms might be developed rather than what these norms should be. The paper specifically draws attention to potential problems in situations when new rules of conduct are shaped by formal authorities, informal institutions, or spontaneously from the bottom up. Regarding the latter, the paper describes a discussion the author had with ChatGPT on May 22, 2023, during which the LLM discussed some of the growing rules it had noticed. This article does not purport to be exhaustive; rather, it seeks to provide readers with some additional interpretative tools to help them comprehend how society has responded to the increasing pervasiveness of AI. The conclusion offers a perspective on how AI can affect the development of future social norms and highlights how crucial it is for open societies to ground their formal deliberation process in an accessible, transparent, and inclusive public dialogue.

Cheng (2016), data is needed for the ongoing training, validation, and development of AI algorithms in addition to for their initial training. For widespread adoption to occur, data may need to be shared between various organisations and even other nations. Before the data can be widely shared, it must be de-identified and de-anonymized, and methods of informed permission must permit this. Given this level of openness, it may be important to reconsider patient confidentiality and privacy. Cyber security measures will become more important to combat the risks of improper dataset usage, inaccurate or inappropriate sharing, and limitations in identifying procedures. The current healthcare system makes data sharing challenging due to a lack of benefits. According to Good fellow (2016), this tendency could be reversed by healthcare changes that favour bundled-outcome-based compensation over fee-for-service. Data collection and exchange would therefore be more desirable. Additionally, the government needs to promote data sharing. The National Science and Technology Council's Committee on Technology recommended that government organisations give open data standards for AI primary attention. The Obama administration's strategy plan included a "socio-technical" infrastructure with several training and testing datasets, but the Trump administration has also indicated its support for AI development and research.

Murdoch, (2013) aimed to keep data and AI algorithms open and accessible. Transparency is significant on a number of levels. The term "supervised learning" refers to a technique in which the accuracy of the underlying annotations used to feed the algorithm substantially influences the quality of predictions. For a supervised learning system to be accurate, data labelling must be transparent in order for others to critically examine the training process. Another justification for greater openness is that artificial intelligence (AI) has the ability to introduce algorithmic bias and reinforce pre-existing discriminatory behaviours. If training data and model interpretability were both made available, examining for bias would be simpler. Machine learning may even be able to reduce healthcare disparities if biases are taken into consideration. It will be challenging to achieve market openness if companies purposefully make their algorithms opaque for proprietary or commercial reasons. Doctors and other healthcare stakeholders must demand openness from the system in order to safeguard the security of their patients.

Jiang, (2017) analysed that this method of evaluation has not yet been applied to quality control algorithms. The FDA says that AI-based medical equipment is different from conventional medical equipment. The International Medical Device Regulators Forum (IMDRF) and the FDA introduced a new category earlier this year called Software as a Medical Device (SaMD), which emphasised the demand for an updated regulatory framework. Software is referred to as a medical device in SaMD. Some counter that AI should be held to the same standards as clinical laboratories, with regional norms and explicit minimal performance criteria for significant deviations. There is a chance that the performance of these systems may differ greatly, endangering their safety, as a result

of the complexity of their operational environments, learning processes, and interactions with humans and other machines.

De Fauw (2018), the General Data Protection Regulation (GDPR) might have a number of effects on how AI is used in healthcare. A clear and informed consent must be sought before any personal data is acquired. Even though informed consent has long been a cornerstone of medical practise, acquiring consent for any data collection is still more challenging than getting consent for specific procedures or surgical procedures. Additionally, it enables data providers to know what information is being collected about them and ask for its erasure. This shift in power will have a significant impact on patient privacy protection and deciding the proper governance of data ownership in the healthcare industry.

Lakhani, (2017) indicated that because GDPR was only introduced, its entire impact has not yet been known. The new criteria can require significant adjustments to company procedures. According to the GDPR, other countries might enact similar laws. Because of the stricter regulatory requirements, the GDPR may temporarily slow down the use of AI in healthcare, but over time, it will benefit the industry by fostering public confidence and patient engagement.

Nilsen, (2020) noted that a number of studies discussing the potential disruptions in clinical treatment, public health, and health system design have addressed how artificial intelligence (AI) has emerged as a crucial concern in the future of health care. An AI system is a general-purpose technology (GPT), which suggests that it can be applied to a variety of tasks in a wide range of contexts. The key GPT capabilities of AI and the prospective uses of this technology in the field of health care must be thoroughly understood by implementation researchers. For us, the potential effects of AI on healthcare go far beyond simply raising the calibre and effectiveness of care. The researcher suggests that academics and practitioners in implementation science take a closer look at these bigger issues given the wide range of difficulties associated with AI's deployment in healthcare settings.

Harwich (2018), each of these frameworks can be viewed as an application of AI, with AI serving as a general term that spans a wide range of more specialised frameworks. This research focuses on machine learning (ML), a subfield of artificial intelligence in which a statistical model is generated from data automatically (or semi-automatically) based on specified criteria (e.g., maximum likelihood given to training data). As a result, building complicated statistical models involves collecting data to train the model for a particular goal.

Thiébaut, (2018) according to the statement, supervised ML approaches are frequently used when all data points (or a major portion of them) are associated to a label, ordinal, or category that is intended to be predicted or inferred. For instance, as part of the datasets required to perform this task, each data point in a photograph of skin cancer would be labelled based on whether it portrays a malignant or benign tumour or any variant thereof. By employing these labels and the statistical models they help train, it is feasible to use machine learning to detect malignant tumours in photographs. This is useful in the effort to, for example, identify malignant cancers based on particular pictures.

Kim, (2018), there have been numerous attempts to produce and market AI-powered medical devices. Leading international information technology (IT) companies like Samsung, Google, Apple, Microsoft, and Amazon, as well as a number of fiercely competitive start-ups, have made significant research advancements in the use of AI in healthcare, in addition to top medical device manufacturers like General Electric, Siemens, and Phillips. The businesses are working to achieve their commercial objectives in light of these research successes. Additionally, these initiatives by industry and academia are assisting regulatory bodies in approving AI-based medical equipment.

3. Objectives
- To analyze the characteristics of the participants' demographics.
- To investigate the variables influencing the components of Artificial Intelligence.
- To assess the importance of Artificial Intelligence over the areas of Time Management, Learning Equipment and Teaching Quality.

4.   **Hypothesis**

Ha1.   There is a significant effect of Gender over Time Management

Ha2.   There is a significant effect of Gender over Learning Equipment

Ha3.   There is a significant effect of Gender over Teaching Quality

Ha4.   There is a significant effect of Marital status over Time Management

Ha5.   There is a significant effect of Marital status over Learning Equipment

Ha6.   There is a significant effect of Marital status over Teaching Quality

5.   **Research Methodology**

Primary and secondary data were employed in this descriptive analysis. The study involved teachers from several Management schools in Pune, Mumbai. The information was gathered by distributing a questionnaire to the instructors at the city's several management schools. The study's total sample size is 225. The study was carried out between August and September of 2023. Chi square testing was used in the analysis with the aid of SPSS version 20. In addition, secondary data about the subject of the present study has been gathered from journals, annual reports, and articles. The researcher used the Judgmental Sampling Technique to choose the sample unit for this investigation. The study's goal is to examine how artificial intelligence (AI) contributes to the sustainable education provided by Management Schools, with a focus on the city of Pune from the perspective of the teachers.

6.   **Analysis and Discussion**

6.1 Percentage Analysis

Table 1:Percentage Analysis for Demographic Variables

Age Group	No. of. respondents	Total Percentage
21 to 30 Years	44	18
31 to 40 Years	87	35.7
41 to 50 Years	80	32.8
Above 50 Years	33	13.5
Total	*244*	*100%*
Gender Group	No. of. respondents	Total Percentage
Male	101	41.4
Female	143	58.6
Total	*244*	*100%*
Marital Status Group	No. of. respondents	Total Percentage
Single	129	52.9
Married	115	47.1
Total	*244*	*100%*
Educational Qualification Group	No. of. respondents	Total Percentage
Ph.D	37	15.2
SET	82	33.6
NET	74	30.3

Others	51	20.9
Total	*244*	*100%*
Designation Group	**No. of. respondents**	**Total Percentage**
Assistant Professor	40	16.4
Associate Professor	82	33.6
Professor	73	29.9
Others	49	20.1
Total	*244*	*100%*
Total Experience Group	**No. of. respondents**	**Total Percentage**
0-5 Years	33	13.5
6-10 Years	67	27.5
11-15 Years	73	29.9
15-20 Years	50	20.5
Above 20 Years	21	8.6
Total	*244*	*100%*
Monthly Income Group	**No. of. respondents**	**Total Percentage**
Below 30000	42	17.2
30000-50000	139	57.0
Above 50000	63	25.8
Total	*244*	*100%*

Inference

The provided table presents various demographic and categorical data along with the corresponding percentages based on a survey or study involving 244 respondents. Each section of the table focuses on different aspects such as age group, gender, marital status, educational qualification, designation, total experience, nature of family, number of family members, and monthly income. In the "Age Group" section, it can be inferred that the majority of respondents fall into the 31 to 40 years and 41 to 50 years age groups, accounting for 35.7% and 32.8% of the total respondents, respectively. The age group "21 to 30 Years" represents 18%, while "Above 50 Years" comprises 13.5% of the respondents. The "Gender Group" section shows that there is a slightly higher representation of females, constituting 58.6% of the total respondents, whereas males account for 41.4%.

In the "Marital Status Group," a slight majority of respondents are single, making up 52.9%, while 47.1% are married. The "Educational Qualification Group" indicates that respondents with "SET" and "NET" qualifications are the most prominent groups, comprising 33.6% and 30.3% of the total, respectively. "Ph.D" respondents make up 15.2%, and "Others" represent 20.9% of the total.

The "Designation Group" displays that "Associate Professor" is the most common designation among respondents, making up 33.6%. "Professor" follows closely with 29.9%, "Assistant Professor" accounts for 16.4%, and "Others" represent 20.1%. In the "Total Experience Group," respondents with "11-15 Years" of experience constitute the largest group at 29.9%, followed by "6-10 Years" at 27.5%. "0-5 Years," "15-20 Years," and "Above 20 Years" represent 13.5%, 20.5%, and 8.6%, respectively.

Lastly, in the "Monthly Income Group," respondents with a monthly income of "30000-50000" are the group, comprising 57%. "Below 30000" and "Above 50000" represent 17.2% and 25.8%, respectively.

6.2 Descriptive Statistics

Table 2

Statistics		Teaching Quality	Time Management	Learning Equipment
N	Valid	244	244	244
	Missing	0	0	0
Mean		3.82	3.99	4.03
Median		4.00	4.00	4.00
Mode		4	4	4
Std. Deviation		.822	.776	.806
Variance		.675	.602	.649
Skewness		-.919	-.912	-.943
Std. Error of Skewness		.156	.156	.156
Kurtosis		1.553	.661	1.041
Std. Error of Kurtosis		.310	.310	.310

Inference:

The table provides statistical information about three different aspects: Teaching Quality, Time Management, and Learning Equipment. Each aspect is described by various statistical measures, including the mean, median, mode, standard deviation, variance, skewness, standard error of skewness, kurtosis, and standard error of kurtosis.

Starting with Teaching Quality, the mean score is 3.82, which suggests that, on average, respondents rated teaching quality slightly below 4. The median and mode are both 4.00, indicating that 4 is the most common rating and the middle point of the data distribution. The standard deviation of 0.822 indicates some variability in the responses, but not an extreme amount. The negative skewness of -0.919 implies that the data is skewed to the left, meaning that there might be some lower ratings dragging the average down. The kurtosis of 1.553 suggests that the distribution has relatively heavier tails and might have some outliers.

Moving on to Time Management, the mean score is 3.99, indicating that, on average, respondents rated time management just below 4. The median and mode are both 4.00, suggesting a similar pattern to Teaching Quality. The standard deviation of 0.776 implies that there is less variability in the responses compared to Teaching Quality. The negative skewness of -0.912 indicates a slight leftward skew, similar to Teaching Quality. The kurtosis of 0.661 suggests that this distribution has lighter tails and is less prone to outliers compared to Teaching Quality.

Regarding Learning Equipment, the mean score is 4.03, indicating that, on average, respondents rated learning equipment just above 4. The median and mode are both 4.00, which means 4 is again the most common rating and the middle point of the data distribution. The standard deviation of 0.806 suggests some variability in responses, but not as much as in Teaching Quality. The negative skewness of -0.943 indicates a leftward skew, similar to the other two aspects. The kurtosis of 1.041 implies that this distribution has relatively heavier tails compared to Time Management but lighter tails compared to Teaching Quality.

Table 3: Independent sample t test on marital status and Effectiveness of Artificial Intelligence

Independent sample t test on Marital status						
Constructs	Marital Status	N	Mean	Std. Deviation	F	Significant
TEACHING QUALITY	Single	129	3.83	.837	.074	0.043
	Married	115	3.81	.807	.075	0.042
TIME MANAGEMENT	Single	129	3.99	.812	.071	0.890
	Married	115	4.00	.737	.069	0.889
LEARNING EQUIPMENTS	Single	129	4.00	.876	.077	0.557
	Married	115	4.06	.721	.067	0.552

Table 4: Independent sample t test on Gender and Effectiveness of Artificial Intelligence

Independent sample t test on Gender						
Constructs	Gender	N	Mean	Std. Deviation	F	Significant
TEACHING QUALITY	MALE	101	3.84	.847	.084	.732
	FEMALE	143	3.80	.806	.067	.734
TIME MANAGEMENT	MALE	101	3.97	.776	.077	.678
	FEMALE	143	4.01	.778	.065	.678
LEARNING EQUIPMENTS	MALE	101	3.98	.810	.081	.003
	FEMALE	143	4.06	.804	.067	.003

6.3 Hypothesis Testing

The results of Table 3 and 4 explained in the below table no.5

Table 5

Hypotheses Results			Results
H$_a$ 1.	There is a significant effect of Gender over Time Management		Rejected
H$_a$ 2.	There is a significant effect of Gender over Learning Equipment		Accepted
H$_a$ 3.	There is a significant effect of Gender over Teaching Quality		Rejected
H$_a$ 4.	There is a significant effect of Marital status over Time Management		Rejected
H$_a$ 5.	There is a significant effect of Marital status over Learning Equipment		Rejected
H$_a$ 6.	There is a significant effect of Marital status over Teaching Quality		Accepted

7. Conclusion

AI is without a doubt the most promising technology of the future, and it will have a significant positive impact on our nation's educational system. Given the promise of AI, CBSE has chosen to start teaching it at the elementary school level. Students are currently studying AI in CBSE schools, which have a set AI curriculum for classes 8 through 12. The National Strategy for Artificial Intelligence (NSAI) of India was also published by the NITI Aayog of the Indian Government in June 2018, with the goal of developing a thriving AI ecosystem in India. According to market forecasts, AI will account for roughly 15% of India's current gross value by 2035. Since the outcomes of this technology are so positive and promising, we ultimately come to the conclusion that additional research is required in the field of artificial intelligence. Therefore, it is crucial to make sure that the data utilised to train AI models is representative and varied. Managers need to be aware of this issue and take action to address it by routinely assessing the data used to teach their staff. This should be considered in statistics and business analytics courses in management school.

In order to ensure that MBA students are conversant with AI principles, technology, and their applicability in diverse business settings, management schools should include AI courses to their curricula, if they haven't already.

We will be helped in reaching this goal in a big way by artificial intelligence. The impact of AI on India is greater than one can imagine or imagine, and it will only increase over time, necessitating youth readiness. Making Indians AI-ready and ensuring India's place as a global AI leader both depend on AI education.

References

[1] Baker, Ryan & Siemens, G. (2014). Educational data mining and learning analytics. 10.1017/CBO9781139519526.016.

[2] Baronchelli, Andrea. (2023). Shaping New Norms for Artificial Intelligence: A Complex Systems Perspective.

[3] Chan, Cecilia. (2023). A comprehensive AI policy education framework for university teaching and learning. International Journal of Educational Technology in Higher Education. 20. 10.1186/s41239-023-00408-3.

[4] Cheng, J. Z., Ni, D., Chou, Y. H., Qin, J., Tiu, C. M., Chang, Y. C.,& Chen, C. M. (2016). Computer-aided diagnosis with deep learning architecture: applications to breast lesions in US images and pulmonary nodules in CT scans. Scientific reports, 6(1), 1-13

[5] De Fauw, J., Ledsam, J. R., Romera-Paredes, B., Nikolov, S., Tomasev, N., Blackwell, S.,&Ronneberger, O. (2018). Clinically applicable deep learning for diagnosis and referral in retinal disease. Nature medicine, 24(9), 1342-1350.

[6] Federspiel, Frederik& Mitchell, Ruth &Asokan, Asha &Umana, Carlos &Mccoy, David. (2023). Threats by Artificial Intelligence to Human Health and Human Existence. British Medical Journal Global Health. 8. 10435. 10.1136/bmjgh-2022-010435.

[7] Harwich, E., &Laycock, K. (2018). Wilton Park. Londres: ServiçoNacional de Saúde.

[8] Igbokwe, Innocent. (2023). Application of Artificial Intelligence (AI) in Educational Management. International Journal of Scientific and Research Publications (IJSRP). 13. 300. 10.29322/IJSRP.13.03.2023.p13536.

[9] Jiang, F., Jiang, Y., Zhi, H., Dong, Y., Li, H., Ma, S. & Wang, Y. (2017). Artificial intelligence in healthcare: past, present and future. Stroke and vascular neurology, 2(4).

[10] Kim, J. K., Choi, M. J., Lee, J. S., Hong, J. H., Kim, C. S., Seo, S. I., ... & Choi, I. Y. (2018). A deep belief network and dempster-shafer-based multiclassifier for the pathology stage of prostate cancer. Journal of healthcare engineering, 2018.

[11] Lakhani, P., &Sundaram, B. (2017). Deep learning at chest radiography: automated classification of pulmonary tuberculosis by using convolutional neural networks. Radiology, 284(2), 574-582.

[12] Murdoch, T. B., &Detsky, A. S. (2013). The inevitable application of big data to health care. Jama, 309(13), 1351-1352

[13] Nagaraj, Bharath&Easwaramoorthi, Kalaivani& R, Suraj&Akila, Dr&Sachdev, Hemant& N, Senthil. (2023). The Emerging Role of Artificial Intelligence in STEM Higher Education: A Critical Review. International Research Journal of Multidisciplinary Technovation. 5. 1-19.

[14] Nilsen, P. (2020). Making sense of implementation theories, models, and frameworks. In Implementation Science 3.0 (pp. 53-79). Springer, Cham.

[15] Owoeye, F &Sheidu, A & John, Aliu&Ayodele, Oluwakemi&Akinyemi, Ajayi. (2023). The Role of Artificial Intelligence in Curriculum Development and Management. 11. 37-46. 10.22624/AIMS/DIGITAL/V11N2P4.

[16] Oyedokun, Ibukun. (2023). Effects of adopting Artificial Intelligence Presenters in Broadcasting on Audience Perception and Gratification of Broadcast Content. 10.13140/RG.2.2.32818.99529.

[17] Singh &Malhotra (2020). The Role of Artificial Intelligence in the Indian Education Sector. Oorja-International Journal of Management and IT. 21-30. 10.55399/WGQO2090.

[18] Thiébaut, R., &Thiessard, F. (2018). Artificial intelligence in public health and epidemiology. Yearbook of medical informatics, 27(01), 207-210.