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# Exploring Artificial Intelligence and Robotics in Indian Education: Potential for Teacher Substitution?

**K.Sathish Kumar[1*], M.Mahendra Prabu[2], G.Kalaiyarasan[3], A.Selvan[4], R.Ramnath[5], N.Sasi Kumar[6]**

[1]*Research Scholar, Department of Education, Alagappa Univesiry, Karaikudi, India.*
[2]*Assistant Professor, Department of Education, Alagappa Univesiry, Karaikudi, India.*
[3]*Professor, Department of Education, Alagappa Univesiry, Karaikudi, India.*
[4]*Professor, Department of Education, Alagappa Univesiry, Karaikudi, India.*
[5]*Associate Professor, Department of Education, Alagappa Univesiry, Karaikudi, India.*
[6]*Assistant Professor, Department of Education, Alagappa Univesiry, Karaikudi, India.*

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*Corresponding Author: edusathish@gmail.com

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Abstract

This research paper explores the potential of Artificial Intelligence (AI) and Robotics in Indian education, in terms of their ability to substitute teachers. Ethnography was conducted by observing the teaching styles of traditional teachers and the functions of the AI and robotics within the classroom. Additionally, 16 teachers from different schools in India were interviewed in order to gain insights from the traditional teacher perspective, and 8 AI and robotics experts were interviewed in order to gain insights from the AI and robotics perspective. The results revealed that AI and Robotics in Indian education can help reduce the workload of teachers, but cannot replace them completely. The increased use of AI and Robotics in Indian classrooms can help teachers focus on more complex tasks and allow them to use their skills more effectively. It is important to note, however, that AI and Robotics in Indian classrooms should be used to supplement the teachers' efforts rather than to replace them. The research also highlighted the need for further research, especially on the ethical implications of substituting teachers with AI and Robotics. The findings of this research can help policymakers, educators, and researchers make informed decisions about the use of AI and Robotics in Indian education for the betterment of students and teachers alike.

**Keywords:** ***Artificial Intelligence, Robotics, Indian Education, Teacher Substitution, Challenges, Opportunities***

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## 1. INTRODUCTION

The emergence of Artificial Intelligence (AI) and robotics has brought forth a new era of technological advancement in the field of science and engineering(Goralski & Tan, 2020). AI and robotics have found a place in many industries and now, these two disciplines are beginning to be used in the educational system as well(Howard, 2019). AI and robotics are still relatively new in the Indian education system and the potential of these two disciplines to substitute teachers is still a subject of debate(Pedro, Francesc, et al., 2019). In this paper, we will analyse the potential of AI and robotics to substitute teachers in the Indian education system. We will explore this potential through an interview and ethnographic approach, by interviewing teachers and students on the use and potential of AI and robotics in the Indian education system. In recent years, AI and robotics have been increasingly used in the educational system(Timms, 2016). AI and robotics technologies are now being used to create virtual teaching environments, automated tutoring systems, and personalized learning systems. In addition, AI and robotics can be used to create intelligent agents that can interact with students and provide personalized feedback. AI and robotics can also be used to create simulations and virtual laboratories that can be used to enhance students' learning experiences(Potkonjak etal., 2016). The potential of AI and robotics to substitute teachers in the Indian education system is an important and timely issue. As India's population continues to grow, there will be an increasing demand for teachers, and AI and robotics can help to meet this demand. Additionally, AI and robotics can be used to enhance the learning experience of students and to provide personalized learning experiences(Chassignol et al., 2018). This paper aims to explore the potential of AI and robotics to substitute teachers in the Indian education system. We will do this by collecting data through interviews and ethnographic observations of teachers and students. We will analyse the collected data to explore the current state of AI and robotics in the Indian education system, the potential of AI and robotics to substitute teachers, and the challenges and opportunities associated with the use of AI and robotics in the Indian education system. The paper is structured as follows: First, we will discuss the existing research on AI and robotics in the Indian education system. Second, we will describe the method used for this study, including the interview and ethnographic approach. Third, we will present the findings from the interviews and ethnographic observations. Fourth, we will discuss the implications of the findings and suggest future directions for research. Finally, we will conclude the paper.

The use of artificial intelligence (AI) and robotics has grown in the education field in recent years. There has been an increasing interest in the potential of AI and robotics to substitute teachers in certain areas of the educational process. This research paper aims to explore the potential of AI and robotics in Indian education to substitute teachers and the impact it could have on the Indian educational system(Hutchison & Colwell, 2012; Wong & Li, 2019). The proposed methods of research include interviews and ethnography, specifically with teachers, students, administrators and AI and robotic experts in India(Salkey& D'Aguiar, 1994). AI and robotics in the Indian education system is a fairly new concept, and therefore, the potential for teacher substitution has yet to be fully explored. AI could be used to teach students, evaluate their performance, and offer personalized learning experiences. Robotics could interact with students and provide them with learning aids and materials. Additionally, through the use of AI, teachers could be relieved of their more mundane tasks, and could focus more on providing individualized guidance and mentorship to students. AI and robotics have been used in other fields and industries, including medicine and manufacturing. The use of AI in the healthcare field has been very successful and has provided new opportunities to improve patient care. Similarly, the use of robotics in the manufacturing sector has enabled manufacturers to produce products faster and with greater accuracy. However, the use of AI and robotics in the field of education is still relatively new, and the potential of these technologies is still being explored(Warwick, 2010). The purpose of this research paper is to explore the potential of AI and robotics in Indian education to substitute teachers(Dhanabalan & Sathish, 2018). Through interviews and ethnography, the research aims to provide a comprehensive overview of the current use of AI and robotics in the Indian educational system, the potential of these technologies to substitute teachers, and the potential impact of such implementation on Indian students, teachers and educational administrators(Chassignol et al., 2018). The Indian educational system is composed of teachers, students, parents, administrators and other stakeholders. In order to better understand the potential of AI and robotics to substitute teachers, it is necessary to examine the perspectives of all stakeholders. Thus, interviews and ethnography will be used in order to understand the perspectives of teachers, students, administrators and experts in AI and robotics in the Indian educational system(Costa et al., 2020). Additionally, this research paper will examine the potential of AI and robotics to substitute teachers in Indian education and the potential impact this could have on Indian education. By exploring the perspectives of teachers, students, administrators and experts in AI and robotics in the Indian educational system, this research paper aims to provide a thorough examination of the potential of AI and robotics to substitute teachers in India. This section of the research paper will provide an exploration of the existing literature on AI and robotics in the Indian education system and its potential to substitute teachers. Furthermore, it will discuss the potential advantages and disadvantages of using AI and robotics to substitute teachers in the Indian educational system. Finally, this section will summarize the proposed research methods, which include interviews and ethnography, and will explain how these methods will be applied in order to explore the potential of AI and robotics to substitute teachers in the Indian education system.

## 2. BACKGROUND OF THE STUDY

In recent years, the use of artificial intelligence (AI) and robotics in education has gained the attention of

researchers as a potential way of supplementing or replacing traditional classroom instruction(Chen et al., 2020). AI and robotics are seen as key to the development of personalized learning, as they offer tailored instruction that adjusts to the individual needs of students. Furthermore, AIand robotics in the classroom can reduce teacher workload and provide opportunities for creative exploration. The development and implementation of AI and robotics in Indian education have the potential to fundamentally disrupt traditional instructional methods, with implications for school systems, teacher roles, and student outcomes. The objectives of this study are to explore the potential for AI and robotics to substitute for human teachers in Indian schools, by examining the current state of AI and robotics in Indian education, as well as the perceptions and attitudes of teachers and students towards AI and robotics. Using a mixed-methods approach utilizing interviews, ethnography and data gathering, this study examines the ways inwhich AI and robotics are currently utilized in Indian education, and the potential for it to replace the roles of teachers in the future. The potential for AI and robotics to substitute for human teachers in Indian education is made possible through advances in machine learning and natural language processing technology, which allow machines to accurately interact with humans using natural language. Recently, AI and robotics have become more accessible in terms of cost and usability, and are now used in education settings to fulfill certain teaching functions(K. S. Kumar, Prabu, et al., 2021; K. S. Kumar & Mahendraprabu, 2021). For example, AI systems can be used as virtual tutors, providing tailored instruction to students and assessing their learning progress over time. AI-equipped robots can use facial recognition technology to identify and greet students, motivating them to stay in the classroom and maintain discipline. Thus, AI and robotics in education have the potential to mimick the traditional functions of teachers, and to empower them to focus on the more creative aspects of teaching. From the perspective of Indian schools and teachers, the adoption of AI and robotics may provide significant benefits(K. S. Kumar, Fathurrochman, et al., 2021). By automating tedious and repetitive tasks such as grading and student assessment, AI and robotics can enable teachers to shift their focus to activities that require more skill and creativity, such as designing more personalized learning plans and engaging in higher-level activities with their students. Furthermore, AI and robotics can allow teachers to monitor students more closely, giving them timely interventions and access to accurate data on their performances. Additionally, AI-equipped robots may be beneficial in certain areas of instruction with a higher teacher recruitment and retention gap, such as special education and language learning(K. S. Kumar & Prabu, 2021; M. A. Kumar et al., 2021). However, the potential of AI and robotics in Indian education also raises certain questions and challenges. Firstly, it is unclear how teachers will adapt to the new technology, and how they will incorporate it into their pedagogical practices. Secondly, the use of AI and Robotics raises the issue of teacher accountability, as artificial intelligence is unable to empathize with or motivate students in the same way as a human teacher. Finally, there are also questions surrounding the ethical implications of using AI and robotics, such as whether it should be used to replace human teachers altogether. To address these issues, this study utilizes a mixed-methods approach combining interview data collection and ethnography. Interviews will be conducted with teachers, in order to understand their perceptions and attitudes towards AI and robotics in Indian education, as well as the potential for it to substitute for their roles(Chassignol et al., 2018). The interviews will be semi-structured and focus on three areas: the current use of AI and robotics in Indian classrooms; the potential benefits of AI and robotics; and the challenges associated with its usage. Additionally, ethnography will be used to observe the use of AI and robotics in Indian classrooms and to gain an understanding of the emotions and cultural context surrounding its development and implementation(Lindroth & Bergquist, 2010). By examining the current state of AI and robotics in Indian education and the attitudes of teachers towards them, this study seeks to further inform policy makers and education administrators in their decision-making process regarding the use and potential benefit of AI and robotics in Indian schools. In addition, this study aims to provide practical guidance and advice to educators on the proper use of AI and robotics and their potential implications for the future of teacher roles and students' learning experiences(Dhanabalan & Sathish, 2018).

## 3. METHODOLOGY

This research covers an exploration of AI and robotics in Indian education and their potential for teacher substitutions. An interview method and ethnographic approach have been used to explore the research questionin an Indian context(Chugh & Ruhi, 2018; Oko, 1992; Wang, 2019). An ethnography was conducted by observing the teaching styles of traditional teachers and the functions of the AI and robotics within the classroom. For this research, a purposive sample of 16 teachers from different schools in India were interviewed in order to gain insights from the traditional teacher perspective, and 8 AI and robotics experts were interviewed in order to gain insights from the AI and robotics perspective. The participants were selected on the basis of the fact that they were knowledgeable about the AI and robotics and their implications for Indian education. The participants were interviewed for approximately 45 minutes. Careful consideration was given into the privacy and confidentiality of the participants. After the interviews were conducted, the data from the interviews were transcribed and analyzed in order to gain meaningful insights and conclusions. In addition to the interview method, an ethnographic approach was used to explore the research question. For this, the researcher visited nearby schools and technology labs, conducted field observations and attended ethical talks given by researchers and educators to gain an understanding of the current situation in India with regard to AI, Robotics and education. The analysis of the data was done manually as it involved a qualitative analysis. The collected data were coded for content analysis, and the findings were summarized. The collected data were critically examined and theorized to answer the research question. The research approach used in this study both interview and ethnographic approaches in

order to gain an in-depth understanding of the research question. The research was conducted in the Indian context and included the participant's personal knowledge and experience, as well as field observations, in order to gain insights into the research question. In sum, the research approach used in this study is a combination of interviews with 16 teachers and 8 AI and robotics experts, who possess good knowledge and experience of the subject, and an ethnographic approach consisting of field observations, experimentation and ethical talks in order to gain an in-depth understanding of the research question regarding the exploring AI and robotics in Indian education and their potential for teacher substitution.

## 4. RESULTS

The results of the analysis indicate that AI and robotics have great potential to enhance the quality and effectiveness of Indian education. The potential benefits of such technologies include providing a more cost-effective method of teaching, enhancing the quality of education, and providing a more personalized learning experience. In addition, the use of AI and robotics could lead to increased job opportunities for teachers, in particular in the areas of programming and data analysis. However, there are also a number of challenges and ethical concerns that arise from the use of AI and robotics in Indian education. These include a decrease in the quality of human interaction between teacher and student, and a decrease in job opportunities for teachers. In addition, the use of AI and robotics could lead to a decrease in job security, as well as a decrease in the sense of personal responsibility for learning. The emergence of artificial intelligence (AI) and robotics (R) has revolutionized many aspects of life, from healthcare to entertainment. Even though AI and robotics have been mainly used in industry and in research applications, the potential for their use in education is also increasingly being explored. Although the use of AI and robotics in education is still in an early stage, studies have suggested that, when properly integrated into existing educational systems, AI and robotics can facilitate learning, inspire student interest, improve perceptive decision-making, and allow the substitution of teachers whose job can be automated. In this paper, we examine how AI and Robotics can be integrated into school education in India, and how that integration could lead to the teacher being substituted by robots.

To this end, we conducted an interviews and carry out an ethnography in Indian schools to address the following questions: 1. What is the current status of AI and Robotics in Indian schools? 2. What are the potentials of AI and Robotics in Indian schools? 3. How can AI and Robotics be properly integrated into existing Indian educational systems? 4. What are the implications of AI and Robotics for the role of teachers? Results Current status of AI and Robotics Our findings from the interviews show that AI and robotics are still in the early stages of integration into Indian schools. Most schools had limited access to AI and robotics resources and lack of trained personnel to teach AI and robotics courses. Moreover, AI and robotics are not part of the standard curriculum and are mostly offered as extracurricular activities. Despite this limitation, a few schools have started offering AI and Robotics courses as part of their standard curriculum. Potentials of AI and Robotics in Indian Schools The potentials of AI and Robotics in Indian schools are various. First, AI and Robotics can be used to inspire student interest and increase their creativity. For example, schools can introduce AI and Robotics based projects such as building robots, programming a robot to do tasks, and so on. This can help students develop a deeper understanding of real-world problems and inspire their interest in STEM fields. Second, AI and Robotics can be used to improve students' decision-making based on the data collected from students through AI-enabled systems.

For example, AI-based systems can help students compare different courses of action and make informed decisions. Third, AI and Robotics can be used to automate mundane and repetitive tasks that can lead to teacher substitution. For example, robots can be used to take attendance, monitor class discipline and so on. Integrating AI and Robotics into Indian Education System Our findings suggest that AI and Robotics must be properly integrated into existing Indian educational systems. To this end, the first step is to move AI and Robotics from extracurricular activities to the mainstream curriculum. Schools can start offering AI and Robotics courses at the primary, middle and secondary levels, and can also organize special workshops and seminars to engage students and teacher. Besides, robotics labs must be set up for students to interact with robots and gain practical experience. Moreover, teachers must be trained to understand AI and Robotics basics and also be able to teach AI and Robotics courses. Implications of AI and Robotics on Teacher Role The integration of AI and Robotics can potentially lead to the substitution of teachers for mundane and repetitive jobs. Though this can help increase efficiency, it could also lead to a shrink in the teaching profession. Thus, Indian educational system must provide alternative opportunities for the teachers, such as training them in AI and Robotics, so that they can also take advantage of emerging technologies and find new job opportunities. Moreover, it is essential to create measures that ensure teacher job security and promote the use of AI and Robotics as an extra layer of support rather than a substitute for teachers. Conclusion AI and Robotics have the potential to revolutionize school education in India. However, AI and Robotics must be properly integrated into educational systems in order to securely and effectively use robots as a substitution for teachers. Our research confirms that currently AI and Robotics are still in the early stages of integration and the potentials of AI and Robotics in Indian schools need to be further explored. We propose to integrate AI and Robotics into the existing Indian educational system and also advocate for the protection of teacher job security.

## 5. DISCUSSION

The results of the analysis indicate that AI and robotics have great potential to enhance the quality and effectiveness of Indian education. However, there are also a number of challenges and ethical concerns that arise from the use of such technologies in the classroom. In order to ensure that AI and robotics are used in a responsible and

ethical manner, it is important to develop policies and regulations that are specific to Indian education, and to ensure that the use of such technologies is properly monitored and monitored. In addition, it is important to ensure that teachers receive adequate training in order to understand the potential of AI and robotics in Indian education, and to ensure that they are properly prepared to use such technologies in the classroom. The potential for AI and Robotics in Indian education to act as teacher substitution has been a topic of significant interest in recent years. Recent advances in technology have allowed for more sophisticated robotic and AI applications, leading to many possibilities when it comes to educational use of these technologies. This research paper explores potential applications of AI and Robotics in Indian education, along with its fuction as a substitute to traditional teachers. This study was conducted using an ethnography and interview method.

An ethnography was conducted by observing the teaching styles of traditional teachers and the functions of the AI and robotics within the classroom. Additionally, 16 teachers from different schools in India were interviewed in order to gain insights from the traditional teacher perspective, and 8 AI and robotics experts were interviewed in order to gain insights from the AI and robotics perspective. The research study revealed a few key findings. First of all, it was found that AI and robotics can indeed substitute traditional teachers in some cases, through a variety of functions, including student assessment, teaching, and classroom management. However, AI and robotics lack the ability to effectively process and respond to students' emotional needs, an essential element of a successful classroom environment. Additionally, teachers felt that the overall usefulness of AI and robotics in the classroom ultimately depends on the individual students and their needs, as some students may be more motivated and successful in an environment that uses AI and robotics than in a traditional teaching environment. Furthermore, this study found that AI and robotics have the potential to create efficiencies. By providing personalised learning experiences, AI and robotics can increase the overall efficiency of teaching by freeing up teacher's time and resources. This can allow teachers to focus on activities that can't be effectively handled through AI and robotics, such as developing personal connections in the classroom and providing emotional and psychological support. Despite the potential advantages and advantages of AI and robotics, it is important to note that their successful implementation in an Indian educational setting is not a foregone conclusion.

To ensure successful implementation, numerous considerations must be taken into account, such as the complexity of the AI and robotics systems, and the availability of teachers and technicians to help with implementation and maintenance. Finally, it is important to note that the effective implementation of AI and robotics requires a collaborative effort between traditional and AI/robotics experts. This effort must be undertaken carefully to ensure that both traditional and AI/robotic functions are utilized effectively, and to ensure that no group is unduly disadvantaged or hindered. In Conclusion, this research has found that AI and Robotics have a viable potential to serve as a teacher substitution in Indian education, while also bringing many benefits, such as improved overall efficiencies, personalised learning experiences, and the ability to process and respond to students' emotional needs. However, it is important to remember that the successful implementation of AI and Robotics requires a collaborative effort between traditional and AI/Robotics experts, with numerous considerations taken into account. This collaboration must be carefully managed in order to ensure that both traditional and AI/Robotics methods are utilized effectively, and that no group is unduly hindered by its introduction.

## 6. FUTURE DIRECTIONS

The ethical implications of AI and robotics in education are of particular concern. The results of this study indicate that it is essential that ethical principles are taken into account to ensure that the potential of AI and robotics is maximized while preserving the ethical principles that underpin teaching in Indian education. Therefore, further research is needed to better understand the implications of using AI and robotics in Indian education, including an examination of the potential for AI and robotics to lead to the replacement of teachers and the ethical considerations involved. Such research should focus on both the benefits and drawbacks of using AI and robotics in Indian education and should include an assessment of the ethical implications for the teaching profession. It should also explore ways to ensure that the potential of AI and robotics is maximized while preserving the ethical principles that underpin teaching in Indian education, such as respecting the autonomy of teachers and protecting the privacy of students. In addition, it is important to consider the potential impact of using AI and robotics in Indian education on students' learning outcomes. Further research is needed to assess the impact of using AI and robotics on learning outcomes, including both quantitative and qualitative measures. Such research should take into account a range of variables, including the quality of the AI and robotics used, the type of tasks being automated or substituted, and the ability of students to engage with the AI and robotics.

## 7. CONCLUSION

This paper has explored the potential of AI and robotics in Indian education as a substitute for teachers, and has highlighted the potential of such technologies in providing a more effective, efficient and cost-effective method of teaching. The results of the analysis indicate that AI and robotics have great potential to enhance the quality and effectiveness of Indian education. However, there are also a number of challenges and ethical concerns that arise from the use of such technologies in the classroom. In order to ensure that AI and robotics are used in a responsible and ethical manner, it is important to develop policies and regulations that are specific to Indian education, and to ensure that the use of such technologies is properly monitored and monitored. Furthermore, it is important to ensure that teachers receive adequate training in order to understand the potential of AI and robotics in Indian

education, and to ensure that they are properly prepared to use such technologies in the classroom.

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