

The Role of Artificial Intelligence in Education: A Case Study of a Low-Fee Private School in India

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Abstract

This paper employs a qualitative case study approach to explore how Artificial Intelligence (AI) is used in lesson planning and teacher training within a Low-Fee Private (LFP) school in Ahmedabad, Gujarat, India. LFP schools, which serve students from economically weaker sections, often face challenges such as limited resources, untrained teachers, and inadequate professional development (Nambissan, 2020; Härmä, 2011). Guided by Van Dijk's (2005, 2017) Digital Divide Theory, the study examines how AI tools can mitigate educational inequities by enhancing access to instructional resources and teacher capacity. The research involved 15 teachers across kindergarten, pre-primary, and elementary levels who used free AI tools such as ChatGPT, Canva, Bard, Meta, and Quillbot for lesson planning and classroom engagement. Thematic analysis (Clarke & Braun, 2017) revealed that AI significantly improved teachers' efficiency, enabling advanced lesson preparation and more time for student interaction. Teachers also reported improved language and communication skills. However, concerns about over-reliance on AI and reduced creativity emerged, highlighting the need for balanced integration. This study contributes to understanding how AI supports teaching in resourceconstrained settings, demonstrating both its transformative potential and limitations. By situating the discussion within the framework of the digital divide, it underscores the importance of equitable access to technology, training, and opportunities for creative autonomy in advancing teacher professional development and improving educational practices in low-resource environments.

Keywords: Artificial Intelligence (AI); Low-Fee Private (LFP) Schools; Lesson Planning; Teacher Training; Digital Divide; Educational Equity; Resource-Constrained Environments; Teacher Professional Development; Technology Integration; Educational Innovation