SIES School of Learning and Leadership Development (SIESSLLD)

TRAINING NOTE (026/2026-27)

on

AI-Driven World:
New Challenges and Evolving Role of Teachers

October 2026

SIES School of Learning and Leadership Development (SIESSLLD),
SIES Education Complex, Plot 1E, Sector-5, Nerul

Navi Mumbai-400 706

Backdrop:

Artificial Intelligence (AI) has emerged as one of education's most transformative technologies. Within a matter of seconds, AI-powered tools can generate essays, solve math problems, summarise research papers, translate languages, prepare presentations, create lesson plans, and even provide personalised learning pathways. Students today have unprecedented access to information, making learning more convenient than ever before.

Yet, amid all these remarkable capabilities, a fundamental question remains: **What happens when the role of AI is over?** The answer is simple but profound: **the teacher begins.** This is where the real challenge lies.

AI can inform, but it cannot inspire. It can answer questions, but it cannot shape character. It can provide information, but it cannot instil values, wisdom, empathy, or purpose. The future of education will, therefore, not depend on choosing between AI and teachers; it will depend on understanding where AI ends and where the teacher's true responsibility begins.

AI as an Excellent Assistant:

There is no denying that AI is a powerful educational assistant. It performs repetitive and data-driven tasks with remarkable speed and accuracy. Teachers can use AI to prepare lecture notes, generate quizzes, create visual content, analyse student performance, identify learning gaps, and even draft research proposals. Students benefit by receiving instant explanations, practice exercises, and learning support at any time of the day.

Such capabilities reduce routine workload and allow both teachers and learners to focus on higher-order thinking. AI has undoubtedly democratized access to knowledge and made education more inclusive.

However, AI operates primarily on patterns, algorithms, and existing data. It does not possess lived experiences, moral judgment, emotional intelligence, or genuine human understanding. This limitation defines the boundary of AI's effectiveness.

Education is More Than Information:

One of the greatest misconceptions today is equating education with information. Information is abundant and readily available through AI. Education, however, is the process of transforming information into understanding, wisdom, and responsible action.

A student may ask AI to explain the Constitution of India, but it is the teacher who helps the student appreciate constitutional values in everyday life.

AI can describe climate change scientifically, but the teacher nurtures environmental responsibility.

AI can generate an essay on ethics, but only a teacher can facilitate discussions that help students develop ethical reasoning.

Thus, the real purpose of education extends far beyond acquiring knowledge. It involves developing the whole person.

The Human Dimensions That AI Cannot Replace:

There are several uniquely human responsibilities that remain beyond the reach of artificial intelligence.

Building Character: Teachers shape integrity, honesty, discipline, resilience, and compassion through daily interactions and personal example. Character cannot be downloaded from a chatbot.

Emotional Support: Every classroom consists of students facing different emotional challenges: anxiety, family issues, loneliness, low confidence, or peer pressure. A caring teacher often recognizes these silent struggles long before anyone else. AI may detect behavioural patterns, but it cannot genuinely comfort or encourage.

Inspiring Curiosity: Great teachers ignite curiosity by asking meaningful questions rather than merely providing answers. They encourage students to explore, experiment, fail, and discover. Such inspiration arises from human passion and enthusiasm.

Developing Social Skills: Communication, teamwork, leadership, conflict resolution, and empathy develop through human interaction. These life skills cannot be mastered solely through digital interfaces.

Contextual Judgement: Every classroom is different. Teachers continuously adapt their pedagogy according to students' backgrounds, aspirations, emotions, and cultural contexts. Such nuanced judgement remains difficult for AI to replicate.

The New Role of Teachers:

Ironically, the growth of AI increases rather than diminishes the importance of teachers. Their role is evolving from being providers of information to becoming facilitators of learning, mentors, coaches, and ethical guides.

Teachers must now help students distinguish between reliable and unreliable AI-generated information. They need to teach critical thinking, questioning skills, verification of sources, and responsible use of technology.

Future classrooms should encourage students not merely to ask AI for answers but to ask better questions. The quality of learning will increasingly depend upon the quality of inquiry.

Teachers must also cultivate creativity because AI largely recombines existing knowledge, whereas human imagination often creates entirely new possibilities.

Challenges Before Teachers:

This transition is not without challenges.

Many educators fear that students may become overly dependent on AI for assignments, problem-solving, and even thinking itself. Excessive reliance can weaken originality, analytical reasoning, and perseverance.

Teachers must, therefore, redesign assessments to emphasize application, reflection, collaboration, presentations, case studies, fieldwork, and real-life problem-solving rather than rote reproduction of information.

Another challenge is continuous professional development. Teachers themselves must become AI-literate. Understanding the strengths, limitations, biases, and ethical implications of AI is now an essential professional competency.

Equally important is maintaining the human connection in increasingly digital classrooms. Students need authentic conversations,

encouragement, mentorship, and constructive feedback more than ever before.

AI and Teachers: Partners, Not Competitors:

The relationship between AI and teachers should never be viewed as one of competition. AI is a tool; teachers are educators. AI enhances “efficiency” whereas teachers create “meaning”.

A useful analogy is that of a sophisticated navigation system and an experienced guide. The navigation system can identify routes, distances, and traffic conditions, but only the guide understands the traveller's fears, aspirations, limitations, and ultimate destination.

Similarly, AI can support learning, but teachers guide learners through the journey of becoming responsible citizens and compassionate human beings.

Conclusion:

As artificial intelligence becomes increasingly capable, society must remember that education is ultimately a profoundly human enterprise. Machines may process information, but only teachers nurture wisdom. Algorithms may generate content, but only educators cultivate values. AI may answer questions, but teachers help students discover purpose.

Therefore, the statement **"When the role of AI is over, comes the teacher"** is not merely a slogan; it reflects the future of meaningful education. The teacher's role begins where information ends and transformation begins.

The challenge before educators is indeed formidable. They must embrace technology without surrendering humanity, leverage AI without losing authenticity, and prepare students not merely for successful careers but for meaningful lives.

In the AI era, the best teachers will not compete with machines, but do what machines can never do: touch minds, inspire hearts, and shape the future through the enduring power of human connection. That is the biggest transformative challenge facing today's teachers.

Based on the article by Dr A K Sen Gupta, Director, SIESSLLD, in Free Press Journal (FPJ) on 10th October 2026.