



## **Assessing Teachers' Perceptions towards Artificial Intelligence in Secondary Education**

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### **Abstract**

Artificial Intelligence (AI) is increasingly transforming educational systems by enabling adaptive learning, intelligent assessment, and data-driven decision-making. In India, the National Education Policy 2020 emphasizes the integration of emerging technologies, including AI, to enhance the quality and accessibility of education. However, the successful implementation of AI in secondary education largely depends upon the pedagogical readiness of teachers.

The present study aims to examine the level of awareness, preparedness, and attitudes of secondary school teachers towards AI integration in classroom practices. Using a descriptive survey method, the study proposes to collect data from 150 secondary school teachers through a structured Likert-scale questionnaire. Statistical techniques such as mean, standard deviation, t-test, ANOVA, and correlation analysis will be employed to analyse differences across demographic variables and to examine the relationship between AI awareness and pedagogical readiness.

The study is expected to identify existing gaps in training, infrastructural challenges, and ethical concerns associated with AI implementation. Findings may contribute to teacher education reforms, professional development planning, and policy-level decision-making aligned with NEP 2020. The research seeks to develop a conceptual framework for enhancing pedagogical readiness for AI integration in Indian secondary schools.

