Rajasthan Schools, Shahibaug, Ahmedabad

Beyond the Blackboard

How Rajasthan Schools' Teachers Learned to Work with AI

An article on the six-day Artificial Intelligence Workshop, 1–6 June 2026

For most of educational history, a teacher's toolkit remained remarkably unchanged: a blackboard, a textbook, and a red pen. That changed entirely over six fast-paced days this June, when the Computer Department at Rajasthan Schools, Shahibaug, hosted an immersive workshop on the practical mechanics of Artificial Intelligence.

The man steering the ship was Mr. Ashish Chowdhary, brought in as the week's resident expert and guide. What followed wasn't a dry marathon of lecture slides or abstract theories. Instead, the classroom transformed into a lively laboratory of trial and error, sharp debates over ethics, half-finished apps, and a fair share of genuine "wait, it can do that?" moments from the faculty. It was less about technology taking over, and more about teachers discovering a powerful new way to inspire.

Day 1 — Starting From Zero

The first morning had the usual problems — software to install, accounts to set up, Wi-Fi doing what Wi-Fi does — but nobody's energy dropped much. Mr. Chowdhary opened with what he called the Ball Experiment: a simple simulation where teachers watched a system track a moving ball and get better at predicting its path with each repeat. It's a small demonstration, but it makes a point that's easy to miss otherwise — that machines "learn" the same rough way people do, through repetition and correction, not magic.

From there the session moved into the basics: where AI came from, what machine learning actually is, and where teachers were probably already using it without noticing. A short run of puzzles and logic riddles rounded off the morning.

Then the session belonged to ChatGPT. Mr. Chowdharry walked through roughly seventeen ways teachers could actually use it — lesson planning, image generation, building a Custom GPT tuned to a specific subject, working through tricky problems, even generating writing prompts for language classes. Teachers spent the rest of the day trying these out for themselves, and the room stayed loud with people comparing notes.

Day 2 — Sound, Voice, and Learning to Ask Properly

Day two started, oddly enough, with cricket. Mr. Chowdhary used Virat Kohli and his coaches as a way into the day's theme: that even the best performers keep needing feedback and correction to improve — and that this is exactly how a machine learning model gets better too.

The technical content covered the structure of sound, breaking audio into seven functional types, before moving to hands-on work with Google Gemini for song and jingle creation. That opened into AI voice generation — text turned into natural-sounding speech — which teachers immediately connected to classroom uses like audio aids for visually impaired students or listening-comprehension exercises.

The real centrepiece of the day, though, was prompting. An interactive game tested how clearly participants could instruct a machine, which led into two practical prompt-writing frameworks. The lesson stuck: an AI tool is only as useful as the instructions it's given. By the afternoon, teachers were building their own prompt-driven classroom material using what they'd just learned.

Day 3 — Telling Stories, Making Video, and One Golden Rule

3rd June turned toward publishing and multimedia. The morning covered AI-assisted blogging — not simply generating text, but reverse-engineering blogs and graphics that already work well, to understand why they hold a reader's attention. Teachers then published pieces of their own.

After that came video: four broad categories were covered — Google Flow, character-driven animation, storytelling formats, and advertisement or influencer-style clips — each discussed for where it might actually fit a lesson, from animating a historical figure to condensing a dense scientific idea into thirty seconds.

The Word and Colour Experiment broke up the technical stretch — a quick cognitive exercise on how the brain handles conflicting sensory cues, which doubled as a lead-in to the day's key takeaway: specific is terrific, unclear is terrible. Vague prompts get vague results; precise ones get useful ones. The day closed with practical advice on stretching free AI credits so teachers could keep experimenting without hitting a paywall.

Day 4 — Slides, and a Necessary Conversation about Ethics

Day four tackled something every teacher deals with weekly: presentations. Before getting into tools, though, the group had a longer, more serious conversation about why teachers need to engage with AI rather than avoid it — and, just as importantly, where the risks sit. Copyright, over-reliance, and the need to fact-check anything AI produces before it reaches a student were all discussed at length, not glossed over.

With that groundwork laid, the session moved to Gamma.app and Napkin.ai, both used to turn plain text into structured, properly designed slides and diagrams. The workflow taught was simple: raw idea in, structured visual out, then applied to something concrete.

The applied task for the afternoon had teachers build a full presentation promoting a product or service — a deliberate stretch that pushed them to think about layout, message, and data presentation together, not just content.

Day 5 — From Using Tools to Building Them

The fifth day was the biggest jump. It opened with Claude and its ability to work through CSV data — useful for anyone handling institutional records or results. From there the workshop moved into 'vibe coding': writing software using plain natural-language instructions rather than code. Teachers with no programming background found themselves building simple games, websites, and app concepts within the same afternoon, using platforms like Lovable and Gamma's site-building tools.

NotebookLM featured too, turning dense school documents into study guides and audio discussions teachers could actually reuse.

Mr. Chowdhary tied the week together with a single workflow that a teacher could run alone, start to finish: idea, script, image, video, and voiceover, edit. What used to need a small production team could now, in theory, be done solo in a few hours.

Day 6 — Looking Ahead, and Closing the Week

The final day opened with a look at newer tools — Magnific, Veo, Lovable, and Edits — mostly up scaling and video generation platforms, shown more as a preview of where things are heading than as something to master immediately.

The rest of the morning was given over to reflection. Teachers spoke openly about where they'd started the week — some fairly skeptical — and where they'd ended up. The exchange felt less like a formal debrief and more like colleagues comparing what had actually worked.

The week concluded with a brief closing ceremony where we expressed our sincere gratitude to Mr. Chowdhary for his patience, guidance, and the way he made six days of intensive learning both engaging and easy to understand. We also thanked the Computer Department for organizing such a valuable and well-planned program. To mark the successful completion of the workshop, Mr. Chowdhary presented certificates to all the participants.

In Short

By the end of the six-days workshop, one thing was crystal clear to everyone: AI isn’t going to replace teachers. If anything, it proved just how irreplaceable they really are. Instead of taking over these tools are helping teachers fast-track the exhausting administrative paperwork and whip up great learning material in no time, and free up more time for the parts of teaching that no tool can do: mentoring a student, reading a room, encouraging someone who's stuck.

For a school investing in its staff's technical literacy, that's the real return — not that every teacher now codes or edits video, but that they're no longer intimidated by tools their students are already using every day.