



Contract N°: 4500520094

(Please quote this reference in all correspondence and communications)

CONTRACT FOR SERVICES

THE UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

and

Name

MAHATMA JYOTIBA PHULE ROHILKHAND
UNIVERSITY BAREILLY

(hereinafter called 'UNESCO')

(hereinafter called 'the Contractor')

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Vendor
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Article I. Work assignment

Contract entered into between UNESCO and the Contractor in order to perform the following:

I. Background:

The pilot workshop(s) will familiarize participants with the content from the UNESCO publication "Guidance for generative AI in Education and Research". This publication was launched during Digital Learning Week in September 2023. The Guidance is designed to provide concrete recommendations on setting up regulations on generative artificial intelligence (GenAI) as well as the formation of policies and capacity development programmes to ensure that GenAI becomes a tool that genuinely benefits and empowers teachers, learners and researchers.

II. Terms of reference:

Under the overall authority of the Director of Future of Learning and Innovation (Dir/ED/FLI) and the direct supervision of the Chief of Unit for Technology and Artificial Intelligence in Education (ED/FLI/ICT), the Contractor shall prepare and conduct workshops for students based on the UNESCO publication "Guidance for generative AI in education and research". In particular, the Contractor shall:

1. Prepare and conduct four workshops at the MJP Rohilkhand University in India based on the UNESCO publication "Guidance for generative AI in education and research" for students.

The AI-based workshops at MJP Rohilkhand University aim to bring together a cadre of esteemed resource persons from leading AI-based institutions nationwide, creating a robust platform for knowledge exchange and collaboration. Drawing expertise from renowned AI hubs within the country, such as the Indian Institutes of Technology (IITs), Indian Institutes of Information Technology (IIITs), and other premier research institutions specializing in artificial intelligence, the workshops seek to offer a diverse range of perspectives and insights. Additionally, efforts will be made to extend invitations to AI experts from outside the country, provided that funding allows for international collaboration. The workshops aspire to offer participants a comprehensive and multifaceted understanding of AI's applications, advancements and global perspectives, leveraging global expertise in AI from renowned universities, research centres and tech firms abroad. With their diverse experiences and varied cultural insights, these experts will contribute significantly to the workshops' richness and depth, elevating the learning experience for all involved.

The workshops stand to benefit a diverse cohort of students from an expansive academic landscape. With a robust faculty comprising six faculties and 24 departments covering education, humanities, social sciences, science and engineering, the workshops' impact will resonate across a broad spectrum of disciplines. The University's reach extends far and wide, with a network of 592 affiliated colleges, creating a ripple effect that permeates throughout the region. Students hailing from these varied academic backgrounds will have the opportunity to delve into the realms of generative artificial intelligence, gaining insights, skills and practical knowledge that transcend disciplinary boundaries. This initiative holds promise not just for the students directly involved but also for the broader educational ecosystem, fostering a culture of innovation and technological advancement that extends well beyond the confines of the university walls.

The Contractor will be the workshop Convenor. The organizational and logistical preparations for the workshops shall include the following:

(a) Development of training resources:

In cooperation and agreement with UNESCO, elaborate and finalize the training programmes of the workshops. Submit the final version of the programmes to UNESCO by 20 October 2024.

The training programmes should be accompanied by:

- The complete list and CV(s) of the trainer(s) who will be conducting the workshop
- Presentation files from speakers
- Exercises and assignments for the trainees.

The training resources shared with UNESCO will be made available online for further use with CC BY SA licenses in the MJPRU University Website.

(b) Organization of four workshops:

Prepare and dispatch letters of invitation to the workshops for participants and share the list of invited participants with UNESCO by 20 October 2024.

- Organize the online registration of workshop participants with indication of the position and organization and share the list of confirmed participants with UNESCO.

Ensure the distribution of materials related to the workshop and collection of presentation files from speaker(s). Submit the collected presentation files to UNESCO by 20 October 2024.

- A resource associate will be appointed to organize the workshop, facilitate all sessions, and assist in developing learning resources for the training program. This training associate will support pre-workshop and post-workshop responsibilities, including fieldwork and report writing.

- Total Period of the Workshops/Training Programmes (pre-workshop and post-workshop) duration- 09 Months

- Mode of the Workshops/Training Programmes- Hybrid

(c) Evaluation of the results

- Submit the final report on the above-mentioned activities in English, including the final programmes of the events, the final list of participants and a summary report in English to UNESCO by 30 June 2025. The report should include the collection of baseline data and post-training data, or evidence to monitor and evaluate the quality of the conducted workshops.

III. Deliverables:

1. Submit the final version of the training programme with the list and CV(s) of trainer(s), the presentation files, and the exercises and assignments for trainees to UNESCO by 20 October 2024.
2. Prepare and dispatch letters of invitation to the workshops and share the list of invited participants with UNESCO by 20 October 2024.
3. Submit the collected presentation files (to be released as CC BY SA), and the list of confirmed participants

to UNESCO by 20 October 2024.

4. Submit the final report on the above-mentioned activities in English, including the final programmes of the events, the final list of participants and a summary report in English to UNESCO by 30 June 2025.

IV. Payment:

1. Final version of the training programmes with the list and CV(s) of trainer(s), the presentation files, the exercises and assignments for trainees, letters of invitation to the workshops, and list of confirmed participants – 20 October 2024

2. Final report submission including the final programme of the events, the final list of participants, and a summary report in English – 30 June 2025

Article II. Duration of contract

2.1 If the contract is not signed by the Contractor and returned to UNESCO by 07/10/2024 at the latest, it will be considered null and void. This date is subject to modification upon agreement of both parties.

2.2 The effective date of the contract is the date of signature by the Contractor and its expiry date is the date of approval by UNESCO of the work submitted by the Contractor or otherwise, at the latest, the deadline for submission of the work corresponding to the final payment indicated in Article III.3.2 below.

2.3 If, by the expiry date of the contract as defined in Article II.2.2 above, the Contractor has performed no part of the work assignment, and no advances have been paid by UNESCO, the contract shall be considered null and void unless an amendment extending the period of the contract has been signed by both parties in accordance with Article IV below.

Article III. Conditions of payments

3.1 Total Fee, Currency and Payment

3.1.1 UNESCO shall pay the Contractor the sum of 268704.00 INR. All payments shall be made in the currency of the contract. UNESCO shall not make any payments which are due under this contract to anyone other than the contracting party hereto. Installments expressed in US\$ and payable in currency than US\$ should be converted at the official UNESCO rate of exchange in force on the date of payment.

3.1.2 The price of this Contract is not subject to any adjustment or revision because of prices or currency fluctuations or the actual costs incurred by the Contractor in the performance of the Contract.

3.1.3 The Contractor shall not perform any other services, which may result in any costs in excess of the amount specified above without the prior written agreement of UNESCO's signatory to this contract.

3.1.4 All payments shall be effected by bank transfer. UNESCO shall be responsible for its own banking fees but any possible intermediary banking fees, as well as the beneficiary's own banking fees, shall be the responsibility of the Contractor.

3.1.5 The Contractor should confirm below mentioned banking instructions for any payment arising from the present contract (only one banking instruction is allowed in any one contract):

Name of the Bank:	UNION BANK OF INDIA
Address of the Bank:	239 VIDHAN BHAVAN MARG, MUMBAI 400025, IN
Name of the Account Holder:	MAHATMA JYOTIBA PHULE ROHILKHAND UNIVERSITY BAREILLY
Number of Account:	50520201081****
SWIFT Address:	UBININBB

3.2 Instalments

The fee is payable in the following instalments only upon certification by the UNESCO Officer responsible for this contract of satisfactory performance by the Contractor of the work corresponding to each payment (except for the eventual advance payment):

Payment N°	Upon submission to and approval by UNESCO of the following work	Article I Reference	Latest date for submission	Amount/Currency
01	Final version of the training programmes	IV.1	20/10/2024	243513.00 INR
02	Final report submission	IV.2	30/06/2025	25191.00 INR

3.3 Advance Payment

3.3.1 One of the above payments represents an "advance payment", i.e. a payment of part of the fees in advance of the performance of contractual services:

☐

Yes: Payment N°

☒

No

3.3.2 If yes, the amount of this advance payment shall not exceed the expenses which the Contractor will need to pay before completion of the task(s) referred to in the Contract above and relates to:

	Detailed Description	Amount/Currency
(i)		

3.4 Reimbursement

3.4.1 If the work corresponding to any or all of the above instalment payments has not been approved by UNESCO and is not in conformity with the contract specifications or terms of reference, UNESCO shall have the right to reimbursement of full or partial payments made including the advance payment. UNESCO shall be entitled to a refund from the Contractor for any amounts shown by audits or investigations to have been paid by UNESCO other than in accordance with the terms and conditions of this Contract.

3.4.2 Any sums to be reimbursed shall be returned to UNESCO in the currency in which payment was made.

3.5 Travel

If the Contractor is required to travel in order to perform the work described in Article I above, a lump-sum is included in the fee indicated in Article III.3.1.1 to cover daily subsistence allowance and the cost of the tickets for the authorized travel. No additional travel expenses other than the agreed lump sum shall be reimbursed.

Article IV. Amendments

This contract may be amended by a letter of amendment specifying all modifications and signed by both UNESCO and the Contractor. If the Contractor wishes to propose amendments, these proposals should be communicated to UNESCO who, if deemed necessary, will prepare the letter of amendment for mutual agreement and signature.

Article V. UNESCO Terms and Conditions

5.1 This contract is subject to UNESCO Terms and Conditions as attached. Each page of these Terms and Conditions should be initialled by both the Contractor and UNESCO.

5.2 The Contractor and UNESCO also agree to be bound by the provisions contained in the following documents, which form the only legally valid contractual arrangement between the parties and which shall take precedence in case of conflict in the following order:

- a) The present contract;
- b) The Terms of Reference, attached hereto [if applicable];
- c) The General Terms and Conditions attached hereto;
- d) The Contractor's Proposal [if applicable];

Signed on behalf of the Director-General of UNESCO:

Name: Tawil, Sobhi

Date: 04/10/2024

Title: DIRECTOR

Signature: 

Electronically approved in UNESCO system on 04/10/2024 by Tawil, Sobhi.

Contractor [please sign and return to UNESCO one original of the contract and retain the second original for yourself]:

Name: Dr. Kshama Pandey

Date: 06/10/24

Title: Associate Professor

Signature: 

International Workshop cum Training Programme

on

Generative AI in Education and Research

UNESCO publication “Guidance for
Generative AI in Education and Research”

Sponsored By UNESCO



Organized by

Department of B.Ed./M.Ed. (IASE)

Mahatma Jyotiba Phule Rohilkhand University, Bareilly, India



November 2024 – May 2025



Convenor/ Coordinator

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Dr. Neeraj Kumar

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Workshop Organising Secretary

Assistant Professor

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Final Report Submitted: October 2025

Supporting Team

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Data Collection Team

Pravendra Singh Birla

Mr. Anchit Dixit

Resource Material Development Support

Mr. Avichal Dixit

Ms Pravanshi Pandey

Other Supports

Ms. Rani Maurya

Mr. Akshaj Tiwari

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Programme Schedule

Date	Session / Theme	Resource Person(s)
10 Nov 2024	Pre-Workshop Orientation on Generative AI	
19 Nov 2024	Keynote & Sessions on AI, Human Rights, and AI-Enhanced Curricula	Prof. Ajeet Singh NainProf. Ram Sagar Misra, Prof. Antonietta Raffaella Elia, Dr. Kanak Sharma, Dr. Nellie Deutsch
21 Dec 2024	Research Practices, AI in Multimedia & UNESCO Training	Prof. Sudhir Dawra, Dr. Perna Mandhyan, Dr. H. Titilola Olojede
21 Feb 2025	AI & Creativity, Lesson Simulations, and Gamification	Dr. Mike Perkins, Prof. Vinod Kumar Kanvaria, Dr. Neha Gupta
10 May 2025	AI Tools in Research and App Designing	Dr. R. K. Prema, Mr. Avichal Dixit
10 May 2025	Valedictory Session & Reflections	

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Acknowledgement

With a overflowing thankfulness, I represent the Department of B.Ed./M.Ed. (IASE), Mahatma Jyotiba Phule Rohilkhand University, Bareilly, to express our thanks to, support, and the encouragement of those who contributed to the *International Workshop cum Training Programme on Generative AI in Education and Research* (Based on UNESCO's Guidance) came into existence.

I am thankful to our Hon'ble Vice Chancellor, Prof. K. P. Singh, whose foresight, encouragement, and indomitable support were the main energies that kept us inspired along this path. It is also my pleasure to thank Prof. Fenchun Miao, Chief of the Unit for Technology and AI in Education, UNESCO, Paris, for his continual mentoring and worldwide viewpoint, which positioned this programme as a part of UNESCO's mission of fair, open, and responsible AI in education.

I am also deeply indebted to the University Administration, the esteemed Deans, the Heads of Department, Prof. Santosh Arora and Faculty colleagues at MJPRU for the positive vibe and the never-ending support. Organising Secretary, Dr. Neeraj Kumar, deserves, in particular, a warm thank you for his heroic energy and superb coordination, which were at the heart of the success of this programme. We, likewise, express our warm thanks to the collaborative partners Mississippi Valley State University (USA), Far Western University (Nepal), PM-USHA, and the Directorate of International Relations, MJPRU, whose cooperation has been the fuel that has enriched this global endeavour.

I am grateful to our resource persons -Prof. Ajeet Singh Nain Prof. Ram Sagar Misra, Prof. Antonietta Raffaella Elia, Dr. Kanak Sharma, Dr. Nellie Deutsch, Prof. Sudhir Dawra, Dr. Prerna Mandhyan, Dr. H. Titilola Olojede, Dr. Mike Perkins, Prof. Vinod Kumar Kanvaria, Dr. Neha Gupta, Dr. R. K. Prema, and Mr. Avichal Dixit - for opening their knowledge, experiences, and insights to us. Their input made the workshops real and engaging learning experiences for all participants.' I also want to give special thanks to Prof. S.S. Bedi, (Director, Directorate of International Relations) for their unconditional support in organising workshops.

The organizing team – Mr. Pravendra Singh Birla, Mrs. Rani Maurya, Mrs. Madhubala Kumari, Mr. Akshaj Tiwari and Mr. Harsh Shukla - also deserve my recognition for their committed efforts and for the smooth execution of this programme. I want to say special thanks to Mr. Harsh Shukla for his valuable assistance in the writing and documentation of this report.

Indeed, my gratitude goes to the participants—faculty members, researchers, students, administrators, and NGO representatives—whose active involvement, reflections, and energy made this initiative a cooperative and gratifying adventure. I also want to extend my special thanks for overall support from my whole family members.

This report is our joint accomplishment, embodying the values of collaboration, innovation, and accountability. It is a symbol of our common dream of promoting AI literacy that is creative, open, and morally sound, in compliance with NEP 2020 and UNESCO's worldwide framework on AI ethics.

(Dr. Kshama Pandey)
Convenor

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Abstract

The International Workshop cum Training Programme on Generative AI in Education and Research was organised by the Department of B.Ed./M.Ed. (IASE), Mahatma Jyotiba Phule Rohilkhand University, Bareilly, with the support of UNESCO. The programme ran from November 2024 to May 2025 and brought together 836 participants, including researchers, faculty members, students, administrators, and NGO representatives. Its central purpose was to introduce generative AI in a simple, practical, and ethical manner, while promoting creativity, collaboration, and responsible use of technology.

The programme followed a stepwise design. It began with a pre-orientation and continued with four international workshops. Each session combined short lectures, live demonstrations, hands-on practice, and group reflections. Participants created tangible outputs such as AI-supported lesson plans, quizzes, research outlines, multimedia content, and app prototypes. The activities moved beyond theory and encouraged participants to learn by doing. UNESCO's principles of responsibility, inclusivity, and respect for human rights remained central throughout.

Findings showed a steady rise in both awareness and skills. Average awareness scores increased from 2.1 at the start to 4.3 by the final workshop. The percentage of participants reporting high or very high AI skills grew from 23% to 77%. Students showed the highest growth, while researchers and faculty reached the strongest final confidence. Ethics was another key achievement, as participants became more mindful of plagiarism, bias, and fairness. The hybrid format allowed for wide participation and added inclusivity.

The programme created strong impacts. Researchers improved their workflows and became more plagiarism-aware. Faculty members started integrating AI into teaching and mentoring. Students gained confidence and creativity, while administrators and NGOs used AI in planning and outreach. The workshops also influenced institutions by aligning with NEP 2020 goals of digital literacy and creativity, while echoing UNESCO's global AI ethics framework.

Overall, the programme transformed hesitation into confidence. It turned AI from a source of doubt into a trusted collaborator in teaching, research, and innovation. More importantly, it showed that AI literacy can be taught in ways that are ethical, inclusive, and empowering. This initiative marks not just an event, but a beginning—building a foundation for lifelong AI learning and global cooperation in education.

Executive Summary

❖ Introduction

Around the time when AI is transforming not only the classrooms and universities but also the societies at large, the UNESCO-supported programme on Generative AI in Education and Research was initiated. For educators, researchers, and students, AI is no longer a far-off idea but a daily reality, as academic and professional lives have been penetrated by such tools as ChatGPT, DALL·E, Grammarly, and Zotero. However, while there are a lot of opportunities, there is also a significant number of challenges such as questions concerning plagiarism, bias, inclusivity, ethics, and even the role of teachers in an AI-driven future. Our institution, thus, with the support and direction of UNESCO, started a six-month-long programme to deal with a crucial issue if not the most important one: How can teachers, researchers, and students properly and purposefully employ AI in their daily work?

The programme revolved around the activities that included one pre-orientation session and four international workshops held from November 2024 to May 2025. All of them together, they reached out to 836 people of different categories — researchers, faculty members, students, administrators, and NGO representatives. The programme through a variety of activities such as lectures, demonstrations, hands-on practice, discussions, and collaborative outputs attempted to enhance the participants' knowledge of AI, familiarize them with AI skills, deepen their ethical understanding and promote global collaboration. This executive summary is a concise version of the entire report and captures the programme's background, design, participant experience, key findings, impacts, recommendations, and way forward.

❖ Background and Rationale

Education is confronted with a paradox today. AI could be used to make learning more personalised, creative, and inclusive. But, the usage of AI without any restrictions may lead to plagiarism, academic dishonesty, lack of students' skills development, and even increase of the gap between those who have access to technology and those who do not. For a country like India which NEP 2020 has adopted a strong focus on digital literacy, innovation, and global collaboration, the problem is not to decide whether AI should be used, but how to use it in a responsible manner.

The programme responded to this challenge by setting the following goals:

1. Present Generative AI in a simplistic and efficient manner so that the participants could grasp the concept and use it in their work.
2. Equip participants with practical skills by motivating them to produce real outputs like lesson plans, quizzes, research outlines, and app prototypes.
3. Place ethics at the heart of every conversation to emphasize sensitive issues such as plagiarism, bias, and fairness.
4. Promote cooperation across different institutions and countries and, thus, enable the participants to communicate with the experts from India, USA, and Nepal.
5. Create real products that teachers and researchers could use in the future as their resources.

These objectives were in line with the creative technologically supported education of NEP 2020 as well as with the ethical use of AI worldwide set by UNESCO.

❖ Programme Design and Methodology

The programme revolved around the four key elements of awareness, practice, ethics, and collaboration, which were brought to the fore in each workshop. The sequence of workshops was such that each subsequent session naturally followed from the one before it and it was thus possible to go from the introductory concepts straight to the advanced applications. The pre-orientation gave the participants an idea of the basics of AI, while the later workshops dealt with pedagogy, research workflows, multimedia creation, and app prototyping. The learning methods were different from each other, and the participants could not remain passive. Concepts were clarified in short lectures, tools were explained in demonstrations, and participants were given an opportunity to try out the tools themselves during the guided practice. Group work and reflection were planned to provide more possibilities for the sharing of ideas and peer learning. None of the participants was left merely to hear about AI, they all got involved in practice.

The monitoring and evaluation activities were represented by the AI Awareness Scale, the AI Skill Inventory, structured feedback forms, and open-ended reflections. These instruments recorded growth in awareness, skills, and attitudes; besides that, they also highlighted participant experiences and concerns. Information was gathered from different sources. Questionnaires gave numerical measures, outputs such as lesson plans, quizzes, and apps were the practical application pieces, while feedback and reflections were the qualitative insights. Quantitative data were interpreted with descriptive analysis, supported by charts and tables, whereas thematic coding was applied to the open-ended responses.

❖ Participation Trends

The programme was able to attract 836 participants in total which were a very diverse group of people. Out of them, researchers, with 320 participants (38%) were the largest group, next were 270 faculty members or teacher educators (32%), 190 students (23%), and 56 participants from other categories such as administrators, NGOs, and professionals (7%). Such diversity was a significant factor in the growth of the learning environment. Researchers brought focus and rigor from their different methodologies, faculty members shared insight from classroom practice, students contributed creativity and openness to experimentation, and the rest, cross-sectoral viewpoints. Also, the feedback made it clear that the participants valued the hybrid format, which allowed both face-to-face and online access; thus, the programme became more inclusive, flexible, and far-reaching.

❖ Key Findings

The analysis of surveys, feedback, and outputs led to the identification of five main findings:

1. Awareness grew steadily - Average awareness increased from 2.1 in the Pre-Workshop to 4.3 by Workshop 4. Students demonstrated the highest growth +2.4 points, thus by the end they were on a par with faculty and researchers and even had surpassed them. The nature of participant questions changed from “What is AI?” to “How can I use AI responsibly in my subject area?”
2. Skills improved significantly - The proportion of High/Very High skill ratings was only 23% at the beginning, but it increased to 77% by Workshop 4. The Students recorded

the most substantial increase +60%, while the researchers reached the highest level of final confidence 82%. To the extent, the outputs demonstrated that the participants had not only moved from experimentations but also to meaningful application.

3. Outputs proved learning - The participants demonstrated their ability to use AI tools productively through lesson plans, multimedia content, quizzes, research outlines, and app prototypes. These outputs turned into resources that can be easily reused and adapted by others now.
4. Ethics became central - The participants became more and more aware of issues such as plagiarism, bias, fairness, and inclusivity. At the last workshop, a lot of them felt confident enough to lead their students and colleagues in the correct use of AI.
5. Collaboration enriched learning - Experts from India, USA, and Nepal offered participants global perspectives. The participants understood that challenges AI poses are common in different contexts and solutions require international dialogue.

Firstly, the workshops adeptly combined competence with conscience as evidenced by these findings, thus they were able to develop both technical skill and moral.

❖ **Impact on Participants**

The programme had different impacts on the different categories of participants. The change for researchers was evident in the manner they optimized academic workflows, thus saving time in literature reviews, drafting, and citation management. They also became more careful plagiarism-vigilant and more confident in the ethical use of AI in research.

Faculty members learned to incorporate AI into their lesson plans, classroom simulations, and student projects. This gave them the confidence to assume mentoring roles in their institutions. Students underwent the most significant change. Several of them were doubtful and hesitant when they started the programme, but by the end, they had the confidence to produce. They made quizzes, multimedia resources, and interactive learning activities. Besides, they left the programme not only with the technical skills but also with increased self-esteem.

A few administrators, NGO representatives, and professionals, on the other hand, employed AI for project management, institutional planning, and community outreach, thus demonstrating that its potential is far-reaching beyond education and research. The biggest change across all groups was the transition from fear to confidence in dealing with AI.

❖ **Institutional and Policy Impact**

The initiative was intended to produce significant impacts that went beyond its immediate scope. In teacher education institutions, faculty members started to use AI-assisted lesson planning as a way to prepare their teaching, thus making technology a normal part of classroom preparation. Besides, the workshop activities were also a feasible step towards the implementation of the NEP 2020 vision, especially its focus on digital literacy, creativity, and global learning. Moreover, the emphasis on the responsible use, fairness, and inclusivity was as important as the other points and showed that the principles discussed in the workshops were very closely related to those laid down by UNESCO in its global AI ethics framework.

The programme provoked new discussions at the university level as well. Managers and education leaders, thus, started thinking of using AI strategies for teaching, research, and governance, which, in turn, indicated that the effect was not only left at the individual level but also reached organisational priorities. To sum up, the worldwide dimension of the programme

was adding another level of worth. By working together in a UNESCO-supported project, the institutions got more exposure, strengthened their profile, and found it easier to establish international collaborations.

❖ Long-Term Implications

The workshops created a buzz that will most probably have an influence on education, research, and policy for a long time after their short duration. Among the major results is the idea of a lifelong AI literacy development as a natural consequence of its use in teacher education and professional development courses. The change in a way teacher training itself will be more lectured less interactive and AI-supported teaching methods will be at the core of staff teaching is anticipated.

For the researchers, the workshops revealed methods of enhancing academic tasks' efficiency while still keeping originality and ethical standards so that research practices can be both productive and responsible. One of the major consequences was also the rise of ethical leadership back when the teachers and researchers who participated in the programme became qualified to support others in the responsible use of AI. At the policy level, the workshops served as a live example of how the objectives of NEP 2020 and UNESCO's AI ethics framework could be implemented in the world outside. Lastly, the strong urge for further learning voiced by the participants has brought to the fore the advanced learning needs such as certificate programmes and specialised workshops that can elevate AI literacy to a higher level.

❖ Programme Achievements

Looking back at the programme, the successes are really visible. Generative AI was brought in as something very simple and understandable, which made it easy for the participants to get it and use it. In a case, only hearing experts, participants were allowed to produce their own outputs, which became their evidence of learning. The moral part of AI use was kept at the center all the time, with the issues of responsibility, fairness, and inclusivity being discussed and influencing each session. New skills acquired in practice were demonstrated through very real and tangible outputs like lesson plans, quizzes, multimedia resources, and app prototypes. Besides personal learning, the workshops have built a strong community of educators, students, and researchers that have spread not only over different institutions but also across different countries. These achievements, in fact, show that the programme was successful: it gave participants the knowledge they needed to use AI effectively and the wisdom to use it ethically.

❖ What Changed for Participants

Perhaps the most significant and definitely the quietest change that the programme brought about was in the participants' mental perspective. Teachers, at first sceptical of AI, gained the confidence to assume leadership roles and now feel they have the necessary skills to guide their students in a responsible manner. Students surpassed their initial hesitation and fear and became fearless experimenters and creators who could design quizzes, multimedia projects, and interactive activities. Researchers became more productive and at the same time more ethically aware, employing AI tools to support their work without compromising originality or integrity. Administrators, school management, and NGO representatives found exciting new ways of using AI to institutional planning and outreach, thereby opening up new possibilities for educational development. The one unmistakable change across all groups was that participants ceased to see AI as a threat and instead embraced it as a trusted collaborator in the processes of learning, teaching, and research.

❖ Insights of Programme

The training sessions turned into a learning journey for the organisers and facilitators as well. They found out very soon that AI cannot be understood from lectures only; the participants working directly with the tools and activities brought the best results. Ethics talks had to be given extra time and openness and, in all honesty, participants shared their worries and dilemmas. The hybrid model, which involved both face-to-face and online sessions, made participation possible for more people and the workshops more different-target-group-friendly and reachable. The international voices contributed their experience and worth and kept reminding everyone that AI problems are worldwide, and therefore, solutions have to be shared across the borders as well. What is more, the occasion has been for the organisers to realise that AI education is not only about the development of cognitive knowledge or technical skills but also about the growth of the student's moral values. By and large, these realizations made the organisers become better facilitators, more thoughtful planners, and stronger educators.

❖ Recommendations

After the workshops, the recommendation for the next is clearly advanced and specialised tracks that can provide intensive training and take participants beyond introductory exposure. Materials created during the programme lesson plans, quizzes, multimedia projects, and prototypes should be gathered in a shared resource bank from which teachers and researchers can freely access, learn, and adapt. The use of AI in the classroom should also be directed by moral principles, thus students should learn plagiarism, fairness, and responsible practices from the very beginning. Empowering AI mentors in their departments, the institutions will be able to train faculty members who can provide peer-to-peer support and sustain learning beyond workshops. Lastly, periodic refresher courses are very important to keep educators and researchers abreast of the rapidly changing tools and applications. These steps will not only maintain the momentum of the programme but also extend it further in the coming years.

❖ The Way Forward

The workshops were more of a start than a finish, and the following steps are quite obvious. The AI training should not be only infrequent events but should be turned into a continuous process, supported by regular refresher sessions and advanced practice opportunities. A community of practice, bringing together teachers, students, and researchers to share lesson plans, quizzes, research outputs, and reflections, should be nurtured without interruption.

The global collaboration that was already a source of enrichment for the programme should continue by involving more international partners and extending the exchange of ideas. Above all, AI literacy has to be integrated into teacher education and higher education courses so that it becomes a part of professional training and not a one-time intervention. With such a pledge, AI will become a reliable partner in education, a source of support, and not anxiety for teachers and learners.

❖ Closing Note

The programme began with a mixture of curiosity and uncertainty. Many participants wondered aloud: *“Is AI too technical? Will it replace teachers? Can I really use it?”* Over six months, these doubts were replaced by confidence, and the same participants declared with assurance: *“I can use AI. I can guide others. And I can do it responsibly.”* This journey revealed a simple but powerful truth: knowing how to use AI is no longer optional — it is essential. The programme proved that AI literacy can be taught in a way that is practical, ethical, and

empowering. Gratitude is due to every participant who joined with an open mind, every resource person who shared their expertise, every partner who contributed, and UNESCO whose vision made this initiative possible. The programme concludes not with an ending, but with a commitment. The learning, the collaboration, and the spirit of responsibility will continue, preparing teachers, researchers, and students for a future where AI is not a threat but a trusted ally in education.

Chapter 1: Introduction

1.1 Background of the Programme

Artificial Intelligence is rapidly changing world. Education and research are among the sectors that have been considerably influenced by this change. In the past few years, the adoption of Generative AI tools such as ChatGPT, Bard, DALL·E, Grammarly, and Zotero in both classroom and research settings have been seen. Teachers are employing such instruments for schoolwork preparation, test creation, and assignment designing. Academics employ the same to facilitate the writing of articles, verification of references, and organization of the literature. Students are now experimenting with such devices to develop projects and give presentations. Such devices have turned out to be a new entry point into the world of unending possibilities. Quite often, they are deceptive in that they consume a great deal of time while at the same time they enhance creativity and help in learning personalization. Besides that, they also serve as a kind of facilitation of knowledge as they make it accessible to the simplest level.

However, as any other, these opportunities are not without challenges. AI also poses some grave questions. People are concerned about issues such as plagiarism, fake information, data privacy, over-dependence, and fairness. At times, bias is found in AI-generated content. On the other hand, few students are using the technology to acquire unearned grades. Educators and researchers are eager to embrace AI but at the same time want to remain ethical and responsible. India's National Education Policy 2020 has discussed digital learning, innovation, and teacher preparedness. It appeals to institutions to adopt technology but also be mindful of the ethics. Globally, UNESCO has already set the standards for the use of Generative AI in education and research. The main thrust of the UNESCO is around three aspects: responsibility, inclusivity, and human rights. It points out that AI should not be subbing human effort. Subsequently, AI should be the main driver of human creativity and innovation, not the other way around.

Seeing all this, Mahatma Jyotiba Phule Rohilkhand University (MJPRU), Bareilly did not hesitate to make a bold move. The university came up with the idea of conducting the International Workshop cum Training Programme on Generative AI in Education & Research (Based on UNESCO's Guidance). The main intention was to create awareness, impart skills, and promote ethics all at the same time.

The programme got off the ground in November 2024 and ran until May 2025. The programme managed to attract a total of 836 participants which included students, pupil teachers, doctoral and post-doctoral researchers, and faculty members from teacher education institutions. Such a combination provided insights from the grassroots of classrooms, research-oriented perspectives, and pedagogical aspects of Generative AI. MJPRU teamed up with Mississippi Valley State University (USA), Far Western University (Nepal), and PM-USHA. Apart from collaboration, a pre-workshop and four full workshops were conducted. The sessions, which were held in a hybrid mode, were attended by faculty members, pupil teachers, and researchers from different locations. They got acquainted with Generative AI, were involved in hands-on activities and real-world applications like creating lesson plans, research outlines, quizzes, and AI-driven apps.

Such a background explains the significance of the programme. On the one hand, AI offers novel possibilities for learning and research. On the other hand, it engenders fresh risks and

issues. Educators and researchers should possess not only the skills but also the moral compass to use AI appropriately. This programme attempted to unite both - technology and ethics, skills and responsibility, awareness and action.

1.2 Need and Rationale of the Programme

Teachers, pupil teachers, and researchers are at a transformational moment in time. Artificial Intelligence (AI) seems to be omnipresent to them. Already, pupils are trying out different AI tools such as ChatGPT and other AI applications. Also, a few educators employ AI, but the majority are still doubtful and hesitant. They utter simple yet very significant questions - questions like: What role could it play in my classroom? is it still ethical if I use it? How can I be sure that students do not take advantage of it? This programme was the answer to those questions. The demand was obvious. Besides being skilled and aware, educators should also be comfortable. It is also very important to provide them with a secure environment where they can learn, share their opinions and practise. If they do not receive such training, they will probably be in a constant state of bewilderment and hesitation, and there is a possibility that some of them might misuse AI unintentionally.

The National Education Policy 2020 in India was another factor that influenced the decision. NEP 2020 is very much in favor of digital learning, innovation, and teacher training. It also gives a signal to values, ethics, and the responsible use of technology. To realise this dream, universities need to get their faculty and students ready for the brand new world. AI is not something to be expected anymore. It is there already. Also, a similar voice could be heard from UNESCO, a global body for education. In its recommendations for Generative AI, it pointed out that the first three priorities for any country should be: responsibility, inclusivity, and respect of human rights. The conveyed idea was very simple. Working with AI without looking at it will bring troubles. On the other hand, if handled carefully, it will facilitate progress. MJPRU seized the moment and the necessity very well in advance and decided not to put it off. It went to Mississippi Valley State University (USA) and Far Western University (Nepal) for help and together, with support of PM-USHA, they have launched this international programme. The main idea was very straightforward: we accomplish bringing people together, skill them through real and practical training, and simultaneously develop both their abilities and moral principles. Therefore, this project was designed to bridge a very significant gap that existed in the field. What it really implied was not only the introduction of tools, but also the explanation of their ethical, effective, and inclusive use. Simply, it did not pursue the goal of delivering talks. The project had a role in providing a room for practice, reflection, and collaboration. Besides, the programme was a platform for different accents and experiences. In brief, the programme was an answer to the most urgent question - how to get educators and researchers ready for the AI era possessing not only the skills but also the ethical values.

1.3 Objectives of the Programme

The programme objectives were clear and comprehensible. Those objectives had as their ultimate goal, the idea of equipping teachers, trainee teachers, and researchers with knowledge for implementing the use of Generative AI in an ethical way. The core subjects of the program were not only the skills themselves but also the awareness and values.

The fundamental objectives were:

1. First of all, the data of Generative AI and its hugely-increasing contribution to education and research was the main objective. The participants had to be updated on

the potentials and capabilities of AI, the areas where it could be used, and those where it would create hazards.

2. The users should be able to get practice with the use of AI instruments for lesson planning, preparation of teaching materials, quizzes, research writing, and academic support through the program. The program provided time for the direct execution of these tools.

3. The main purpose of the institute was to encourage the ethical and social use of AI. The sessions covered the issues related to plagiarism, AI bias, data privacy, and fairness. Participants were educated in the right use of AI to ensure that it does not breach academic integrity.

4. Participants' involvement was the key to making real outputs possible. Every participant had an opportunity to make something tangible — lesson plans, quizzes, research outlines, or an AI-driven app.

5. The program was intended to support the interaction between the participants and their sharing of the knowledge with the rest of the world. The voices and the experiences from India, USA, and Nepal were united by the program on the same platform. That is why it gave the participant different methods and experiences to choose from.

These goals were at the core of every moment and every aspect of the program. They not only helped the workshops to be more focused but also gave the leaders and participants control over the sessions and ensured that the learning was both practical and valuable.

1.4 Expected Outcomes of the Programme

The programme set out a series of practical expectations from the outset. Every workshop was intended to effect a visible change in the awareness, skills, and professional practices of the participants. As a result, the programme aimed to achieve the following outcomes by the end of the series:

1. Higher awareness of AI – Participants would comprehend what Generative AI is, how it functions, and the areas of education and research where it can be utilized. They would, in addition, be able to identify the risks and responsibilities associated with the use of technology.

2. Enhanced confidence and skills – Teachers, pupil teachers, and researchers should be able to use AI tools more confidently after the programme. They would, in fact, be empowered to preparing lesson plans, creating quizzes, drafting research outlines, and managing references with the assistance of AI.

3. Production of practical outputs – Every participant would be engaged in real work during the sessions and thus would be able to produce this work as evidence of their learning. These works consisted of AI-generated lesson plans, quizzes, research projects, and even small app prototypes.

4. Deeper knowledge of ethics – Participants would understand better the ways of steering clear of plagiarism, being conscious of copyright, reducing bias, and using AI in a proper manner. They would, indeed, take these moral principles to their classrooms and research activities.

5. Posting and cooperation in resources – The workshops would give rise to open-access materials, presentations, and participant outputs. The resources, shared under a Creative Commons license, would be accessible to and thus supportive of further learners.

6. Enhanced intercontinental connections – Through collaborations with experts from the USA and Nepal, participants would foster a feeling of worldwide teamwork. They would conclude that AI is a global challenge and that international sharing of solutions is necessary.

The programme anticipated that participants would not only gain knowledge and skills but also develop a responsible mindset and come away with practical resources which they could readily use in their own teaching and research.

Chapter 2: Programme Overview

2.1 Collaborators & Partners

The strength of the collaboration was the main attribute of this program. The vision behind this project was too big for a single university or institution to handle it alone. Partners with different roles came together and each of them played a very special role. At the core of the collaboration and of the program itself, there was UNESCO. The main orientation was given by UNESCO. The organization framework of Generative AI in education was the main reference for the entire programme. The principles set out by UNESCO such as the responsibility, inclusiveness, respect of human rights, and ethical use of AI adhered. Every session, every conversation, and every exercise were an embodiment of these values. This program would have been very different, without the vision of UNESCO.

Mahatma Jyotiba Phule Rohilkhand University (MJPRU), Bareilly was at the helm of the programme. MJPRU was the place where the workshops were held, the sessions were coordinated, and faculty members, pupil teachers, and researchers were mobilized by the university. The university not only took care of the programme to be deeply rooted in the Indian context but also to be receptive to the global learning. As one of the major international partners, Mississippi Valley State University (USA) came on board. The MVSU experts shared the adoption of AI in teaching and research. Their participation made it possible for the participants to get acquainted with the technology. US practices were the main reference for them. In addition, this showed how the problems of AI could be the same in different countries, although the solutions might be different. The collaboration with Far Western University (Nepal) was also very significant. Working with them gave us the chance to get a point of view from South Asia about using AI for education. The participants could easily understand their instances as both India and Nepal have comparable educational challenges. The collaboration assured that the workshop sessions were not only inclusive but also more appropriate. India's national education goals have been empowered by the PM-USHA institutional support. The programme was consistent with these goals. With the help of workshops, the PM-USHA centre has linked teacher education with the changes reform by the Government of India. The workshops have likewise been connected with the digital learning reforms initiated by the Government of India.

These partners formed a powerful ecosystem through their collaboration. The vision was given by UNESCO, the platform was provided by MJPRU, international insights were brought by MVSU and Far Western University, and the programme was within India's policy framework by PM-USHA. Such a combination of global and local strengths transformed the workshops from a mere event to a real learning journey for everyone involved.

2.2 Timeline of the Programme

The program extends over a few months. It commenced with an orientation in November 2024 and wrapped up with the fourth international workshop in May 2025. Each action was more than the previous one. The time period demonstrates that the program gradually reached from the fact that it was known to be practiced, finally towards consolidation.

- Pre-workshop (10 November 2024): The pre-workshop was the beginning of the journey. With Generative AI, participants were made familiar with the ground in this session. In this, AI awareness and skills baseline surveys were also done.

- First International Workshop (19 November 2024): The very next week, the first full workshop was held. Its main focus was on AI ethics and use of AI in teaching and curriculum designing. Through classroom scenarios, the experts from India and foreign countries supported the participants to understand the issues.
- Second International Workshop (21 December 2024): Second workshop went a step deeper into the practice. The session focused on AI as a tool for research and content writing. Each participant has taken on the role of using AI in academic writing, multimedia development and citation management. This workshop was instrumental in establishing a strong link between AI competencies and research activities.
- Third International Workshop (21 February 2025): By the time of the third intervention, participants were contemplating advanced applications of the technology. The main focus of this workshop was AI-generated lesson plans, simulations, and gamification. To explain, it opened new horizons for teachers in their classrooms to make use of engaging, inclusive and interactive methodologies.
- Fourth International Workshop (10 May 2025): The program terminated with the fourth workshop. It was the theme of AI-driven applications for active learning. Apart from simply using these tools, the participants also took a step further and started small app prototype creations of their own. The final workshop, likewise, offered time for discussion, feedback, and planning the future.

This timeline depicts that the program was not an event of a single day or moment. It was a journey of learning that took place over six months. Each workshop had a focus, yet they all were like different pieces of the same bigger picture, working together. Participants matured stepwise from comprehending AI, to practising it, to employing it creatively in education and research. (Refer Annexure A1)

2.3 Participants

The participants are the ones who made this programme strong. Teachers, pupil teachers, and researchers were all a part of it and they brought with them their curiosity, energy, and a real eagerness to learn. They were from different kinds of backgrounds, different fields, and had different experiences. This variety had a great impact on every session. Staff members were from both colleges and universities. Along with them, they brought not only the realities of the classroom but also some practical and interrogative questions. A lot of them were interested in knowing how AI could be a support for lesson planning, assessment, and inclusive teaching. Students came along with a new and vibrant spirit. They are basically at the very beginning of their careers. For them, Generative AI was both the new opening and the big challenge. What they wanted was to be able to use AI in the classrooms confidently and at the same time not to be dependent on it blindly.

Along with teachers, researchers also became a powerful team. They saw AI as an assistant in writing, reviewing literature, and managing citations. For them, AI equaled time-saving, making arguments more precise, and at the same time, it opened new directions for research. The programme was open to participants from India and other parts of the world as well. Foreign participants brought different flavors and shared their own systems' practices. The opportunities and worries that AI brings to different countries were evident to everyone through their stories. Overall, the programme was successful in getting a large number of people involved. Those folks were not merely there to hear what was being said but also to vigorously

involve themselves in the process. They were engaged in questioning, expressing their doubts, verifying the tools, producing outputs, and giving their feedback. Their enthusiasm turned the workshops into lively venues for co-working. The program had united 836 participants going through different stages of education. Of this, researchers (38%) were the major group, carrying with them the academic depth, a research-oriented mindset, and the ability to critically look at Generative AI. Faculty members and teacher educators (32%) were the ones who through their practical classroom experience and pedagogical insights, contributed most. Students (23%) were the ones who in turn, brought the fresh setting of the problem, creativity, as well as the zeal of the future professionals. There was a smaller group (7%) of administrators, NGO representatives, and technology enthusiasts who not only widened the discussions but also brought in their own unique viewpoints. This well-balanced mix led to the formation of a rich learning community where the rigor of research, the practice of teaching, and the curiosity of the youth met to explore AI in education. (Refer Annexure A2)

Table 2.1: Participant Profile Table

Category	Number	Percentage
Researchers (M.Phil./Ph.D.)	320	38%
Faculty / Teacher Educators	270	32%
Students	190	23%
Others (Administrators, NGO reps, Tech Enthusiasts)	56	7%
Total	836	100%

2.4 Resource Persons

The resource persons were the lifeblood of the programme. They did not limit themselves to lecture delivery only. They narrated their own experiences, facilitated the activities, and motivated the participants to develop a new perspective. Their expertise and willingness to share made a very friendly and learning environment. Senior professors, researchers, and teacher educators came with the profound academic background. They made it clear how AI is related to pedagogy, curriculum, and the reality of the classroom. Their talks made a bridge between the brand-new technology and the Indian education sector's needs.

Experts from the United States and Nepal, on the other hand, added a global view to the matter. They explained the use of AI in their local contexts. They showed that the issues such as the ethics, plagiarism, and inclusiveness faced by everyone, no matter where they are. The focus of their presence was on the fact that AI is a worldwide problem that needs worldwide cooperation. Each and every one of the resource persons had something different to offer. While a few of them talked about ethics and human rights, others gave demonstrations with hands-on tools. Some of them focused on AI in research, while the others got AI involved in teaching and gamification. The range of topics that these resource persons brought to the fore ensured that the participants were given a nicely balanced set of theory, practice, and reflection. Apart from the formal sessions, the resource persons also had informal interactions with the participants. They cleared the doubts, recommended the tools, and motivated the participants to keep on experimenting. The personal engagement of the speakers was one of the things that many participants mentioned during their feedback. The resource persons, thus, constituted a team that was the perfect combination of academic and practical expertise with the ethical vision. They contributed to the programme not only in terms of depth but also in terms of breadth. (Refer Annexure A3)

Chapter 3: Methodology

3.1 Programme Design

The programme was not a one-shot kind of thing. It was planned in stages and in a methodical manner so that the participants would be able to learn gradually. The journey began with a pre-workshop and then extended to four global workshops. Each stage was different in terms of its focus, but the stages were all linked to each other like connecting pieces of a puzzle.

The pre-workshop (10 November 2024) set the scene. It acquainted the participants with AI Generative and gave them an experience of the tools directly. It has been taken as an opportunity to collect the baseline data by means of the AI Awareness Scale and AI Skill Inventory. This was instrumental in grasping the training participants' level was before the training. The first workshop (19 November 2024) concentrated on ethics, human rights, and curriculum design. The aim was to link AI with values and with teaching practices. The second workshop (21 December 2024) was more about research and content creation. The third workshop (21 February 2025) focused on the use of the technology in areas like simulations and gamification. The last workshop (10 May 2025) was about connecting all the dots – active learning and AI app development.

Such an arrangement enabled the participants to progress from the stage of merely being aware of the issues to practice and then even to creativity. Besides, it guaranteed the continuity as well. The programme also adopted a hybrid model. The hybrid design of the programme made the programme open to everyone. Those who live in remote areas or even in different countries can easily be a part of the programme. The workshops employed a combination of different methods – lectures to present the theory, hands-on sessions to offer practice, group discussions to help the reflection, and assignments to facilitate the output creation. The equilibrium between these different methods made the programme vibrant. Participants, they were not only recipients; they also became involved in the creation, questioning, and sharing. The programme layout was coherent, sequential, and open. It enabled every individual to study in his/her personal way and to have the capacity to use the knowledge in actual works.

3.2 Pedagogical Approach

The programme was based on the learning-by-doing method. The participants were not only allowed but were also compelled to experiment, practise, and create using AI tools during the sessions. The aim was for the participants not to simply hear the lectures and jot down the points. It was a participant-oriented mind-set that characterised each workshop, and after the show, the pulse was taken through the hands-on activities. One of the instructors was conducting a demo on the use of an AI tool for lesson planning, participants were thus, quick to follow the examples on their own laptops or mobiles. Researchers, upon the demonstration of AI-based citation management, immediately created sample bibliographies. Such on-the-spot work removed hesitation and strengthened confidence.

The importance of reflection was also emphasised in the pedagogy. After the activities, they spoke about what they had done, what puzzled them, and how they could utilize AI in their classrooms or research. These reflections gave them an opportunity to link AI with everyday situations instead of keeping it as a mere theory. Another core facet of pedagogy that the participants were taught was collaboration. Working in groups for certain assignments, participants shared ideas and helped one another. The presence of International experts from

the USA and Nepal not only broadened the perspectives but also deepened the discussions. The combination of different voices resulted in peer learning and mutual respect.

Furthermore, a scaffolded approach was used by us. At first, the sessions were only about getting the basic knowledge and carrying out simple tasks. The later workshops included advanced topics such as simulations, gamification, and app development. Such a gradual move ensured that any participant would not be left behind and at the same time, the advanced learners would find sufficient challenges. The pedagogy always centred on balanced learning. It was a mix of knowledge (what AI is), skills (how to use AI), and values (how to use it responsibly). Participants were full of life, eagerly waiting to be part of the activities, and always in operation. Not only were they turned into learners, but also, creators, problem-solvers, and future trainers.

3.3 Monitoring & Evaluation Tools

It was obvious from the very start that a properly supervised and assessed program of such scale was needed. If it hadn't been there, it would have been impossible to measure learning, track growth, and develop future workshops. So, a decision was made to install a variety of tools that not only counted but also captured the stories of the people. These tools gave the opportunity to know fully both what the participants learned and how they felt.

One of such tools was the AI Awareness Scale. There, the participants had to do it before and after the workshops. The scale was set up to determine the knowledge of the user of Generative AI concepts, ethics, and applications. Comparing the results helped to find out the degree of awareness that was achieved.

The second tool is the AI Skill Inventory. This gadget prompted the users to state their level of confidence in the use of AI tools. They were also asked about their ability to apply AI in the areas of lesson planning, research, content creation, and classroom practice. It uncovers not only the knowledge but also the readiness of the users to carry out AI in real work.

The third tool is the Feedback Form. After each workshop, the participants informed their ideas about the quality of the sessions, the helpfulness of the content, the performance of the resource persons, and their overall satisfaction. For us, this was a pass to get first-hand information on what was going well and what needed more focus.

An Open-Ended Response Sheets was also resorted. Here, the participants are given a chance to share their views with no limitation. They talked about their personal reflections, challenges, suggestions, and ideas for future training. The words found in these responses reveal not only the feelings but also the creative side and even the practical aspects that are not visible in the numbers. Furthermore, each tool was employed among different classes of participants — researchers, faculty members, and students; therefore, the research provided a picture of not only the surface but also a plunge within the groups. So, these four tools were not unbalanced; on the contrary, they were interdependent. The scales and inventories delivered quantitative data (numbers and percentages). The open-ended responses offered qualitative insights (themes, opinions, and stories). Such a combination made our assessment neither one-sided nor superficial but deep and significant.

3.4 Data Collection

Gathering data was a major part of the whole program. The objective was to record the learning process in a very organized way and at the same time, keep it easy for the people involved.

That is why it was decided to go for simple, familiar instruments and mix them with direct results and accounts.

Most of the data came from Google Forms. People involved in the program filled these forms before, during, and after workshops. This method was quick, convenient, and reliable. It provided the chance to collect responses on the spot and store them in a safe way. AI Awareness Scale, AI Skill Inventory, and the Feedback Surveys were prepared through these forms. Besides, the outputs of the participants were also used as another type of data. These outputs were the development of lesson plans, quizzes, research outlines, presentations, and small app prototypes. They were not only assignments. They were real examples of how participants had grasped and implemented what they learnt. In addition, resource persons and facilitators observed participants during their activities. They recorded the engagement levels, group discussions, questions asked, and creative practices. These observation notes expanded the survey data and helped to gain a deeper understanding of participant behaviour.

The sources of data collection for the programme were threefold:

1. Surveys and forms – to capture numbers and ratings.
2. Outputs – to capture tangible results of learning.
3. Observations – to capture behaviours and interactions.

By connecting these sources, it was ensured that the data not only reflected the words of the participants but also their actual deeds during the workshops. Details about participants category (researcher, faculty, student, others) were also collected at the time of registration. This allowed to compare the differences in awareness, skills, and feedback among the groups.

3.5 Data Analysis

It was decided to present the data in a very direct and simple way. The core idea was to show the obvious trends, simple comparisons, and major insights. Besides the overall averages, the data was also broken down into various categories. For example, the scientists displayed a stronger awareness at the beginning, while the students showed the greatest development over time. The faculty members were said to be making continuous progress, particularly in the use of AI in the classroom. Intricate statistical operations were not performed since the goal was not to confuse but to present the findings in a way that anyone could understand.

AI Awareness Scale: Calculations were based on average scores of the participants before and after the workshops. This gave a measure of how much their awareness of AI concepts and ethics had deepened. The results were represented to the audience through bar charts, where the progress was visible immediately.

AI Skill Inventory: A situation was found where the participants rated their skills as "High" or "Very High" before the training, and then after the training. This was then converted into numbers. A stacked bar chart made the transition from one stage to another clear, also showing the increase in confidence and competence.

Feedback Forms: The number of responses was concentrated in different categories, such as Excellent, Good, Average, and Poor. Then, for each category, the percentage was calculated. The data was presented to the audience in the form of a summary table and a pie chart depicting overall satisfaction. This was a nice and quick method of demonstrating how participants valued the programme.

Open-Ended Responses: Focus was given on every single reply and after that, they were categorized into 3-4 themes such as the training's usefulness, more advanced session needs, and ethical concerns. 2-3 quotes from the participants under each theme were also included. This gave the participants a voice, and the researchers could now identify the emotions and personal experiences.

Outputs: The number and the type of the outputs were recorded that were the work of the participants- lesson plans, quizzes, research outlines, presentations, and app prototypes. These numbers are real proof that the participants did not only learn but also generated appropriate materials.

Triangulation: Each data source was not considered separately but rather combined measures to confirm results. For instance, when participants reported an enhancement in their AI skills in the inventory, it was also observed that there were more high-quality outputs in their projects. Feedback forms that indicate satisfaction are usually followed by open-ended comments giving the reasons. This cross-checking added trustworthiness to our findings.

Ethics: The data was obtained in a manner that was entirely respectful of the participants. Participation was free and voluntary. The privacy of the responses was guaranteed, and any name was not mentioned in the analysis. All the materials and outputs were given under a Creative Commons (CC BY-SA) license so that other learners could be facilitated in the future.

This descriptive approach gave a broad picture of the situation. Numbers pointed to the progress that was made. Visuals clarified the findings. Citations revealed the human side of the story. Outputs offered solid evidence. They all, together, told the complete story of learning and its impact.

Chapter 4: Workshop Reports

4.1 Pre-Workshop (10 November 2024)

The programme kicked off with a pre-workshop. The session was a preparation for the forthcoming international workshops. It acquainted the attendees with the concept of Generative AI and allowed them to think about their own knowledge and abilities prior to the official training. The pre-workshop was open to the entire 836-member cohort, i.e., researchers, faculty members, and students. This first meeting was instrumental in getting everyone on the same page in terms of different levels of experience.

Schedule

The pre-workshop ran on 10 November 2024 at MJPRU, Bareilly. Sessions combined short talks, interactive demonstrations, and group discussions. (Refer Annexure A1)

Topics Covered

- What is Artificial Intelligence and Generative AI?
- How to use AI tools such as ChatGPT, DALL·E, and citation managers
- Ethics issues: cheating, ill use, and fairness of AI in education
- Worldwide standards by UNESCO for Generative AI
- Orientation to the upcoming workshop series

Activities

As a baseline exercise, the participants completed the AI Awareness Scale and the AI Skill Inventory. In addition, they were involved in guided demonstrations where they tried out simple AI tools. Small group discussions gave them an opportunity to communicate their initial ideas about AI and what they hoped to get from the workshops.

Outputs

- A baseline dataset of AI awareness and AI skills
- Participant reflections on opportunities and concerns about AI
- A list of expectations from the upcoming workshops

Monitoring & Evaluation (M&E) Summary

The data before the workshop revealed that the majority of the participants only possessed a rudimentary knowledge of AI. Some had come across the names of tools like ChatGPT but had not really tried to use them. So the baseline scores offered a launch pad for gauging progress. Moreover, the attendees communicated their positive energy and inquisitiveness co-existing with their worries about wrong use and copy-pasting.

4.2 First Workshop (19 November 2024)

The formal start of the series was the first international workshop. It was held on 19 November 2024 at MJPRU, Bareilly. The workshop dealt with the moral aspects of AI and its use in teaching and curriculum design. It was a great gathering of eminent speakers, resource persons, and enthusiastic participants. Researchers, as a part of the audience, gave up their seats and came forward to provide the most critical views during ethics talks; faculty members shared

their classroom experiences; and students were fully involved in hands-on practice. Such a blend resulted in equilibrium in the discussions.

Schedule

The workshop kicked off with an inaugural session where the Hon'ble Vice Chancellor, senior academicians, and invited dignitaries enlightened with their ideas. The day was filled with various technical sessions that included keynote addresses, expert lectures, and practical demonstrations. (Refer Annexure A1)

Topics Covered

- AI, Human Rights, Democracy, and Rule of Law – delivered by *Prof. Antonietta Raffaella Elia* (Italy)
- AI-Enhanced Curricula: Hands-on Techniques – led by *Dr. Kanak Sharma*
- Generative AI Tools for Personalized and Inclusive Learning – guided by *Dr. Nellie Deutsch* (Canada)

These sessions helped participants to understand both the theory and practice of AI in education.

Activities

After the sessions, the learners got a chance to practice what they had learned. They tried prompt engineering for lesson planning, created fictional classroom activities with the help of AI, and discussed the issues of personalization and inclusivity. Small group discussions gave participants a chance to reflect deeply on how AI could be used in their teaching of different subjects.

Outputs

- Sample lesson plans designed with AI support
- Quizzes and question sets generated with AI tools
- Reflection notes on ethical concerns and responsible classroom practices

Monitoring & Evaluation (M&E) Summary

The chosen subjects and the hands-on elements of the sessions were highly appreciated by the members. The consciousness scores after the workshop raised notably in comparison to the initial data of the pre-workshop. Those involved in the workshop expressed that they felt more confident in utilizing AI in curriculum design. At the same time, they recognize that they have to continue practicing and that they would like to have more training in ethics.

4.3 Second Workshop (21 December 2024)

The second global workshop was held on December 21, 2024. The attendees already had some understanding and practical experience from the first event. This workshop went a step further and concentrated on AI-powered research and content creation. It equipped the participants with new skills for academic work and multimedia development. The use of AI for academic writing and citation management attracted researchers the most. On the other hand, faculty members and students showed more interest in multimedia and creative classroom applications. The different but complementary priorities in various categories were reflected in this.

Schedule

The workshop ran as a full-day event. It included combining technical sessions, practical demonstrations, and interactive discussions. Resource persons guided participants through real research examples and creative assignments. (Refer Annexure A1)

Topics Covered

- Leveraging AI for Research Practices – by Prof. Sudhir Dawra
- Developing Audio/Video and Animations with AI – by Dr. Perna Mandhyan
- UNESCO Training Module on Generative AI – by Dr. H. Titilola Olojede (South Africa)

These sessions gave participants exposure to both research-oriented tools and creative AI applications.

Activities

During the workshop, participants engaged in small projects:

- Researchers experimented with the use of AI-powered tools for literature review, paraphrasing, and citation management.
- Teachers and pupil teachers tried out AI-generated multimedia content such as audio lessons, animations, and videos.
- Groups reflected on ways of applying the framework of the UNESCO guidelines in their local educational institutions.

Outputs

- Draft research outlines created by participants with AI support
- Samples of AI-generated multimedia content (short videos, animations)
- Notes on the use of UNESCO's AI training module for teaching and research

Monitoring & Evaluation (M&E) Summary

The feedback was absolutely positive. Those who took part in the workshop believed that this session gave them a more practical understanding of AI, which they had learned only theoretically. A large number of them informed that they are now capable of handling academic writing and content creation by means of AI in a confident way. The skill inventory outcomes revealed a significant increase in the level of researchers' confidence. The main idea in participants' comments was very clear: "AI is a great time saver but it should be used with ethical consideration."

4.4 Third Workshop (21 February 2025)

The third international workshop took place on 21 February 2025. At that time, the participants had already become familiar with and practiced in the use of AI for teaching and research. This session concentrated on sophisticated applications such as AI-generated lesson plans, virtual classrooms, and gamification. The meetings aimed to faculty members to creativity and innovation in teaching by using AI as a tool of support. Students enjoyed gamification activities, faculty members worked on lesson plan simulations, and researchers shared ideas on evaluation methods. Thus, each group used AI in their professional field.

Schedule

The workshop included an inaugural address followed by three technical sessions and group activities. Resource persons guided participants through live demonstrations and practical exercises of various AI tools used in the field of education and Research. (Refer Annexure A1)

Topics Covered

- Guest Address – *Prof. Mike Perkins* (USA)
- Designing AI-Driven Lesson Plans and Simulations – *Prof. Vinod Kumar Kanvaria* (Delhi University)
- AI and Gamification for Inclusive Learning – *Dr. Neha Gupta*

These sessions explored how AI could make teaching more engaging, personalised, and inclusive.

Activities

Several practical exercises were done by the participants:

- Planned lessons using AI incorporation, also providing examples for science and social science subjects.
- Developed gamified activities by using AI to generate quizzes, riddles, and interactive content.
- Group discussions on inclusive classrooms and how AI can be used to engage diverse learners.

Outputs

- AI-driven lesson plans developed during the workshop by participants
- Gamified classroom projects prepared in groups
- Reflection notes on inclusivity and creative use of AI

Monitoring & Evaluation (M&E) Summary

The attendees of this workshop have been highly positive about this session, as they considered it to be the most engaging and interactive among the series. Several of them expressed that they have transitioned from "learning about AI" to "creating with AI." The skill checklist reflected a considerable increase in the use of AI technologies for creative and applied tasks. The survey responses have characterized the participants as enthusiastic about implementing gamification strategies in their actual classrooms. Some of them have identified issues related to time management and provision of tools in schools, and these points have been acknowledged for the next training sessions.

4.5 Fourth Workshop (10 May 2025)

The fourth international workshop was organised on 10 May 2025. This event was the grand finale of the whole programme. Participants had already moved through the stages of awareness, practice, and creativity in the previous workshops. The fourth workshop led them to the next level - AI-driven applications for active learning and reflection. It was also a place to review the journey and make plans for the future. By the last workshop, all categories - researchers, faculty, and students - were AI users of great confidence. Researchers were

engaged in sophisticated app development, faculty in using reflection tools in the classroom, and students in completing interactive assignments.”

Schedule

The workshop opened with a welcome note and a special address. Two major technical sessions followed, along with reflection activities and a valedictory session. (Refer Annexure A1)

Topics Covered

- Address on AI in Active Learning – by *Prof. R. K. Prema Rajan*
- Designing AI-Driven Apps for Education – by *Mr. Avichal Dixit*
- Hands-on practice sessions on app development and integration of AI in classroom reflection

These sessions helped participants to see AI not just as a tool for support but as a platform for innovation and educational design.

Activities

- Resource persons guided participants as they engaged in live app design exercises.
- They considered the usage of AI for student reflection, feedback, and personalized learning pathways.
- A group feedback session helped everyone to share their general experience of the whole workshop series.

Outputs

- Prototype AI-driven apps created during the session
- Reflections and feedback collected from participants about the whole programme
- A list of suggestions for future AI training

Monitoring & Evaluation (M&E) Summary

The last workshop demonstrated that the people involved have developed a lot in both their understanding and their abilities. A good number of them declared that they were sure of using AI tools straight in their classes and research projects. The evaluation questionnaires indicated very high levels of satisfaction. Free format comments pointed to the necessity of deep follow-up training and the great importance of regular practice. They also liked working across borders and wanted the programme model to be continued.

Chapter 5: Cross-Workshop Analysis

5.1 Participation Trends

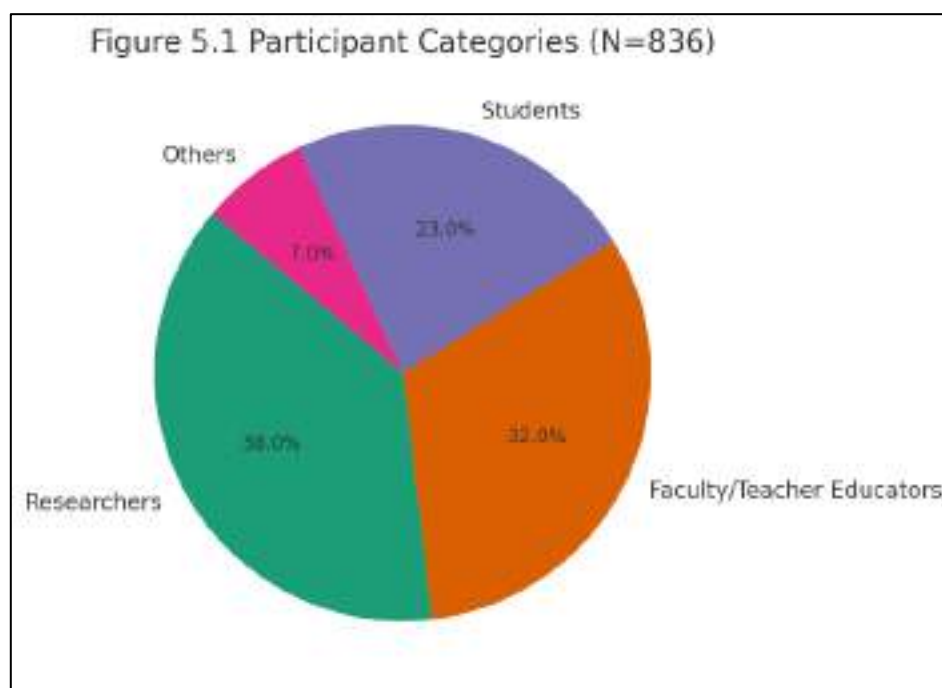
Participation was one of the defining features of this programme. The number of participants was quite impressive throughout the pre-workshop and the four international workshops, with a good combination of faculty members, students, and researchers.

Table 5.1: Participant Categories of the Programme (N = 836)

Category	Number	Percentage
Researchers	320	38%
Faculty / Teacher Educators	270	32%
Students	190	23%
Others (Admins, NGOs etc.)	56	7%
Total	836	100%

Table 5.1 reflects the makeup of 836 participants by category. Researchers were the biggest group 38% followed by faculty/teacher educators 32% and students 23%. A relatively small group 7% was made up of administrators, NGO representatives, and others. The variety of the discourse ensured that combining research depth, classroom insights, and fresh student perspectives was possible.

Figure 5.1: Participant Categories (N = 836)



The pie chart reveals the proportional distribution of participants. Researchers took the largest part, which indicates their strong academic interest in the programme. Faculty and students were almost equally represented, which ensured a good balance between experienced educators and emerging professionals. The presence of “others” contributed to the programme with cross-sector perspectives.

Diversity was the programme’s other strength. Participants were of different disciplines, institutions, and even countries. The international involvement, particularly, experts, and collaborators, lifted the quality of the programme to a global level. Thanks to the hybrid model, participants from faraway places could join online without any trouble.

In sum, participation patterns pointed out two things very clearly: the interest in Generative AI was increasing gradually, and the programme was successful in creating a community of active learners who remained engaged over the period of several months.

5.2 Awareness Gains

The program was able to achieve one of the most visible and unambiguous effects by making a large number of people aware of Generative AI. Initially, during the pre-workshop, most of the participants hardly had any idea about AI tools. A lot of them had simply heard the names such as ChatGPT or image generators, but only a very few had actually done so in such a way that it was structured and purposeful. Also, to them, ethical issues, inclusiveness, and responsible usage were areas that they scarcely understood. Since the workshops were ongoing, the level of awareness kept on increasing gradually and noticeably as well. The AI Awareness Scale, which is done before and after every workshop, showed this development. Average scores kept on increasing throughout the series.

By the time of the last workshop, majority of the participants were able to explain clearly:

- What Generative AI is,
- How it can be incorporated in teaching and research,
- The reasons why ethical guidelines are necessary, and
- The manner in which AI can be integrated into different frameworks like NEP 2020, and UNESCO’s guidance.

In fact, apart from the data, the growth was also confirmed by the talks and the reflections. In the first few sessions, participants raised questions at a very basic level such as “Can AI really prepare a lesson plan?” or “Will AI replace teachers?”, but in the last workshop, the questions were of a much deeper nature: “How do we check plagiarism in AI content?” or “How can AI promote inclusivity for differently-abled learners?”. This change of the nature of questions from one stage to another indicated that not only the awareness level had been raised but also that it had been taken to a higher level. Participants had gone beyond mere curiosity to critical reflection.

Table 5.2: Average AI Awareness Scores Across Workshops

Stage	Average Awareness Score (1–5)
Pre-Workshop	2.1
Workshop 1	2.8
Workshop 2	3.4
Workshop 3	3.9
Workshop 4	4.3

The table illustrates the gradual improvement of average awareness scores through five stages. The group had a low baseline of 2.1 at the beginning and got to a very high level of 4.3 by the

fourth workshop. The progression reflects the ongoing practice of the ideas taught in the sessions.

Table 5.2a: Average AI Awareness Scores by Category (Pre vs Post)

Category	Pre-Workshop	Post-Workshop 4	Gain
Researchers	2.6	4.2	+1.6
Faculty	2.3	4.2	+1.9
Students	1.9	4.3	+2.4

It represents the comparison of the awareness scores of researchers, faculty, and students before and after the programme. Students were the ones to score the lowest at the start 1.9 but they made the biggest progress +2.4. Researchers had the highest starting point 2.6 but their growth was moderate +1.6. Faculty were on a sounding pattern of development +1.9, finishing at the level of researchers.

Table 5.2b: Average AI Awareness Scores by Category and Stage

Stage	Researchers	Faculty	Students
Pre-Workshop	2.6	2.3	1.9
Workshop 1	3.1	2.7	2.5
Workshop 2	3.5	3.2	3.3
Workshop 3	3.9	3.7	3.8
Workshop 4	4.2	4.2	4.3

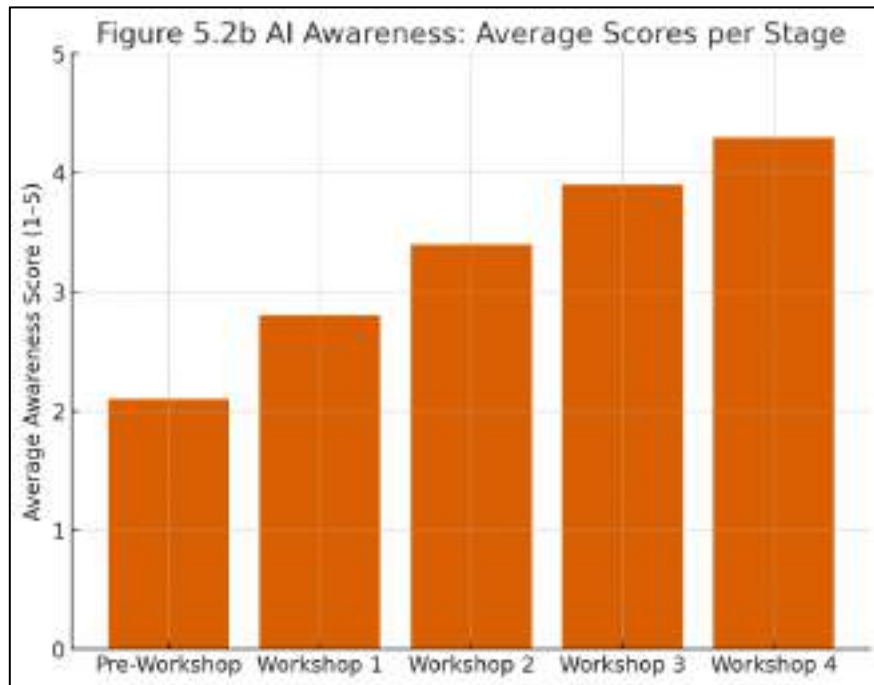
The table is extensive and clearly indicates the scores per category at each stage. The researchers were ahead in the first stages, but the students rapidly followed and finally got to the highest final mean of 4.3. The faculty showed a continuous and smooth growth curve of well-balanced increments throughout. The levelling off of scores by Workshop 4 indicates that the training was effective and that all categories benefited from it.

Figure 5.2a: AI Awareness Growth Across Workshops (All Participants)



The line chart represented here is an overall awareness trend of all participants. Post workshops, the level of awareness went up slowly but surely from 2.1 at Pre-Workshop to 4.3 at Workshop 4. The nearly straight positive slope is evidence that every workshop was a major contributor to the knowledge gain.

Figure 5.2b: AI Awareness: Average Scores per Stage



The bar charts serve to emphasize the average awareness at each point. They confirm that the programme was successful in taking the participants from a very low starting point to a consistently high level of awareness. The visual step-by-step progression is a reflection of the effectiveness of the sequential organization of workshops. The programme was instrumental in establishing a strong base of AI literacy among the participants. It enabled them to view Generative AI not as a far-off or perplexing concept, but as a handy, ethical, and creative resource in education and research.

5.3 Skill Development

In addition to knowledge, the workshops also developed hands-on skills in the application of Generative AI instruments. This effect of the program was the most influential. At first, a lot of participants confessed that it was their first time using AI tools. Some had only watched them on social media, and a few had only heard about them from students. They were reluctant, even scared, to try such tools on their own. The hesitance of the workshops turned into empowerment. Through guided practice, participants learnt how to:

- Employ ChatGPT to create lesson plans, quizzes, and get help with academic writing.
- Discover DALL·E and other image generators to produce visual teaching materials.
- Implement AI-powered citation tools like Zotero to simplify reference management.
- Try out AI-powered teaching-learning simulations, animations, and gamified content.
- Make the first move towards AI app development for active learning.

The AI Skill Inventory, which was done before and after the workshops, is an indication of the difference in participants' confidence levels. At the beginning of the workshops, only a handful of participants rated their skills as "High" or "Very High." By the time the last workshop was conducted, the proportion of users who felt confident had risen significantly. The results were more powerful than the figures. Participants developed lesson plans, quizzes, multimedia content, research outlines, and even small app prototypes. These outputs demonstrated that participants were not simply learning tools in theory but were familiar with their practical usage.

Table 5.3: Percentage of Participants Reporting High/Very High AI Skills (Overall)

Stage	High/Very High (%)
Pre-Workshop	23%
Workshop 1	42%
Workshop 2	54%
Workshop 3	67%
Workshop 4	77%

This table charts the change of the global participant pool in self-rating of their AI skills as High/Very High. The proportion of participants who rated themselves as High/Very High AI skills increased regularly from 23% in the Pre-Workshop to 77% in Workshop 4. This is equivalent to the self-reported skill confidence increasing three times.

Table 5.3a: Percentage of Participants Reporting High/Very High AI Skills by Category (Pre vs Post)

Category	Pre-Workshop	Post-Workshop 4	Gain
Researchers	28%	82%	+54%
Faculty	20%	74%	+54%
Students	18%	78%	+60%

This table outlines the differences at the category level in skill growth. Students showed the largest gain (+60%), with their percentage increasing from 18% to 78%. Researchers and faculty, both, have improved by +54%, but researchers have the highest final confidence (82%).

Table 5.3b: Percentage of Participants Reporting High/Very High AI Skills by Category and Stage

Stage	Researchers	Faculty	Students
Pre-Workshop	28%	20%	18%
Workshop 1	45%	38%	40%
Workshop 2	56%	50%	53%
Workshop 3	68%	63%	66%
Workshop 4	82%	74%	78%

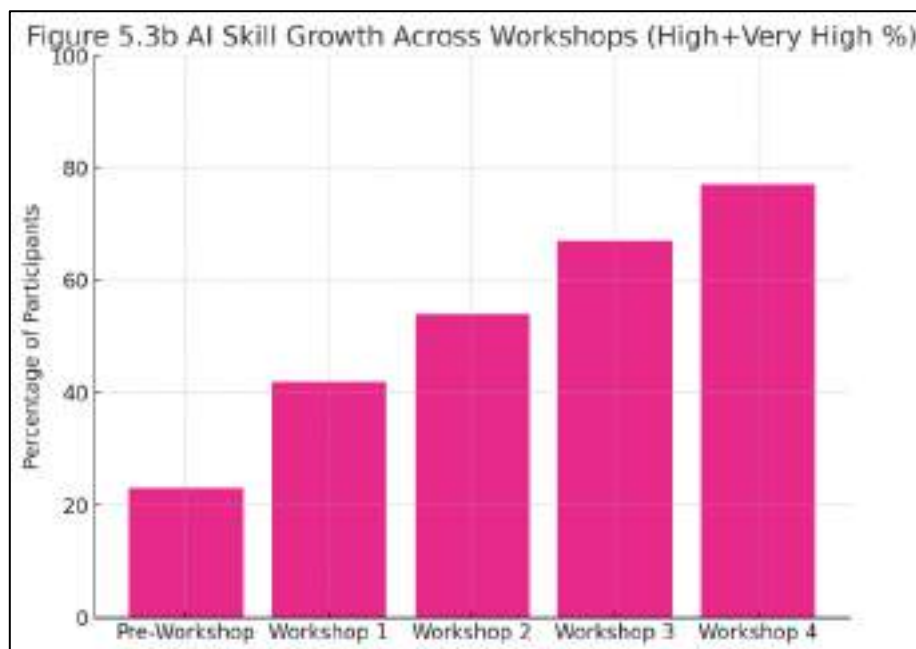
This table contains the percentages of each category of each workshop. Scientists were the strongest on the baseline, but students showed sharper be consistent and most notably gain between Workshop 2 and Workshop 4. Most faculty were confident by the final stage and they showed consistent improvement. More than 74% of each group rated themselves High/Very High by Workshop 4.

Figure 5.3a: High/Very High Skills Across Workshops (All Participants)



The line graph illustrates the overall increase in High/Very High skills from the different workshops. The curve shows a steady upturn from the Pre-Workshop when only 23% of the participants rated themselves as High/Very High, to Workshop 4 where the figure is 77%. The continuous upward trajectory highlights the effectiveness of progressive training design.

Figure 5.3b: AI Skill Growth Across Workshops (High + Very High %)



The bar chart shows the percentage of people with High/Very High skills who were the participants at each stage. The significant increase between Pre-Workshop and Workshop 1, which is followed by the gradual increase up to Workshop 4, indicates the sequence of immediate early training and subsequent training activities that not only consolidate but also expand the abilities further.

The increase was also evident in the language of the participants in describing their experience. Mainly in the first workshop, they requested demonstrations. By the last workshop, many of them were sharing their AI-generated content and discussing how they could personalize it more. The programme transformed the participants from hesitant beginners to confident users. It equipped them with skills that they can use in the classrooms and research, thus integrating AI as a practical part of their professional toolkit.

5.4 Feedback Summary

An in-depth understanding of the users' experience was possible through the feedback, which was collected after each workshop. Nearly all the users spoke very highly of the sessions which they found to be appropriate, helpful and interesting.

The majority of the participants to the question about the content of the sessions, considered it to be Excellent or Good. They appreciated that the issues were not only presented from the theory but were also demonstrated in practice. A large number of them indicated the practical activities as the portion in which they received the most support. They said that doing the tools right after the demonstrations helped them get over their hesitation. As far as the resource persons are concerned, the feedback was also very positive. Participants were impressed with the clarity of the explanation, the patience in doubt solving, and the number of international and national perspectives. A few of them mentioned that the personal involvement of the speakers during the breaks and the group work made the atmosphere for learning very friendly.

The analysis of the pie chart in terms of overall satisfaction has shown that most of the people consider their experience as Excellent. Only a few people rated it as Average, and almost no one rated it as Poor. This is the reason why the workshops were able to meet the expectations of such a diverse group of learners.

Feedback questionnaires also helped to give some practical advice. The participants asked for:

- more advanced training on some AI tools,
- longer practice sessions with the supervision of a guide, and
- next workshops to be able to keep up with new AI developments.

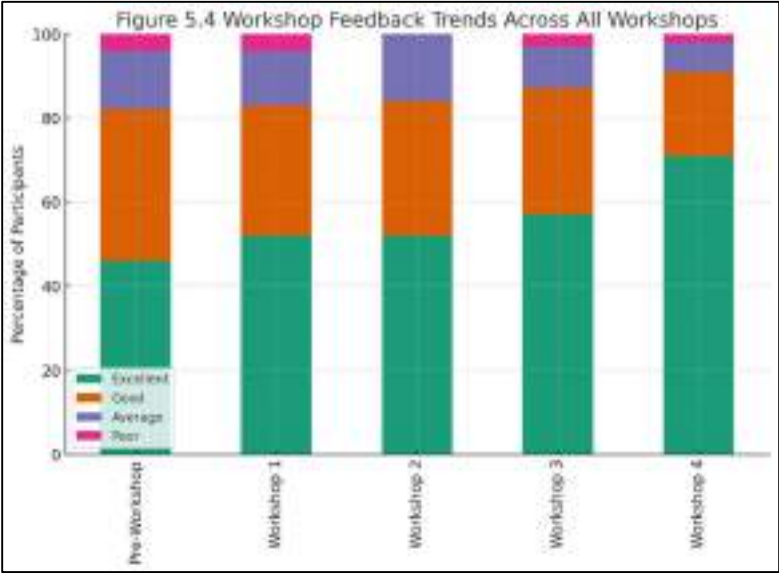
These proposals were very clear in all the workshops, which means the participants regarded this training not as a once-off event but as a future journey.

Table 5.4: Feedback Ratings Across Workshops (in %)

Workshop	Excellent	Good	Average	Poor
Pre-Workshop	46%	36%	14%	4%
Workshop 1	52%	31%	13%	4%
Workshop 2	52%	32%	16%	4%
Workshop 3	57%	30%	10%	3%
Workshop 4	71%	20%	7%	2%

This table presents the participant ratings for each session of the workshop. Over time, the proportion of Excellent ratings steadily grew and finally reached 71% in the last workshop. The number of Good ratings was stable, whereas the Average and Poor ratings decreased to very low levels. Thus, the data substantiates increased satisfaction with the programme over time.

Figure 5.4: Workshop Feedback Trends Across All Workshops



This infographic depicts the difference in feedback from the different workshops. The bars display natural changes but also a distinct peak of Excellent ratings in Workshop 4. The drop in Average and Poor ratings is a sign of continuous refinement of delivery and participant familiarization with AI tools. Feedback also had some category variations. Students rated the workshops highest for hands-on usefulness. Researchers gave stronger ratings for relevance to research work, while faculty members valued the ethical discussions and classroom demonstrations. More than 70% of each category in the last workshop rated their experience as Excellent. Feedback was one of the main reasons why the programme was not only accepted but also considered highly relevant, practical, and future-oriented. It gave the assurance that the training design was effective and that the participants were looking forward to the next steps.

5.5 Themes from Open-Ended Responses

The open-ended responses provided with some of the clearest and most human perspectives from the workshops. Where surveys and ratings reflected figures, these written reflections revealed the feelings, worries, and personal stories of the participants. Almost all 836 participants had open-ended responses. After categorisation, researchers spoke most of academic integrity and writing support, faculty members pointed out more classroom integration and student guidance, whereas students were mostly expressing their excitement for creativity and gamified learning. These variations have deepened the thematic analysis, which is presented in Table 5.5.

Table 5.5: Key Themes from Open-Ended Feedback with Representative Quotes

Theme	Summary of Responses	Representative Quotes
Practical Usefulness (most frequent)	Participants valued how AI saved time and improved teaching/research. Many described immediate classroom and research applications.	- “Earlier, I spent hours preparing quizzes. Now AI helps me do it in minutes.” - “I finally understand how to use ChatGPT responsibly for

		lesson planning.” - “For the first time, I created visuals with DALL·E for my lectures—it impressed my students.” - “AI reduced my workload in making presentations and gave me more time to focus on teaching.” - “I am now planning to introduce AI-based assignments for my students.” - “I used AI to design a science simulation that made my class interactive.”
Ethical Awareness & Responsibility	Participants highlighted plagiarism, bias, fairness, and responsible use. Many committed to guiding students on ethical AI use.	- “The best part was learning that AI is powerful but not always correct. We must check and guide students properly.” - “I will always remind my students to cite sources and disclose when AI is used.” - “Bias in AI shocked me. Now I know I must cross-check content before using it.” - “I used to think plagiarism with AI was harmless. After these sessions, I see why it’s dangerous.” - “The workshops gave me courage to start a discussion on ethical AI use in my college.”
Desire for Advanced Training	Many participants requested follow-up sessions for deeper practice in specific areas like research workflows, multimedia, and app development.	- “This was an excellent start. Please conduct advanced sessions on AI for research writing.” - “I want to learn app development in detail. The last workshop opened new doors for me.” - “AI for multimedia creation was very exciting. More hands-on practice would help us.” - “We need a longer workshop

		only for citation tools and AI-based academic writing.”
Global & Collaborative Learning	International speakers (USA, Nepal) and the hybrid format left a strong impression. Participants felt part of a global learning community.	- “It was inspiring to learn that teachers in the USA and Nepal face the same challenges as us.” - “The global collaboration gave me new confidence that we are part of a bigger movement.” - “Hearing different accents and styles made me realise education is truly global.” - “I felt proud that our university connected us with UNESCO and global experts.”
Transforming Fear into Confidence	Many began with hesitation or fear of AI, but left confident and future-ready.	- “At first, I thought AI would replace teachers. Now I know it will support us, not replace us.” - “I was scared to even try these tools. Now I am confident to teach my students with them.” - “I used to avoid AI because I thought it was too technical. These sessions proved it’s simple.” - “Now I can explain AI to my colleagues who still hesitate.” - “The workshops made me believe that even in rural colleges, we can use AI meaningfully.”

The table below reflects the five major themes participant reflections have identified. Practical usefulness and ethical responsibility were the most frequently talked about themes, followed by demand for advanced training, global learning, and the shift from fear to confidence. For each theme, there are some representative quotes to give an insight into the participant voices. On their own, these open-ended responses revealed that the participants appreciated the program for its utility, ethics, profundity, and collaboration. They did not perceive AI training as a single event. They perceived it as the inception of a journey that ought to be continued with more skilled practice, stronger ethical principles, and broader global sharing.

Chapter 6: Findings & Impact

6.1 Key Findings

The workshops generated a wealth of data through surveys, feedback forms, open-ended responses, and participant outputs. When all of this evidence was examined together, several clear findings emerged.

- Awareness of the topic AI has been changing the most. Most of the people taking part in the programme were hardly aware of AI at the start and they asked in a puzzled manner "What is AI?". By the programme end, this kind of question became "How can I use AI responsibly in my subject area?" So, the nature of their questions itself was a pretty big indication of their awareness growth. According to the AI Awareness Scale, the average score rose from 2.1 in the Pre-Workshop to 4.3 in the Fourth Workshop indicating this progress. The students showed the most considerable growth +2.4 points, while researchers and faculty members were constantly improving.
- The skills levels have been changed dramatically. By repeating the hands-on part, all the participants were provided with the use of AI tools in education and research. Teachers prepared lesson plans, researchers wrote academic outlines, and students made quizzes and multimedia content. The AI Skill Inventory showed a huge improvement in skill and confidence, with High/Very High skill ratings increasing from 23% to 77% overall. The students made the most significant progress +60%, whereas researchers recorded the highest final confidence level 82%.
- Learning was demonstrated through outputs. The workshops were not limited to theory only. Participants generated tangible outputs such as lesson plans, quizzes, multimedia projects, research outlines, and even app prototypes. These outputs showed that participants were not just playing around with AI but they were applying it in a meaningful way. They have turned into shareable resources that can facilitate teaching and research in the future.
- Ethics were put at the centre. Ethical considerations grew in prominence from the first to the final workshop. Participants recognised plagiarism risks, explored bias in AI-generated outputs, and discussed issues of fairness and inclusivity. Quite a few of them in their feedback openly shared that now they feel that they are able to guide their students on the responsible use of AI. The move from hesitation to assurance in dealing with ethical issues was probably the strongest achievement of the programme.
- Collaboration helped to deepen learning. The programme was not limited to a single university or country. Experts from India, USA, and Nepal spoke about their points of view. The participants appreciated this variety and acknowledged that it made them realise that AI challenges are worldwide and so are the solutions. The collaboration on an international level gave the workshops a certain depth and trustworthiness.

These five findings together represent the core of the programme. They demonstrate that the workshops managed to balance and sustain the combination of awareness, skills, ethics, and collaboration.

6.2 Impact on Participant

The programme's impact was different for each category of participants. Researchers, faculty, students, and other stakeholders, each of them had different kinds of benefits, which were

influenced by their prior knowledge, their roles, and professional needs. Impact found after the workshop are as follows:

6.2.1 Impact on Researchers

Researchers were the largest group (38%). They already had the strongest baseline awareness (mean = 2.6) and skill confidence (28%) and they grew even more. At the final workshop, 82% of them said that their AI skills were High/Very High. They created research outlines, AI-powered literature reviews, and research application prototypes. A significant number of researchers pointed to AI tools as a way to save them a lot of time in drafting, citation management, and data organisation. As a matter of fact, they also became more sensitive to plagiarism and integrity in academia was something that they stressed more.

6.2.2 Impact on Faculty / Teacher Educators

Faculty members (32%) were experienced teachers, but they only had moderate AI knowledge at the beginning (mean awareness = 2.3, skills = 20%). Throughout the workshops, they were on a steady upward trend and this was evidenced by their final awareness scores (4.2) and High/Very High skills (74%). Faculty work featured AI-assisted lesson plans, mini-lectures, and student ethical codes. They liked the idea of responsibility in the integration of AI in pedagogy and also pointed out that they now have the confidence to train the coming generation of teachers in AI literacy.

6.2.3 Impact on Students

Students (23%) had the lowest baseline awareness (mean = 1.9) and skills (18%) among all groups. Yet, they achieved the most substantial growth: the average awareness score increased by 2.4 points, and the proportion of those reporting High/Very High skill confidence increased by 60%, reaching 78% by the end of the programme. Students were very enthusiastic about the creative side of the program and the creation of quizzes, multimedia content, and gamification tasks. Some even admitted that their fear of AI had turned into confidence. For them, the programme not only equipped them with a necessary career skill, but it also boosted their self-confidence.

6.2.4 Impact on Others

The smaller portion (7%) consisted of a few administrators, NGO representatives and technology enthusiasts. Although they were not directly engaged in classroom or research activities, they recognized the advantage of learning about AI in terms of project management, institutional decision-making and community-level applications. Their involvement helped to balance the panel with different perspectives and they were enthusiastic about using AI for administrative efficiency and outreach.

Each and every group made a drastic change to their lives. Researchers streamlined their academic workflows, faculty members gained valuable teaching tools, students built up the necessary confidence for the future, and other people recognized the cross-sectoral possibilities. These impacts of the programme indicate that various participant needs have been fulfilled while a shared focus on AI awareness, skills, ethics and collaboration was kept.

6.3 Institutional and Policy Impact

The program impact extended beyond the individual beneficiaries to institutions and policy frameworks as well.

1. The improvement of Teacher Education Institutions (TEIs). Most faculty members attending the program were highly engaged and they later disseminated the newly acquired knowledge in their different teacher education institutions and universities. Several faculties of teacher education declared that their staffs have already begun to revise lesson planning templates by integrating AI-based activities. Few colleges started the conference of inter-weaving AI literacy in the curriculum of pre-service teacher training. This type of ripple effect is proof that the trainings have become a tool of institutional innovation.

2. Conformity with National Education Policy (NEP 2020). The workshop objectives were very closely aligned with the National Education Policy 2020 which emphasized, among its main points, the acquisition of digital literacy skills, creative pedagogy, and the use of technology in education in a responsible way. By equipping teachers, researchers, and students with practical AI skills, the program became a vehicle for the NEP 2020 vision enactment. The sessions also exemplified the policy's invitation to treat learning as multidisciplinary and globally interconnected by involving participants with experts from India, USA, and Nepal.

3. Connection with UNESCO's Ethical AI Framework. As the program was supported by UNESCO, it was consistent with the worldwide framework established by the organization for the ethical use of AI. The problems of a responsible approach, lessening of bias, and being supportive of inclusiveness that were most prominent in the participants' comments are in line with the core guidance of the UNESCO. In fact, participants shared that the workshops significantly increased their understanding of issues like fairness, transparency, and ethical boundaries. This accord with international principles gave the program global-level recognition.

4. The role of the program in initiating dialogues about institutional policies. Administrators and educational leaders, who were some of the participants, started talking about how to use AI strategically in their institutions. A few of them wrote about their plans of setting up internal committees on AI in education while others thought that by upgrading digital infrastructure, AI integration could be made easier. Local communities and NGOs, however, communicated their readiness to use AI for extending the outreach and assisting the deprived learners.

5. Broadening of intercontinental collaborations. The involvement of experts from different countries in a program was an example of how worldwide cooperation could bring about changes in institutional traditions. Most contributors expressed that their universities' reputations were boosted and they were given access to future collaborative opportunities by being a part of a UNESCO-commended project.

The program renovated teacher education institutions, facilitated the achievement of NEP 2020 goals, corresponded with the ethical AI framework of UNESCO, motivated the dialogue on the policy level, and facilitated collaboration on the global level. These outputs signify that the program's reach is going to expand further as institutions and policymakers continue to leverage the momentum generated.

6.4 Long Term Implications

The workshops' effects are not limited to the immediate outcomes only. The evidence illustrates that the programme may have an impact not only on educational practices in the classroom but

also on the quality of research, institutional culture, as well as education policies to a great extent in the future. Various long-term implications are prominent.

1. Long-term AI literacy development. The continuous increase of awareness and skills is a clear indication that even brief interventions are capable of producing changes. However, the road cannot be abandoned here. Institutions have a responsibility to ensure that AI literacy is present in their courses, workshops, and teacher education programmes at all times. Participants will be able to keep their confidence in the use of AI as a tool if they have regular practice and receive frequent updates.
2. Revolution of teaching methods. The plans, quizzes, multimedia projects, and app prototypes that were developed during the workshop sessions are more than just the output — they are the future classrooms' concepts. Gradually such practices may lead the teacher to shift the classroom from traditional lecture formats towards more interactive, AI-enabled and student-centred learning experiences.
3. Improvement of research methods. The researchers realized numerous ways in which AI can be helpful in writing, reviewing literature, and managing citations. These methods may be time-saving and more efficient. Simultaneously, the focus on ethics gives assurance that quality and originality will be the most important. If such a balance is preserved, it will have an impact on creating a healthier research culture in higher education.
4. Development of ethical leadership. Professors and students who were taught to challenge bias, deal with plagiarism, and make sure of the inclusivity are now the ones who have to guide others. This leadership will be responsible for spreading the usage of AI not only in the classroom but across all the departments and institutions. Ethical awareness will be an integral part of academic culture rather than a simple add-on.
5. Policy innovation and international positioning. By complying with NEP 2020 and UNESCO's ethical AI principles, the programme had an impact on the participating institutions, which became the leaders in this field. Consequently, they can have the most influence on the education policy changes about the digitalization of education and be the first to participate in the global collaborations. Such a position enhances their local trustworthiness and international partnerships.
6. Need for more advanced training. The programme was the reason for its participants to have more desires. They were very vocal in their request for specialised workshops, certificate courses, and advanced modules. By satisfying this need, the initial awareness will be transformed into deep expertise, thus the new generation of educators and researchers proficient in AI will be created.

The workshops were the beginning of future growth. The impact will be there beyond the 836 initial participants if the institutions keep up with regular training, policy support, and global networking. It will be the effect of a large community of teachers, researchers, and students who will be ready to deal with AI in a responsible, creative, and confident manner.

Chapter 7: Conclusion & Recommendations

7.1 Programme Achievements

The Goals that were set by using the workshops were noticed in the outcome of those goals. The initial inquiry was a straightforward question: whether teachers, students, and researchers could use AI in a responsible way in their work. After six months, the answer was certainly yes.

A lot has been done through this program:

- The introduction of Generative AI was made very simple by us. Users who had never interacted with AI tools could now explain them and use them. They became familiar with the functionalities of ChatGPT, DALL·E, Grammarly, Zotero, and other platforms.
- The training of the participants was very engaging and practical. Instead of only listening to the lectures, they were deeply involved in the actual process of creating lesson plans, quizzes, research outlines, and even app prototypes.
- Concerns about ethics were given priority. Every workshop made the participants more aware of issues such as plagiarism, bias, and data privacy. They learned that AI use is not only a matter of skills but also taking responsibility.
- The outputs made by the programme were not just for demonstration purposes. The participants took with them lesson plans, multimedia resources, gamified content, and prototypes that they had made themselves. These were the living proof of their learning.
- The programme was also about community building. Teachers, students, and researchers not only got connected with each other and international experts, but they also formed a supportive learning network.

These achievements are a great proof of the programme's effectiveness.

7.2 What Changed for Participants

The primary result of the programme was the transformation of the participants. Not only did this transformation entail the knowledge and skills of the participants, but also their confidence, attitude, and even the way of looking at things.

- At the initial point, several participants acknowledged that they had never interacted with AI tools before. Some of them were even concerned that AI might replace teachers or that the originality in research would be affected. By the completion of the programme, these same individuals were proficiently utilizing the tools, producing outputs, and leading others. The transition from being scared to making it a confident journey was the most significant change.
- The transformation for instructors was of a pragmatic nature. They prepared lesson plans and assessment materials with the help of AI. However, the most significant point was that they learned how to teach morally correct AI usage to their pupils. One teacher reminisced "At first, my students knew a lot more about ChatGPT than I did. Now, I am the one who can guide them."

- The change for children was a fundamental one. They were taught the creation of quizzes, multimedia content, and engaging activities. One student said, “I am full of new ideas to come to my classroom. AI doesn't scare me anymore.”
- The alterations for the scientists were rapid ones. They quickly incorporated the use of AI for doing literature reviews, rephrasing, drafting, and reference management. One of the researchers said, “The workshops facilitated my research work and made it more organized.”
- However, the transformation of those, like for instance administrators or members of NGOs, came through realising newly AI-based ways that could be used in project management, planning, and outreach.

Without exception, through the programme, all the groups involved in the initiative gradually ceased to consider AI as a menace and instead began to employ it as a partner in learning, teaching, and researching. They turned into people who were not only more confident, but also more responsible and prepared for the future.

7.3 Programme Insights

Besides, the workshops turned into a learning journey for everyone (organisers, facilitators, and resource persons) as well. The team was taught through every session, every activity, and even every feedback form something new about the process of creating and delivering a successful AI training program.

- One of the things discovered is that nothing can be better than actual practice. Participants were able to learn rapidly as they were shown a brief demo and then they followed the instructions to do the practice themselves. AI is a subject that cannot be presented in the form of lectures only; it must be an active engagement.
- The team also found out that ethics has to be given its own space. When allotted time for free talks on issues such as plagiarism, bias, and misuse, the participants were very forthcoming in their sharing. The discussion of these subjects made it clear that ethics cannot be the side characters - they have to be the protagonists.
- Another thing observed is that hybrid access is beneficial to everyone. The combination of face-to-face and online sessions made it possible for a larger number of participants to be present, especially those from far away areas. Thus, the program became inclusive.
- The importance of global voices has also been realized. Veterans from the USA and Nepal brought in their respective perspectives that helped widen the view for everyone. Local participants realised that the problems related to AI are global rather than just their local area.

Together with this, team also found out that AI literacy is not just about the teaching tools. It is about a proper mix of knowledge, skills, and values. The most effective learning happens when the use of technology is accompanied by responsibility and the results are practical. , Organisers as a group have become better facilitators and educators due to this experience.

7.4 Recommendations of the Programme

AI is not only a single topic but also a rapidly changing field. According to the experience, the following is advised:

- Experiment with higher-level tracks. A lot of participants have expressed the need for a more in-depth training of research workflows, multimedia creation, and AI app development. Advanced modules will make them transition from being just basic users to advanced creators.
- Establish a resource hub. The resources generated — lesson plans, quizzes, research outlines, prototypes — should be stored in a common repository. When shared under a Creative Commons license (CC BY-SA), they can be a ready resource for the next teachers and researchers.
- Determine classroom usage. Teachers and researchers require only a few simple guidelines to decide the extent of AI use that is acceptable. Using protocols for plagiarism, citation, fairness, and inclusivity will help in the responsible use of AI.
- Enable mentors. Educational organizations should designate faculty who have been trained as AI mentors to support and guide other faculty members and students. This peer-to-peer model getting feedback from the same level spreads the learning faster.
- Keep and upgrade by coming back often. AI instruments keep getting revamped and changing very fast. Refresher courses every term or year will still keep teachers and researchers in the know.

It can be simply put, not to stop here. Develop further this programme, dive deeper, share openly, and keep refreshing your knowledge.

7.5 The Way Forward

Certainly, the AI literacy workshops were just a small part of the whole picture. They have given a notion and opening, but the journey to understand AI still has to move on.

- From one-time events to ongoing activities. Learners cannot rely on a single workshop only, as they need subsequent workshops, refresher courses, and advanced practice labs to update and deepen participants' skills.
- Creating a community of practice. A digital hub can be the platform where teachers, students, and researchers continue sharing lesson plans, research outputs, and reflections among themselves.
- Sustaining international collaboration. The participation of the experts from the USA and Nepal made this programme better. So going forward, more global partners should be involved as AI is a worldwide challenge.
- Incorporating AI literacy in education. It should not be there as one-time events only but rather teacher education and higher education curricula should be designed in a way that AI literacy is an integral part of it.

The next steps are straightforward yet potent: keep learning, keep sharing, and keep adapting.

7.6 Closing Note

This program was really a move from the curiosity and a little bit of the uncertainty. Many of the participants asked such questions as, "Is AI too technical? Will it replace teachers? Can I really use it?" At the end of the program, those questions were turned into confidence. Participants stated, "I can use AI, I can help others, and I can do it in a proper way."

The six months journey revealed that knowing AI is not a matter of choice any more — it is a requirement. Every teacher, researcher, and student must learn how to use AI tools wisely. This program proved that such training can be done, is approachable, and has a significant effect.

We thank each participant for their open-mindedness, each resource person for their expertise, international partners for the global collaboration, and UNESCO for the visionary support and guidance of the program. We conclude with just a promise: journey will not stop here. We are going to extend the learning, the collaboration, and the spirit of the responsible AI use. We will, with humility, courage, and hope, continue to prepare ourselves and our students for the future.

Annexure A1: Workshop Schedules



महात्मा ज्योतिबा फुले संशोधन मंडल, बरेली International Workshop cum Training Programme On

Generative AI in Education & Research (Based UNESCO's Guidance)

Organized by Department of B.Ed. & M.Ed. (IASE), in Collaboration with Directorate of International Relations, MJPRU & Mississippi Valley State University, US & Far Western University, Nepal

Pre-workshop Schedule – 10/11/2024

Time	Programme
03.00 PM-03.05 PM	Welcome of the Guest
03.05 PM-03.10 PM	About the Workshop
03.10 PM-03.40 PM	Overview of the Generative AI in Education & Research By Dr. Iram Naim, Ambassador, Women in Data Science (WDS), MJPRU, Bareilly
03.40 PM-03.50 PM	Address by Chief Guest, Prof. Santosh Arora, HOD, Department of B.Ed./M.Ed., MJPRU
03.50 PM-04.25 PM	Pre-Assessment
04.25 PM-04.30 PM	Vote of thanks

Outline of the Workshop

Phase- I. Pre-Workshop Assessment

- a. Baseline Survey. b. Skills Inventory

Phase II During Workshop Evaluation

Step I Participant Engagement Metrics

Step II a. Inclusive Participation with AI: An Introduction

- b. Curriculum Development: Implication of AI Applications and Tools
- c. Practical Application of Generative AI in Learning Environments
- d. Hands-on Activities
- e. Ethical Considerations and Challenges in AI-enhanced Education
- f. Generative AI Applications
- g. AI Integration in Research Practices
- h. Hands-on Activities

Step III. Post Workshop (Hybrid)

Reflection on the outcomes of using AI tools and create a roadmap for AI integration.

Phase III. Post-Workshop Assessment



**International Workshop cum training Programme
On
Generative AI in Education & Research**

*Organized by Department of B.Ed. & M.Ed. (JASE), in Collaboration with PM-USDA, Directorate of
International Relations, MJPRU & Mississippi Valley State University, US & Far Western
University, Nepal*

PROGRAMME SCHEDULE

TEUSDAY 19th November, 2024

Time	Programme
8:30 AM - 10:30 AM	Registration
Inaugural Session	
10:30 AM - 10:35 AM	Deep Prajawalan & Saraswati Vandana
10:35 AM - 10:40 AM	About the Workshop by Dr. Kshama Pandey
10:40 AM - 10:45 AM	About the University & Collaborators by Prof. S. S. Bedi, MJPRU
10:45 AM - 11:10 AM	Keynote Address, Prof. R. S. Mishra, JNU
11:10 AM - 11:20 AM	Address by Guest of Honour, Prof. Yograj Pathak, Nepal
11:20 AM - 11:40 AM	Address by Guest of Honour, Prof. Neha Shivhare
11:40 AM - 12:00 PM	Address by Chief Guest, Prof. Ajeet Singh Nain, Director of Research, GBPUAT, Pantnagar
12:00 PM - 12:15 PM	Presidential Address by Prof. K. P. Singh, Hon'ble Vice-Chancellor, MJP Rohilkhand University, Bareilly
12:15 PM - 12:20 PM	Vote of Thanks by Prof. Santosh Arora
12:20 PM - 1:25 PM	Lunch Break
Technical Session - I	
1:25 PM - 2:05 PM	The Council of Europe Framework Convention on Artificial Intelligence, Human Rights, Democracy and the Rule of Law: Preliminary Observations by Prof. Antonietta, Raffaella Elia, Council of Europe, University of Santiago de Compostela, Spain
2:05 PM - 2:25 PM	Crafting AI-enhanced curricula: techniques and hands-on approaches by Dr. Kanak Sharma, Central University of Rajasthan, Kishangarh, Ajmer
2:25 PM - 3:25 PM	Continue by Reflection & Hands on Practices
Technical Session II	
03:25 PM - 4:25 PM	Address By Special Guest Dr. Nellie Deutsch, University of Thrace in Greece on Generative AI Tools for Personalized and Inclusive Learning
04:25 PM - 05:10 PM	Ice Break session Reflection & Hands on Practices
05:10 PM - 05:30 PM	Feedback & Conclusion with Vote of Thanks
5:30 PM,	Light Tea



International Workshop cum training Programme
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PROGRAMME SCHEDULE

Saturday 21st December, 2024

<i>Time</i>	<i>Programme</i>
Technical Session I	
10:25 AM -10:30 AM	About the Workshop & Welcome of the Guest by Dr. Kshama Pandey
10:30 AM -11:30 AM	Address by Prof. Sudhir Dawra on "Leveraging Artificial Intelligence to Transform Research Practices"
11:30 AM -12:30 PM	Continue by Reflection & Hands on Practices
Technical Session II	
12:30 PM -1:30 PM	Address by DR. Purna Mandhyan on Developing Audio/Video and Animations
1:30 PM -2:30 PM	Continue by Reflection & Hands on Practices
2:30 PM -3:00 PM	Break
Technical Session III	
3:00 PM -4:00 PM	Address by Dr. H. Titilola Olojede on 'UNESCO Training on the Use of Generative Artificial Intelligence in Teaching and Research in Higher Education'
4:00 PM -5:00 PM	Continue by Reflection & Hands on Practices
5:00 PM -onwards	Feedback & Conclusion



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International Relations, MJPRU & Mississippi Valley State University, US & Far Western
University, Nepal*

PROGRAMME SCHEDULE

21st February, 2025

<i>Time</i>	<i>Programme</i>
<i>Technical Session I</i>	
<i>10:25 AM -10:30 AM</i>	<i>About the Workshop & Welcome of the guest by Dr. Kshama Pandey</i>
<i>10:30AM -11:15 AM</i>	<i>Address by Prof. Mike Perkins (Special Guest Appearance)</i>
<i>11:15 AM -12:15 PM</i>	<i>Continue by Reflection & Hands on Practices</i>
<i>Technical Session II</i>	
<i>12:15 PM -1:30 PM</i>	<i>Address by Prof. Vinod Kumar Kanvaria on Designing AI-Driven Interactive Lesson Plans and Simulation</i>
<i>1:30PM -2:30 PM</i>	<i>Continue by Reflection & Hands on Practices</i>
<i>2:30 PM -3:00 PM</i>	<i>Break</i>
<i>Technical Session III</i>	
<i>3:15 PM -4:00PM</i>	<i>Address by Dr. Neha Gupta on AI and Gamification: Designing Interactive Learning Experiences for Diverse Needs</i>
<i>4:00 PM -5:00PM</i>	<i>Continue by Reflection & Hands on Practices</i>
<i>5:00PM -onwards</i>	<i>Feedback & Conclusion</i>



*International Workshop cum Training Programme
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Generative AI in Education & Research (Based on UNESCO's Guidance)*

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In collaboration with*

*Directorate of International Relations, MJPRU
Mississippi Valley State University, US*

*&
Far Western University, Nepal*

PROGRAMME SCHEDULE
10th May, 2025

<i>Time</i>	<i>Programme</i>
<i>Technical Session-I</i>	
<i>11:25 AM-12:30 AM</i>	<i>About the Workshop & Welcome of the Guest by Dr. Kshama Pandey</i>
<i>11:00 AM-11:30 AM</i>	<i>Address by Prof. R. K. Prema Rajan</i>
<i>11:30 AM- 1:00 PM</i>	<i>Continue by Reflection & Hands-on Practices</i>
<i>1:00 PM-2:00PM</i>	<i>Break</i>
<i>Technical Session-II</i>	
<i>2:00 PM-4:00 PM</i>	<i>Address by Mr. Avichal Dixit on Designing AI-Driven App and its applications for Active Learning & Reflection & Hands-on Practices</i>
<i>Valedictory Session</i>	
<i>4:00 PM-4:30 PM</i>	<i>Feedback, Conclusion & Vote of Thanks By Dr. Neeraj Kumar</i>

Annexure A2: List of Registered Participants

List of Registered Participants

Sr. No.	Name	Institution/Organisation
1	Ms. AASTHA THAKUR	JAWAHARLAL NEHRU UNIVERSITY
2	Mr. ABDUL RASEED MK	Mangalyathan University
3	Mr. ABHIJIT RAJENDRA LOHKARE	Kaivalya education foundation
4	Mr. ABHISHEK CHYAWAN	Hindu college moradabad
5	Mr. ABHISHEK KUMAR	M.J.P. Rohilkhand University Bareilly
6	Mr. ABHISHEK SINGH	University of Allahabad
7	Ms. ACHALA	Banaras Hindu University
8	Ms. ADITI KHARE	KCMT COLLEGE BAREILLY
9	Mr. AJAY KUMAR	Mjpru
10	Dr. AJITA SINGH TIWARI	BAREILLY COLLEGE BAREILLY
11	Mr. AKHILESH KUMAR SHARMA	Bareilly College Bareilly
12	Mr. AKSHAY LAYALL	Teerthankar Mahaveer University, Moradabad
13	Mr. ALOK PATEL	MJPRU UNIVERSITY
14	Mr. AMAN KUMAR	Central University of South Bihar
15	Mr. AMARJEET SINGH	B.Ed Department MJPRU CAMPUS Bareilly
16	Mr. AMIT GANGWAR	MJPRU BAREILLY
17	Mr. AMIT KUMAR	M.J.P. Rohilkhand University Bareilly
18	Mr. AMIT KUMAR	M.J.P.R.U. Bareilly
19	Mr. AMIT KUMAR	MJP ROHILKHAND UNIVERSITY BAREILLY
20	Mr. AMITABH KUMAR SHARMA	MAGADH COLLEGE OF EDUCATION, DUBHAL, GAYA, BIHAR
21	Ms. ANAMIKA SEN	INVERTIS UNIVERSITY
22	Dr. ANJU SINGH	Dr. Virendra Swarup Institute of professional Studies kanpur
23	Ms. ANJUL	BDK MAHAVIDHYALAY AGRA
24	Dr. ANKIT GANGWAR	Shri Venkateshwara University Gajrauja UP
25	Mr. ANKIT RAJAK	M.J.P. Rohilkhand University Bareilly
26	Dr. ANSHU CHAUHAN	SARDAR BHAGAT SINGH CONTITUTE GOVERNMENT DEGREE COLLEGE, POWAYAN, SHAHJAHANPUR
27	Mr. ANUJ PRAKASH	M.J.P.R.U BAREILLY
28	Ms. ANURADHA JAMWAL	Central University of South Bihar
29	Ms. ARCHANA MISHRA	Banaras Hindu University
30	Dr. ARIF NADEEM	BAREILLY COLLEGE BAREILLY
31	Mr. ARJUN	M.J.P. ROHILKHAND UNIVERSITY BAREILLY
32	Mr. AVICHAL GAUR	MJPRU
33	Mr. AVIRAL GUPTA	MJPRU
34	Ms. Aabha shri	Rani Avanti bai lodhi mahila PG college Bareilly
35	Ms. Aakanksha Singh	Mahatma Jyotiba Phule Rohilkhand university
36	Mr. Aasheesh Kumar	CMP Degree College, University of Allahabad, Prayagraj
37	Mr. Aasheesh Kumar	CMP Degree College University of Allahabad
38	Mr. Aashish Kumar	Mahatma jyotiba phule Rohilkhand University Bareilly
39	Ms. Aastha	MJPRU Bareilly
40	Ms. Aastha Govind Shirodker	MIE-SPPU (Savitribai Phule Pune University) Institute of Higher Education, Doha- Qatar

41	Mrs.	Aayesha Shervani	M.J.P.Rohilkhand University
42	Ms.	Aaysha Zameer	Jamia Millia Islamia New Delhi
43	Ms.	Aayushi	MJPRU
44	Ms.	Aayushi	MJPRU
45	Mrs.	Abha Sharma	Sam Higginbottom university of agricultural technology and sciences prayagraj
46	Mr.	Abhay Raj Singh Tomar	M. J. P. Rohilkhand University, Bareilly
47	Ms.	Abhilasha Agrawal	Visvesvaraya National Institute of Technology
48	Ms.	Abhilasha singh	University of Lucknow
49	Mr.	Abhishek Kumar Kharwar	Mahatma Jyotiba Phule Rohilkhand University Bareilly
50	Mr.	Abhishek Kumar Maurya	Banaras Hindu University
51	Mr.	Abhishek Mehta	M.J.P. ROHILKHAND UNIVERSITY, CAMPUS, BAREILLY
52	Mr.	Abhishek Pal	University of Lucknow
53	Mr.	Abhishek Sharma	Mahatma Jyotiba Phule Rohilkhand University Bareilly
54	Mr.	Abhishek Singh Yadav	Banaras Hindu University
55	Mr.	Abhishek Srivastav	M.J.P.R.U
56	Mr.	Abhishek Yadav	MJPRU BAREILLY
57	Mr.	Achal Dixit	Kamla Nehru Institute of Technology Sultanpur
58	Mr.	Achal pratap singh	JPMCTT
59	Ms.	Aditi Mishra	MJPRU Campus, Bareilly
60	Mr.	Aditya Majee	Central University of South Bihar
61	Ms.	Afreen	Education department
62	Mr.	Agam Singh	Dayalbagh Educational Institute
63	Ms.	Ahana Ganguly	IMS unison University
64	Mr.	Ajikyha Sharma	Mahatma Jyotiba Phule Rohilkhand University, Bareilly
65	Dr.	Akanksha Mishra	Amity Institute of Education, Amity University Uttar Pradesh
66	Ms.	Akanksha Sharma	Faculty of Education, Banaras Hindu University
67	Ms.	Akanksha Upadhyay	University of Lucknow
68	Mr.	Akash kumar	Mjpru Bareilly
69	Mr.	Akash kumar Chaudhary	Mjpru campus Bareilly
70	Mr.	Akhilesh	MJPRU (campus)
71	Mr.	Akhilesh Yadav	M.J.P. Rohilkhand University Campus, Bareilly
72	Ms.	Akriti Priya	Indira Gandhi National Open University (IGNOU)
73	Ms.	Akshita Baranwal	M.J.P Rohilkhand University , Bareilly
74	Ms.	Aliya Asad	Mahatma Jyotiba Phule rohilkhand university
75	Mrs.	Alka Chaudhary	Mahatma jyotiba phule ruhilkhand university, Bareilly
76	Mr.	Aman Bora	SSJDW Govt. PG College Ranikhet, SSJ University, Almora UK
77	Mr.	Amarjeet	M.J.P. Rohilkhand University Bareilly
78	Dr.	Amarnath	Doranda College, Ranchi University
79	Prof.	Amirul Islam	Bangladesh Open University
80	Ms.	Amisha	Bhagat Phool Singh Mahila Vishwavidyalaya
81	Ms.	Amisha saxena	Mahatma Jyotiba phule Rohilkhand University Bareilly
82	Mr.	Amit Gupta	Swami Shukdevanand College, Shahjahanpur (U.P.)
83	Mr.	Amit Kumar Verma	P.k university
84	Dr.	Amit Sharma	DIET BUDAUN

85	Mr.	Amit kumar	Mahtama Jyotiba Phule Rohilkhand university Bareilly
86	Mr.	Amit kumar singh	Bareilly college, Bareilly
87	Dr.	Amita Chaudhary	NKBMGPG COLLEGE CHANDAUSI
88	Mr.	Amiya Ranjan Panigrahi	Central University of Punjab, Bathinda
89	Ms.	Amrita Yadav	Dayanand Women's Training College Kanpur
90	Dr.	Anamika	S.N. Sen B.V.P.G. College, Kanpur Nagar
91	Ms.	Anamika	Mahatma Jyotiba Phule Rohilkhand University
92	Dr.	Anamika Agarwal	Bareilly College, Bareilly
93	Mr.	Anant Deep	Mahatma Jyotiba Phule Rohilkhand University
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751	Ms.	Somya pal	MJPRU
752	Mrs.	Sonia Goyal	Government P.G. College Guna, Madhya Pradesh
753	Dr.	Soniya Yadav	Km. Mayawati Government Girls PG College Badalpur Gautambudh Nagar

754	Ms.	Sony Mourya	Mjpru
755	Mr.	Soorya Prakash	Hindu college Moradabad
756	Mr.	Souvik Mukherjee	University of North Bengal
757	Ms.	Srijana Agrawal	Mahatma Jyotiba Phule Rohilkhand University
758	Ms.	Srishti Kumari	Mjp Rohilkhand University
759	Mr.	Subhash Eknath Nikam	Dr.Babasaheb Ambedkar Marathwada University
760	Mr.	Subodh kumar gautam	Chhatrapati Sambhajinagar (MH)
761	Mr.	Suchita Yadav	M.j.p.r.university
762	Mrs.	Sudhandra Selvi R	University of allahabad
763	Mr.	Sukh pal	JJ College of Arts & Science, pudukottai,
764	Mr.	Sukh pal	Tamilnadu
765	Mr.	Sumit Singh	MJPRU, Bareilly
766	Mr.	Sumit verma	MJPRU campus bareilly
767	Mr.	Suneel Kumar	MJP Rohilkhand University
768	Dr.	Sunil kumar	Gokul Das Girls Degree College Moradabad
769	Mrs.	Surbhi yadav	UPRTOU PRAYAGRAJ
770	Mr.	Surendra	University of Jammu
771	Mrs.	Swaleha Musa Algur	Mahatma jyotiba phule rohilkhand university
772	Dr.	Swangi	bareilly
773	Ms.	Swarnima	Mahatma Jyotiba Phule Rohilkhand University
774	Ms.	Swarnima gupta	Bareilly
775	Ms.	Swati	Mahatma Jyotiba Phule Rohilkhand University
776	Ms.	Swati Gangwar	Bareilly
777	Ms.	Swati Singh	Karnatak University Dharwad
778	Dr.	TAYANNA.H	Kamla Arya Kanya PG College Mirzapur UP
779	Mr.	TUSHAR MAHAN	Mahatma Jyotiba Phule Rohilkhand University
780	Ms.	Tabassum Jahan	Mjpru campus Bareilly
781	Ms.	Tahsu Rana	Mahatma jyotiba Phule Rohilkhand University
782	Ms.	Taiba Qamar	Bareilly
783	Mrs.	Tamanna	Mahatma Jyotiba Phule Rohilkhand University
784	Mr.	Tanmay Ranjan	Bareilly Uttar Pradesh
785	Ms.	Tanu priya	Mahatma Jyotiba phule rohilkhand university
786	Ms.	Tanu priya	SJMVS Arts and Commerce College for Women
787	Mrs.	Teena Agarwal	Hubballi
788	Ms.	Teena Kiran Nichant	HNBGU CENTRAL UNIVERSITY SHRI
789	Ms.	Trisha Banerjee	NAGAR GARHWAL
790	Ms.	Tulsi chauhan	University of Lucknow
791	Mr.	Tushar Sharma	MJPRU
792	Mr.	Tushar Singh	M.J.P.Rohilkhand University Bareilly
793	Ms.	UPASANA	Central University of South Bihar, Gaya
794	Mr.	UTKARSH MISRA	Mahatma Jyotiba phule rohaikhand University
795	Mr.	Uday Kiran	Bareilly
796	Mr.	Udit Kumar Rana	Mahatma jyotibha phule rohilkhand university
797	Mr.	Utkarsh Misra	Mahatma jyotibha phule rohilkhand university
798	Mr.	Uttam Mittal	Vardhaman College, Bijnor

799	Ms.	VANDANA CHAUDHARY	University of Lucknow
800	Dr.	VANDANA VISHWAKARMA	Constituent Government College, Fatehullaganj, Thakurdwara, MBD
801	Mr.	VINOD MALIK	SHAHEED DALBIR SINGH GOVT.COLLEGE KHARKHODA
802	Ms.	Vaibhavi Pandey	Banaras Hindu University
803	Mrs.	Vaishali Gupta	Central University of Gujarat
804	Ms.	Vandana Pandey	MJPRU
805	Mr.	Vansh Pal	Mahatma Jyotiba Phule Rohilkhand University
806	Ms.	Vanshita Jain	Maharaja Chatrasal Bundelkhand University chhatarpur MP
807	Ms.	Varsha Pandey	MJP Rohilkhand University, Bareilly
808	Mr.	Varun Kala	MJPRU
809	Mr.	Varun Saxena	MJP Rohilkhand university Bareilly
810	Ms.	Versha Rani	MJPRU
811	Mr.	Vidhu P. Nair	NSS LP SCHOOL KAPPU
812	Ms.	Vidushi Joshi	Government Raza P.G. College, Rampur (M.J.P. Rohilkhand University, Bareilly)
813	Ms.	Vijay Laxmi Sharma	Jyoti college of management science & technology Bareilly
814	Dr.	Vijay Srivastava	Maharishi University of Information Technology
815	Ms.	Vijaya gautam	Mjpru
816	Mr.	Vikas Babu Gupta	MJPRU
817	Mr.	Vikas Sharma	MJP Rohilkhand University Bareilly
818	Dr.	Vikram Kumar	Directorate of Education, GNCT of Delhi
819	Mr.	Vipin Kumar	Mahatma Jyotiba Phule Rohilkhand University
820	Mrs.	Viplavi Sarda	Smt. Manorama Bai Mumdle college of Architecture
821	Ms.	Viplavi Sarda	SMMCA
822	Ms.	Vishakha Babal	Delhi Public School
823	Mrs.	Vishakha saxena	Mjpru
824	Mr.	Vishal Jaiswal	IET Mahatma jyotiba phule rohilkhanda university Bareilly
825	Dr.	Vishnukant Vishwanath Amlpure	Dr. Babasaheb Ambedkar Marathwada University Chh. Sambhajinagar
826	Mr.	Vishwa Jeet Tiwari	Bareilly college, Bareilly
827	Mr.	Vishwajeet Singh	MJPR University Bareilly
828	Mr.	WANSHAILANG KHONGSTID	North-Eastern Hill University, Shillong
829	Ms.	Wafiyah Basha	MIE - SPPU (Savitribai Phule Pune University) Institute of Higher Education, Doha, Qatar
830	Ms.	Yashika Vibhandik	Ravenshaw University
831	Ms.	Yashpriya Bajpai	BBA central university Lucknow
832	Mr.	Yashvir Singh	Mahatma jyotiba phule rohilkhanda university
833	Dr.	Yateen Kumar Choubisa	Vidya Bhawan Gandhian Institute of Educational Studies, Ramgiri, Badgaon, Udaipur, Rajasthan, India
834	Mr.	Yogendra Singh	Mahatma Jyotiwa Phule Rohilkhand University Bareilly
835	Mr.	Yogesh Bhaskar	Mahatma Jyotiba Phule ruhilkhand University
836	Mr.	Yogesh Bhaskar	Mahatma Jyotiba Phule Ruhilkhand University, Bareilly
837	Dr.	Yogesh Kumar Pandey	Bareilly College, Bareilly
838	Prof.	Yogeshver Prasad Sharma	Shri Venkateshwara University, Gajraula
839	Dr.	Zameer Ahmad Rizvi	Mohammad Ali Jauhar University

840	Mr.	bhupendra gangwar	mahatma jyotiba phule rohilkhanda university bareilly up
841	Dr.	kavita singh	st. thomas college of education greater noida
842	Mr.	santosh kumar	Dr. Bhimrao Ambedkar University Agra uttar pradesh
843	Dr.	shresthasuman016@gmail.com	NKBMG PG College, Chandausi
844	Mr.	राजेन्द्र प्रसाद	राजा हरपाल सिंह महाविद्यालय सिगरामऊ जौनपुर

Resource Persons Bios

Prof. Ram Sagar Misra

Prof. Ram Sagar Misra is a leading Professor at the School of Physical Sciences, Jawaharlal Nehru University (JNU), New Delhi. He is one of the few researchers in the area of the Physical Sciences who, through Artificial Intelligence, has been able to unite the theoretical and applied sciences with computational methods. Having a long-standing career in teaching and research Prof. Misra has been a crucial figure in AI-technology implementation in the physical sciences field. His research not only emphasizes the use of AI in academic inquiry but also advocates the utility of AI tools in the real world for data analysis, modelling, and simulation. As a leader and mentor in academia, Prof. Misra has supervised numerous research scholars and has been involved in interdisciplinary projects both locally and internationally. At the International Workshop cum Training Programme on Generative AI in Education & Research, he was the keynote speaker on 19 November 2024, thereby opening the workshop with a high intellectual standard and providing attendees with a visionary insight into the impact of AI on sciences and academic research.

Prof. Ajeet Singh Nain

Prof. Ajeet Singh Nain is the Professor and Director of Research at GB Pant University of Agriculture and Technology (GBPUAT), Pantnagar. He is known for his wide knowledge and experience of research and innovation in technology. In his career, he has been a DAAD Fellow, FAAM, and NABARD Chair Professor. Being highly academic and research oriented, Prof. Nain has led various projects in the fields of agricultural technology, research development, and educational reforms. His research work is mainly about using new technologies in agriculture and allied sciences in such a way that research stays national priority and contributes to the global sustainability goals. He has, as an academic leader, been instrumental in enhancing institutional collaborations and capacity building. At the International Workshop cum Training Programme on Generative AI in Education & Research, held on 19th November 2024, he was the Chief Guest. He shared his futuristic view about how research and technology could be wisely combined with the help of AI to bring a radical change in the higher education and innovation ecosystems.

Prof. Antonietta Raffaella Elia

Prof. Antonietta Raffaella Elia is an associate professor at the Balsillie School of International Affairs. She is a leading expert in human rights and a senior legal adviser. Her academic and professional journey has been focused on the promotion of human rights, democracy, and rule of law through the implementation of international and regional governance frameworks. Besides, she has been very close to the European institutions and has actively engaged in the Council of Europe initiatives on artificial intelligence, where she investigates the ethical and legal issues of the technology of the future. Her interdisciplinary strategy is based on combining law interpretation with policy understanding in order to make sure that the development of AI is in line with human values and democratic principles. Prof. Elia has made significant contributions through her numerous publications and advisory roles and she is, therefore, recognized as one of the pioneering voices at the technology and human rights intersection. At the International Workshop cum Training Programme on Generative AI in Education &

Research, she discussed “The Council of Europe Framework Convention on Artificial Intelligence, Human Rights, Democracy and the Rule of Law: Preliminary Observations” on 19 November 2024. Her presentation gave the participants a detailed understanding of the worldwide policy debate concerning AI.

Dr. Kanak Sharma

Dr. Kanak Sharma is an Assistant Professor with the Department of Education at the Central University of Rajasthan, Kishangarh(Ajmer). Her expertise areas are Pedagogy of Science, Educational Technology, ICT in Education, and Educational Measurement and Evaluation. She has made major contributions to the teaching-learning processes by formulating various methods and has conducted research that combines technology and pedagogy. Being well-versed in teacher education, Dr. Kanak Sharma has made her presence felt through her published works in leading journals and she is very much involved in the creation of digital learning solutions to make teaching more effective. She has also taken part in capacity-building initiatives for pre-service and in-service teachers to make them proficient in the acquisition of new technological skills. At the International Workshop cum Training Programme on Generative AI in Education & Research, Dr. Kanak Sharma was leading a session titled “Crafting AI-enhanced Curricula: Techniques and Hands-on Approaches”. The purpose of the session was to equip the attendees with the doable and easy-going ways of incorporating AI in curriculum designing so that education could become more engaging and effective.”

Dr. Nellie Deutsch

Dr. Nellie Deutsch is a globally known educator and researcher, who works in collaboration with the University of Thrace, Greece. She is mostly recognized for her innovative work regarding the use of Generative AI tools for personalized and inclusive learning. Her main strength is in the development and implementation of AI-driven educational methods that are open and friendly to different learners in various learning environments. Dr. Nellie Deutsch has been the lead educator for over twenty years and has been involved with teacher education, online learning, and the use of digital platforms for the facilitation of teaching. She has led global workshops and MOOCs on AI in education, digital storytelling, and creative instructional design. Being a firm believer in the democratization of education, she is dedicated to the use of technology to bring about the same opportunities for learners everywhere. Dr. Nellie Deutsch was the keynote speaker at the International Workshop cum Training Programme on Generative AI in Education & Research. She spoke on “Generative AI Tools for Personalized and Inclusive Learning” on 19 November 2024. Her presentation was very interactive and participants were not only listening but also reflecting and engaging in practical activities to understand how AI can facilitate the creation of inclusive classrooms.

Prof. Sudhir Dawra

Prof. (Dr.) Sudhir Dawra is a Professor in the Department of Computer Science & Engineering (AI & ML) and also leads the Innovation and Incubation Cell (IIC) at Indraprastha Engineering College, Ghaziabad, which is affiliated with Dr. APJ Abdul Kalam Technical University, Uttar Pradesh. Prof. Dawra has been combining his academic and research skills for more than twenty years and has become a recognized authority in the fields of Artificial Intelligence, Machine Learning, and Data-Driven Applications. He is a prolific author in top-tier international journals and has the credit of mentoring a large number of research scholars in the area of AI and ML. His research and development activities focus on the use of AI in

education, research, and industry, thereby attracting more demand for him as a mentor and speaker. During the International Workshop cum Training Programme on Generative AI in Education & Research, Prof. Dawra spoke on the topic of “Leveraging Artificial Intelligence to Transform Research Practices” on 21 December 2024. In his talk, he pointed out various ways in which AI could be used to speed up and enhance research methods in different fields.

Dr. Prerna Mandhyan

Dr. Prerna Mandhyan is an assistant professor in the Department of Education at D.S. College, Katihar, a constituent unit of Purnea University, Bihar. Her skills are a combination of Computer Skills, Generative AI, and Animation, and she is specially devoted to the production of digital learning materials. She has conceptualized a plethora of teaching-learning modules employing animation and AI-based tools so that learning may become more interactive and students may get easy access. The major emphasis of the research work of Dr. Mandhyan is on the influence of the latest technological innovations on education to create the multimedia learning resources for students with varied learning needs. As a result of her keen interest in the interaction of pedagogy and technology, she has also taken the initiative of training instructors in the use of audio-visual methods to attract the attention of the class. At the International Workshop cum Training Programme on Generative AI in Education & Research, Dr. Mandhyan delivered a presentation on the topic "Developing Audio/Video and Animations" on 21 December 2024, when she imparted practical skills to the participants for the creation of AI-driven digital content.

Dr. H. Titilola Olojede

Dr. H. Titilola Olojede is an Assistant Professor and the Acting Head of the Department of Philosophy at the National Open University of Nigeria, Abuja. She holds a PhD in Philosophy and through her academic activities, she is a prominent scholar leading attention towards the ethical and legal aspects of artificial intelligence. Her main area of expertise is the regulation of the use of generative AI in education, where she focuses on the technology adoption being consistent with the norms of the specific culture and ethical principles. Dr. Olojede continues to make a contribution to African and international journals with her works on AI, philosophy of technology, and ethics and she is also very active in the global conversations on the topic of responsible AI. As a well-known educator and speaker, she is very determined in her effort to bring about the necessary policy changes that will pave the way for the integration of AI in higher education. She was one of the speakers who presented in the International Workshop cum Training Programme on Generative AI in Education & Research. On the 21st of December 2024, she spoke on "UNESCO Training on the Use of Generative Artificial Intelligence in Teaching and Research in Higher Education" and provided global perspectives on how AI could be used ethically.

Dr. Mike Perkins

Dr. Mike Perkins is the Head of the Centre for Research & Innovation at BUW Vietnam and a leading scholar in Generative AI research. His academic career mainly revolves around the investigation of AI-based solutions in higher education, innovation, and applied research. Dr. Perkins has a number of publications relating to AI techniques, machine learning models, and their applications in education. His specific focus is on the use of AI to revolutionize teaching, learning, and innovation ecosystems. In addition, he is very supportive of the community of young researchers and entrepreneurs who are working on AI-related projects. Being an

academic leader on a global scale, he has addressed various international platforms on the topic of "The Future of AI in Education", where he points out both the possibilities and the obstacles. At the International Workshop cum Training Programme on Generative AI in Education & Research, Dr. Perkins was a Special Guest who made an appearance on 21 February 2025. He shared his thoughts on how research in generative AI is leading to new pedagogies and changing the way scholars do research worldwide.

Prof. Vinod Kumar Kanvaria

Prof. Vinod Kumar Kanvaria is an Associate Professor in the Department of Education, University of Delhi. He is an expert in Educational Technology, Measurement and Evaluation, Mathematics Education, and ICT in Education. After that, he has become a major force in teacher education and pedagogical innovation. Prof. Kanvaria's research revolves around the creation of digital learning tools and AI-powered educational interventions to promote student engagement and enhance learning outcomes. He has written numerous academic papers and is committed to both local and global projects that use technology as a means of providing inclusive education. Besides, he has been intimately involved in curriculum development and teacher training programs that help educators acquire the necessary digital skills. At the International Workshop cum Training Programme on Generative AI in Education and Research, Prof. Kanvaria gave a lecture on "Designing AI-Driven Interactive Lesson Plans and Simulations" on 21 February 2025. He coached the attendees on how to develop innovative, tech-enabled teaching strategies that can engage learners more effectively.

Dr. Neha Gupta

Dr. Neha Gupta is an Assistant Professor at the Amity Institute of Behavioural and Allied Sciences (AIBAS), Amity University, Noida. She holds a specialization in Special Education and has been integrating inclusive practices in the regular teaching and learning process her entire career. Being focused on technology-assisted education, Dr. Neha Gupta is extensively involved in research about the role of AI, gamification, and digital tools for meeting the diverse learning needs. Her research work mainly focuses on the creation of such interactive learning experiences which are accessible to children with special educational needs. She has also been involved in the training programs for the teachers to enable them to implement inclusive teaching methods using AI and digital platforms effectively. At the International Workshop cum Training Programme on Generative AI in Education & Research, Dr. Neha Gupta presented the topic "AI and Gamification: Designing Interactive Learning Experiences for Diverse Needs" on 21 February 2025, where she provided many practical insights into how AI can be used to make the learning environment engaging and inclusive.

Dr. R. K. Prema

Dr. R. K. Prema is an Assistant Professor of Management Studies with an excellent academic record in Statistics and Data Analysis. She is proficient in various advanced statistical tools and techniques such as SPSS, AMOS, R, Python, and VOSViewer, which she uses both in her research and teaching. Parmar had been actively involved in organising and conducting workshops and training programs on Quantitative Research Methodologies, during which she imparts skills to scholars and educators to carry out data-driven inquiries on their own. The main emphasis of Dr. Prema's work is the usage of AI and statistical software to make research more accurate and efficient. She has been a major contributor to a variety of academic publications and is recognized for her ability in simplifying complex statistical concepts to

learners. Dr. Prema gave a talk at the International Workshop cum Training Programme on Generative AI in Education & Research, on 10th May 2025, where she discussed the use of statistical and AI tools for research and also invited her audience to engage in reflective and hands-on practices.

Mr. Avichal Dixit

Avichal Dixit is a technology innovator and a practitioner who focuses on AI-driven application design for education. He has a professional background in software development and has been actively involved in various projects of educational technology, through which he has been able to extensively promote active learning by creating digital solutions. His significant skills include AI-powered app development, instructional design, and learner engagement by using interactive platforms. Mr. Dixit has worked closely with various educational institutions to inter the implementation of new technologies in a way that meets the demands of modern education, with a special focus on experiential learning and reflective practices. At the International Workshop cum Training Programme on Generative AI in Education & Research, he offered an exhaustive session on 10 May 2025 titled "Designing AI-Driven Apps and Their Applications for Active Learning" where participants could get hands-on experience in the designing and application of AI tools to classroom practices for enrichment.

Annexure A4: Tools used for Data Collection

AI Awareness Scale

The following scale is designed to measure the level of AI Awareness among respondents. Please read each statement carefully and respond according to your level of agreement. Use the following 5-point scale to indicate your response:

1 - Totally Disagree | 2 - Disagree | 3 - Neutral | 4 - Agree | 5 - Totally Agree

निम्नलिखित पैमाना उत्तरदाताओं में एआई जागरूकता के स्तर को मापने के लिए बनाया गया है। कृपया प्रत्येक कथन को ध्यान से पढ़ें और अपनी सहमति के स्तर के अनुसार उत्तर दें। उत्तर देने के लिए निम्न 5-बिंदु पैमाने का उपयोग करें:

1 - बिल्कुल असहमत | 2 - असहमत | 3 - तटस्थ | 4 - सहमत | 5 - पूरी तरह सहमत

Item No.	Statement	कथन	1	2	3	4	5
1	I am aware of reshaping the future of healthcare and education with AI, empowering precision medicine, accelerating drug discovery, automating tasks, and personalizing learning experiences.	मैं एआई के साथ स्वास्थ्य सेवा और शिक्षा के भविष्य को पुनः आकार देने, सटीक चिकित्सा को सशक्त बनाने, दवा खोज को तेज करने, कार्यों को स्वचालित करने और सीखने के अनुभवों को व्यक्तिगत बनाने से अवगत हूँ।	☐	☐	☐	☐	☐
2	I have used AI-powered products or services (e.g., voice assistants, recommendation systems).	मैंने एआई-संचालित उत्पादों या सेवाओं (जैसे, वॉयस असिस्टेंट, अनुशंसा प्रणाली) का उपयोग किया है।	☐	☐	☐	☐	☐
3	I believe AI has the potential to improve people's lives.	मेरा मानना है कि एआई में लोगों के जीवन को बेहतर बनाने की क्षमता है।	☐	☐	☐	☐	☐
4	I think it is important to develop ethical guidelines for AI development and use.	मुझे लगता है कि एआई के विकास और उपयोग के लिए नैतिक दिशा-निर्देश विकसित करना महत्वपूर्ण है।	☐	☐	☐	☐	☐
5	I can distinguish between real and fake when it comes to AI.	जब बात एआई की आती है तो मैं असली और नकली में अंतर कर सकता हूँ।	☐	☐	☐	☐	☐
6	I believe AI will have a significant impact on society in the future.	मेरा मानना है कि एआई का भविष्य में समाज पर महत्वपूर्ण प्रभाव पड़ेगा।	☐	☐	☐	☐	☐
7	I am optimistic about the potential of AI to solve global challenges.	मैं वैश्विक चुनौतियों को हल करने में एआई की क्षमता को लेकर आशावादी हूँ।	☐	☐	☐	☐	☐
8	I believe it is important for everyone to have a basic understanding of AI.	मेरा मानना है कि हर किसी के लिए एआई की बुनियादी समझ होना ज़रूरी है।	☐	☐	☐	☐	☐
9	I am concerned about the potential for AI to be misused.	मैं एआई के दुरुपयोग की संभावना को लेकर चिंतित हूँ।	☐	☐	☐	☐	☐
10	I understand the basic concept of artificial intelligence, such as machine learning & deep learning.	मैं कृत्रिम बुद्धिमत्ता की मूल अवधारणा को समझता हूँ, जैसे मशीन लर्निंग और डीप लर्निंग।	☐	☐	☐	☐	☐
11	I can explain the difference between artificial intelligence and human intelligence.	मैं कृत्रिम बुद्धिमत्ता और मानव बुद्धि के बीच का अंतर समझा सकता हूँ।	☐	☐	☐	☐	☐
12	I know about the ethical implications of AI use.	मैं एआई उपयोग के नैतिक निहितार्थों के बारे में जानता हूँ।	☐	☐	☐	☐	☐
13	I can recognize potential biases in AI systems and AI Research.	मैं एआई सिस्टम और एआई शोध में संभावित पूर्वाग्रहों को पहचान सकता हूँ।	☐	☐	☐	☐	☐
14	I am aware of negative impacts of AI.	मैं एआई के नकारात्मक प्रभावों से अवगत हूँ।	☐	☐	☐	☐	☐

15. Can you name some examples of AI in everyday life?

क्या आप रोज़मर्रा की ज़िंदगी में एआई के कुछ उदाहरण बता सकते हैं?

16. What are the potential benefits of AI?

एआई के संभावित लाभ क्या हैं?

17. In what areas do you believe AI will have the most significant impact in the near future?

आपका मानना है कि निकट भविष्य में एआई का किन क्षेत्रों में सबसे महत्वपूर्ण प्रभाव होगा?

18. Which of the following strategies can help overcome common challenges in AI learning?

- Continuous Learning
- Practical Experience
- Building a Strong Foundation
- Community Engagement

निम्नलिखित में से कौन सी रणनीति एआई सीखने में आम चुनौतियों पर काबू पाने में मदद कर सकती है?

- निरंतर सीखना (Continuous Learning)
- व्यावहारिक अनुभव (Practical Experience)
- एक मजबूत नींव का निर्माण (Building a Strong Foundation)
- सामुदायिक सहभागिता (Community Engagement)

19. What are your concerns about the ethical implications of AI development?

एआई विकास के नैतिक निहितार्थों के बारे में आपकी चिंताएँ क्या हैं?

20. What are the potential long-term impacts of AI on the job market, and how can we prepare for these changes?

नौकरी बाज़ार पर एआई के संभावित दीर्घकालिक प्रभाव क्या हैं, और हम इन परिवर्तनों के लिए कैसे तैयारी कर सकते हैं?

21. What are some potential risks of using generative AI in education?

शिक्षा में जेनेरेटिव एआई का उपयोग करने के कुछ संभावित जोखिम क्या हैं?

22. How can Generative AI impact the future of research?

जेनेरेटिव एआई अनुसंधान के भविष्य को कैसे प्रभावित कर सकता है?

23. What are the benefits of integrating generative AI into the education system?

शिक्षा प्रणाली में जेनेरेटिव एआई को एकीकृत करने के क्या लाभ हैं?

24. Are current regulations around generative AI in education sufficient? Explain your reasoning.

क्या शिक्षा में जेनेरेटिव एआई से संबंधित मौजूदा नियम पर्याप्त हैं? अपना तर्क स्पष्ट करें।

AI Skill Inventory

The following inventory is designed to measure the AI Skill among respondents. Please read each statement carefully and respond according to your level of agreement. Use the following 5-point scale to indicate your response:

1 - Not Skilled | 2 - Slightly Skilled | 3 - Moderately Skilled | 4 - Skilled | 5 - Very Skilled

निम्नलिखित सूची उत्तरदाताओं में एआई कौशल को मापने के लिए बनाया गया है। कृपया प्रत्येक कथन को ध्यान से पढ़ें और अपनी सहमति के स्तर के अनुसार उत्तर दें। उत्तर देने के लिए निम्न 5-बिंदु पैमाने का उपयोग करें:

1 - अप्रशिक्षित | 2 - थोड़ा प्रशिक्षित | 3 - मध्यम रूप से प्रशिक्षित | 4 - प्रशिक्षित | 5 - अत्यधिक प्रशिक्षित

Item No.	Statement (English)	कथन (Hindi)	1	2	3	4	5
1	I can explain AI basics to students of various ages by using real-world examples and visual aids.	मैं वास्तविक दुनिया के उदाहरणों और दृश्य सहायक सामग्री का उपयोग करके विभिन्न आयु के छात्रों को एआई की मूल बातें समझा सकता हूँ।	☐	☐	☐	☐	☐
2	I can recognize AI potential in education by staying updated on AI trends in education.	मैं शिक्षा में एआई रुझानों पर अद्यतन रहकर शिक्षा में एआई क्षमता को पहचान सकता हूँ।	☐	☐	☐	☐	☐
3	I can use AI to enhance student engagement.	मैं छात्रों की सहभागिता बढ़ाने के लिए एआई का उपयोग कर सकता हूँ।	☐	☐	☐	☐	☐
4	I can identify opportunities to integrate AI into the curriculum.	मैं पाठ्यक्रम में एआई को एकीकृत करने के अवसरों की पहचान कर सकता हूँ।	☐	☐	☐	☐	☐
5	I can use AI to automate tasks and streamline administrative work.	मैं कार्यों को स्वचालित करने और प्रशासनिक कार्य को सुव्यवस्थित करने के लिए एआई का उपयोग कर सकता हूँ।	☐	☐	☐	☐	☐
6	I can use basic AI tools like chatbots or voice assistants.	मैं चैटबॉट या वॉयस असिस्टेंट जैसे बुनियादी एआई टूल्स का उपयोग कर सकता हूँ।	☐	☐	☐	☐	☐
7	I can identify incorrect or biased AI responses.	मैं गलत या पक्षपातपूर्ण एआई प्रतिक्रियाओं की पहचान कर सकता हूँ।	☐	☐	☐	☐	☐
8	I know AI's limitations and when to rely on human judgments.	मैं एआई की सीमाओं को समझता हूँ और जानता हूँ कि कब मानवीय निर्णयों पर भरोसा करना चाहिए।	☐	☐	☐	☐	☐
9	I can create AI-generated educational content.	मैं एआई-जनित शैक्षिक सामग्री बना सकता हूँ।	☐	☐	☐	☐	☐
10	I can identify problems that can be solved using AI.	मैं उन समस्याओं की पहचान कर सकता हूँ जिन्हें एआई का उपयोग करके हल किया जा सकता है।	☐	☐	☐	☐	☐
11	I can evaluate the reliability of AI-generated information by critically analyzing the source of information.	मैं सूचना के स्रोत का गंभीर विश्लेषण करके एआई-जनित जानकारी की विश्वसनीयता का मूल्यांकन कर सकता हूँ।	☐	☐	☐	☐	☐
12	I can identify tasks in everyday life that AI can automate or help with.	मैं रोजमर्रा की ज़िंदगी में ऐसे कार्यों की पहचान कर सकता हूँ जिन्हें एआई स्वचालित कर सकता है या मदद कर सकता है।	☐	☐	☐	☐	☐
13	I know how data quality affects AI model performance.	मुझे पता है कि डेटा की गुणवत्ता एआई मॉडल के प्रदर्शन को कैसे प्रभावित करती है।	☐	☐	☐	☐	☐
14	I can understand the potential ethical applications of AI.	मैं एआई के संभावित नैतिक अनुप्रयोगों को समझ सकता हूँ।	☐	☐	☐	☐	☐

15	I can understand the role of AI in innovation.	मैं नवाचार में एआई की भूमिका को समझ सकता हूँ।	☐	☐	☐	☐	☐
16	I can recognize the potential of AI for personalized learning.	मैं व्यक्तिगत शिक्षा के लिए एआई की क्षमता को पहचान सकता हूँ।	☐	☐	☐	☐	☐
17	I can identify the areas where AI can add values.	मैं उन क्षेत्रों की पहचान कर सकता हूँ जहाँ एआई मूल्य जोड़ सकता है।	☐	☐	☐	☐	☐
18	I can use AI tools for tasks like grading, scheduling, and data analysis.	मैं ग्रेडिंग, शेड्यूलिंग और डेटा विश्लेषण जैसे कार्यों के लिए एआई टूल्स का उपयोग कर सकता हूँ।	☐	☐	☐	☐	☐
19	I can use AI tools in my teaching practice.	मैं अपने शिक्षण अभ्यास में एआई टूल्स का उपयोग कर सकता हूँ।	☐	☐	☐	☐	☐

20. How can you use generative AI tools to create content for a classroom lesson?

कक्षा पाठ के लिए सामग्री बनाने हेतु आप जेनरेटिव एआई टूल का उपयोग कैसे कर सकते हैं?

21. What steps would you take to ensure the ethical use of generative AI in education & research?

शिक्षा एवं अनुसंधान में जेनरेटिव एआई के नैतिक उपयोग को सुनिश्चित करने के लिए आप क्या कदम उठाएंगे?

22. How do you evaluate the accuracy and reliability of information generated by AI?

आप एआई द्वारा सृजित जानकारी की सत्यता और विश्वसनीयता का मूल्यांकन कैसे करते हैं?

23. Describe a specific challenge you foresee in integrating generative AI tools into education or research.

शिक्षा या अनुसंधान में जेनरेटिव एआई टूल को एकीकृत करने में आपके सामने आने वाली विशिष्ट चुनौती का वर्णन करें।

शिक्षा व शोध में बढ़ रही एआई उपकरणों की भूमिका

बरेली। रुहेलखंड विश्वविद्यालय के बीएड/एमएड विभाग ने शिक्षा और शोध में जनरेटिव एआई विषय पर यूनेस्को प्रायोजित अंतरराष्ट्रीय कार्यशाला का आयोजन किया। विशिष्ट अतिथि विश्व विश्वविद्यालय, वियतनाम में अनुसंधान एवं नवाचार केंद्र के प्रमुख डॉ. माइक पॉर्किन्स ने शिक्षा और शोध क्षेत्र में एआई उपकरणों के मूल्योपयोग के बारे में बताया।

दिल्ली विश्वविद्यालय के प्रो. विनोद कुमार कांवरिया ने एआई संचालित परस्पर संवादात्मक पाठ योजनाएं बनाने और सिमुलेशन डिजाइन करने पर प्रकाश डाला। बताया गया कि जनरेटिव एआई एक प्रकार की कृत्रिम बुद्धिमत्ता है, जिसमें मशीन लर्निंग एल्गोरिथम का उपयोग टेक्स्ट, छवि, संगीत या अन्य प्रकार के मीडिया के सृजन के लिए किया जा सकता है। स्वागत संवोधन कार्यक्रम संयोजिका डॉ. क्षमा पांडेय ने किया। अध्यक्षता प्रभुवाल कुमारी, अक्षज आदि कई लोगों का सहयोग रहा।

रुवि में अंतरराष्ट्रीय कार्यशाला आज

बरेली : रुहेलखंड विवि के बीएड/एमएड विभाग द्वारा शिक्षा और शोध में जनरेटिव एआई विषय पर यूनेस्को द्वारा प्रायोजित अंतरराष्ट्रीय कार्यशाला शनिवार को आनलाइन होगी। कार्यक्रम के सचिव डा. नीरज ने बताया कि विशिष्ट अतिथि आचार्य बंगलूर बिजनेस स्कूल कर्नाटक में प्रबंध अध्ययन की प्रो. आरके प्रेमा राजन मौजूद रहेंगी। अन्य वक्ता प्रयागराज के आइटी एवं एआई ट्रेनर अविचल दीक्षित रहेंगे। स्वागत संवोधन कार्यक्रम संयोजिका डा. क्षमा पांडेय करेंगी। जस

6 दैनिक जागरण बरेली, 11 मई, 2025

एआई से रियल-टाइम डेटा प्रोसेस करने में मिलेगी मदद

जस, बरेली : महात्मा ज्योतिबा फुले रुहेलखंड विश्वविद्यालय में यूनेस्को की ओर से प्रायोजित अंतरराष्ट्रीय कार्यशाला के अंतिम सत्र का आयोजन किया गया। रुहेलखंड विश्वविद्यालय के बीएड, एमएड विभाग की ओर से शिक्षा और शोध में जनरेटिव एआई विषय पर हुई कार्यशाला में

कर्नाटक के आचार्य बंगलूर बिजनेस स्कूल के प्रोफेसर आरके प्रेमा राजन ने डायनामिक एआई एप के बारे में बताया। प्रोफेसर राजन ने बताया कि 'डायनामिक एआई पावरड एंलिसिस प्लेटफॉर्म स्टैटिस्टिकल एनालिसिस हैड्स ऑन' एप रियल-टाइम डेटा को प्रोसेस करने में मदद मिलेगी।

डायनामिक एआई एप की दी जानकारी

बरेली। रुहेलखंड विश्वविद्यालय में शनिवार को शिक्षा और शोध में जनरेटिव एआई विषय पर यूनेस्को प्रायोजित अंतरराष्ट्रीय कार्यशाला हुई। इसमें विशिष्ट अतिथि बंगलूर बिजनेस स्कूल के प्रो. आरके प्रेमा राजन ने डायनामिक एआई एप पर विचार रखे। कहा कि यह एप रियल टाइम डेटा को प्रोसेस करने और उसी समय उसका विश्लेषण करने की सुविधा देते हैं। प्रयागराज के एआई ट्रेनर अविचल दीक्षित ने बताया कि एआई की मदद से सॉफ्टवेयर का निर्माण आज के समय का एक बड़ा नवाचार है। इस मौके पर सचिव डॉ. नीरज कुमार, कार्यक्रम संयोजिका डॉ. क्षमा पांडेय, प्रवर्द्ध सिंह बिरला, रानी मौर्य, मधुबाला, अक्षज तिवारी आदि मौजूद रहे। संचालन हर्ष शुक्ला ने किया। संपाद



