AI INTERNATIONAL CONFERENCE ON IN EDUCATION

ARTIFICIAL INTELLIGENCE IN EDUCATION FOR VIKSIT BHARAT@2047

1 August 2025 | PHD House, New Delhi

SPEAKER BOOKLET


ASSOCIATION OF INDIAN UNIVERSITIES
PHDCCI
HARMONY
PROGRESS
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Estd. - 1905
PHDCCI Celebrating... 120 Years
1905 - 2025
OECD
AI
INTERNATIONAL CONFERENCE ON
IN EDUCATION
ARTIFICIAL INTELLIGENCE IN EDUCATION FOR VIKSIT BHARAT@2047
1 August 2025 | PHD House, New Delhi
Chief Guest
Shri Ashish Sood
Minister of Home, Education Power, Higher Education, Training & Technical Education, Govt of Delhi- NCT
Guests of Honour
Prof. T.G. Sitharam
Chairman, All India Council for Technical Education (AICTE)
Mr. Abhishek Singh
Additional Secretary MeitY and Head of IndiaAI Mission
Mr. Himanshu Gupta
Secretary Central Board of Secondary Education Ministry of Education
Dr. Pankaj Mittal
Secretary General Association of Indian Universities
Dr. Rajul K. Gajjar
Hon'ble Vice Chancellor Gujarat Technological University (GTU)
Keynote Speakers
Mr. Rajiv Makhni
Technology Journalist and Managing Editor, NDTV
Dr. Stephan Vincent-Lancrin
Senior Analyst and Deputy Head Directorate of Education and Skills, OECD
Prof. Indrani Bhaduri
CEO & Head, PARAKH, NCERT Ministry of Education
Key Speakers
Prof. Ramkumar Rajendran
Associate Professor IIT Bombay
Prof. Mutlu Cukurova
Professor of Learning and Artificial Intelligence University College London
Dr. Amarendra Behera
Head of Centre for Technology NCERT Ministry of Education
Dr. Anjlee Prakash
Chairperson Learning Links Foundation
For registration, scan the QR code given below
Scan me!
Supported By
JAIPURIA
LEARNING LINKS
Association Partner
INDIA EDTECH ASSOCIATION
Mr. Shreevats Jaipuria
Chair, PHDCCI Education Committee
Ms. Sonali Jain
Co-Chair, PHDCCI Education Committee
Mr. Prashant Jain
Co-Chair, PHDCCI Education Committee
No fee to register.
Prior registration mandatory
PLEASE CONTACT FOR FURTHER DETAILS
Palash Sen, Joint Secretary
Mobile : 9868183593
Email: palash.sen@phdcci.in
Ravi Shankar Kumar, Deputy Secretary
Mob: 8789387185
Email ID: raviskumar@phdcci.in
Seats are limited. Seating on a first come first-served basis.

ASSOCIATION OF INDIAN UNIVERSITIES

PHDCCI — HARMONY · DEVELOPMENT · PROGRESS — Estd. - 1905

PHDCCI Celebrating 120 Years (1905 - 2025)

AI INTERNATIONAL CONFERENCE ON IN EDUCATION

ARTIFICIAL INTELLIGENCE IN EDUCATION FOR VIKSIT BHARAT@2047

2 August 2025 | PHD House, New Delhi

Workshop – "Empowering Educators"

Dr. Stephan Vincent-Lancrin
Senior Analyst and Deputy Head
Directorate of Education and Skills, OECD

What will you learn?

- AI 101 for Educators
- Tools & Platforms for AI in Classrooms
- AI Ethics, Bias & Responsible AI Use
- Guidelines for Generative AI

For registration, scan the QR code given below

Fee (Rs. 1000/- + 18 % GST Per Participant)

Seating will be on a first come first-served basis.

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PLEASE CONTACT FOR FURTHER DETAILS

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PARTNERS

JAIPURIA INSTITUTE OF MANAGEMENT

Legacy of Excellence | One Jaipuria Culture | Future-Ready Leaders

Founded on the visionary ideals of Padma Bhushan Seth Anandram Jaipuria, Jaipuria Institute of Management stands as a premier institution in management education with a legacy dating back to 1945. Under the dynamic leadership of Shri Sharad Jaipuria, the institute has grown into one of the largest groups in northern and central India offering AICTE-approved PGDM programs across four campuses — Lucknow, Noida, Jaipur, and Indore—all ranked among the Top 125 Management Institutes in the NIRF 2024 rankings.

At the heart of Jaipuria's success lies the philosophy of **"One Jaipuria"**— a unified culture of learning that fosters academic excellence, innovation, and collaboration across all campuses. Accredited by NBA, NAAC, and AIU, and a proud member of the AACSB Business Education Alliance, Jaipuria emphasizes learner-centric pedagogy, global exposure, and ethical leadership.

Beyond academics, the group champions impactful initiatives in K-12 education, CSR, environment, and social responsibility through 60+ schools, edutech ventures, and philanthropic programs. With a robust alumni network and global partnerships, Jaipuria continues to shape professionals who are rooted in values and ready for tomorrow.

PATHWAYS SCHOOLS
Nurturing Global Citizens for a Dynamic Future

Pathways Schools were founded in 2003 by visionary entrepreneur Mr. Pramod K Jain and his sons—Mr. Praveen Jain, Mr. Prabhat Jain, and Mr. Prashant Jain—with a mission to redefine education in a rapidly evolving world. Driven by deep research, global insights, and a commitment to lifelong learning, the founders created a pioneering model rooted in inquiry, creativity, and emotional intelligence.

Today, Pathways Schools are recognized among India's top International Baccalaureate (IB) institutions, offering the full IB continuum (PYP, MYP, DP, and CP). With state-of-the-art campuses in Gurgaon, Noida, and Greater Noida, Pathways integrates global best practices with Indian values. The award-winning **Pathways School Gurgaon**, set on a 13-acre green campus, is India's first school to receive the prestigious 'LEED-EB Platinum' rating for sustainability.

What truly sets Pathways apart is its belief in **learning beyond the classroom**—from immersive outdoor education and a unique petting zoo to innovative interdisciplinary learning. The schools follow Dr. Howard Gardner's Multiple Intelligences approach and cultivate curiosity, reflection, empathy, and responsibility.

Guided by the motto **"Learn. Work. Play. Think. LIVE"**, Pathways nurtures not just academic excellence, but holistic, future-ready leaders with strong ethical values and a global outlook.

INDIA DIDACTICS ASSOCIATION (IDA)
Empowering Education, Unifying Stakeholders

India Didactics Association (IDA) is the exclusive national trade association dedicated to the Indian Education and Skills sector. With a robust network of over **88,000+ educators**, trainers, and education solution providers across 250+ cities, IDA brings together schools, colleges, universities, government bodies, skill development institutions, and edtech companies under one unified platform.

IDA plays a pivotal role in transforming India's fragmented education landscape by promoting collaboration among stakeholders and driving policy advocacy. With partnerships across 19 countries, it supports knowledge exchange, institutional growth, and the integration of global best practices.

IDA is the force behind **Didac India**, Asia's largest and India's only international B2B exhibition and conference for education and training resources. Scheduled for **18–20 November 2025 at Yashobhoomi, New Delhi**, Didac India serves as the definitive platform for innovation, networking, and strategic engagement among education leaders, policymakers, and technology providers.

Driven by a vision to empower changemakers and transform education for sustainable global growth, IDA fosters innovation in pedagogy, teacher training, and digital solutions to equip learners for the future. It stands as a catalyst for inclusive, forward-thinking, and impactful education across India and beyond.

ASSOCIATION OF INDIAN UNIVERSITIES (AIU)
Apex Body Representing Indian Higher Education

The Association of Indian Universities (AIU**)**, headquartered in New Delhi, is a premier organization that represents and facilitates coordination among Indian universities, including central, state, deemed universities, and institutes of national importance. It plays a pivotal role in shaping the academic framework of the country by evaluating foreign degrees, syllabi, and credit systems for equivalence with Indian university standards, thereby ensuring academic mobility and quality assurance.

Established as an inter-university service and advisory body, AIU functions as a key liaison between universities and the Government of India, while also fostering collaboration with international academic bodies under various Cultural Exchange Programmes

With a mission to promote Indian higher education globally, AIU serves as a central platform for national and international collaboration **in** education, research, youth development, culture, and sports. It organizes seminars, conferences, workshops, and policy discussions to strengthen teaching, research, and institutional autonomy. AIU also acts as India's National Sports Promotion Organization (NSPO)**,** overseeing inter-university sports and representing Indian universities at major sporting events.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)

Global Policy Forum | Evidence-Based Standards | Economic, Social & Environmental Impact

The Organization for Economic Co-operation and Development (OECD) is an intergovernmental organization founded in 1961, headquartered at the Château de la Muette in Paris, France. With 38 member countries, the OECD is a unique international forum committed to promoting better policies for better lives by shaping strategies that foster economic prosperity, social equity, environmental sustainability, and global cooperation.

Drawing on over 60 years of expertise, the OECD serves as a knowledge hub, enabling policymakers and stakeholders from across the world to compare policy experiences, develop evidence-based standards, and find collaborative solutions to common challenges. It plays a leading role in areas such as education reform, climate action, tax transparency, trade policy, technological innovation, and inclusive economic growth.

OECD countries collectively represent over 62% of global GDP, and 90% of global official development assistance. Through partnerships with more than 100 countries, the OECD promotes international benchmarking, research-based decision making, and capacity building across diverse sectors.

With a vision to create stronger, fairer, and cleaner societies, the OECD continues to guide the global community toward sustainable development, inclusive growth, and global well-being.

LEARNING LINKS FOUNDATION
Non-Profit | Lifelong Learning | Educational Innovation

Learning Links Foundation (LLF) is a not-for-profit organization committed to transforming lives through the power of learning. Guided by the belief that learning is a lifelong journey—not limited to formal education—LLF works to foster curiosity, purpose, and progress from early childhood through adulthood.

With a clear vision to unlock lifelong learning, the Foundation designs and implements programs that promote meaningful engagement, inquiry-based learning, and inclusive education. Its core areas of expertise include enhancing the quality of education, strengthening citizenship, leveraging technology for social impact, and supporting sustainable social innovation.

LLF collaborates with key government bodies such as the Ministry of Education (formerly MHRD), Ministry of Information & Technology, and multiple state governments. It also partners with apex institutions like NCERT, SCERTs, NUEPA, NCTE, and NAAC, as well as private schools, universities, multilateral agencies, and NGOs across India to create impactful learning ecosystems.

At its core, the Foundation believes in the power of real learning—learning that is driven by questions, navigates uncertainty, and empowers individuals to shape their own futures. Through its work, LLF continues to create a more equitable, informed, and empowered society by making education accessible, purposeful, and lifelong.

PROGRAMME

International Conference
AI in Education for Viksit Bharat @2047
1-2 August 2025; PHD House, New Delhi

With the emergence of artificial intelligence, human intelligence is in a fast-paced catch-up race. AI is quickly permeating every sphere of life and activity. What does it mean for education? How is AI changing jobs and learning in the classroom? How is AI redefining the role of teachers? How will Indian languages handle artificial intelligence? What should the policy makers do to ensure that our children understand the ethical issues involved in AI? These issues and more are going to be discussed and deliberated at the two-day international conference titled AI in Education for Viksit Bharat @ 2047.

The conference will bring together policy makers, industry leaders, AI experts as well as teachers and other education stakeholders to discuss the opportunities and challenges of AI in education, with a focus on India, Indian states and comparable middle income countries with specific challenges of access, of AI literacy for teachers and students, and other challenges such as language.

The second day workshop will provide participants with practical discussions. In particular, guidelines on the use of effective and equitable use of AI in education will be discuss, with an emphasis on generative AI (such as large language models).

Day 1: 1 August 2025

Registrations	**9:00 Hrs – 10:00 Hrs**	
Inaugural Session 1000 Hrs – 1100 Hrs	*The pandemic accelerated the adoption of technology all over the world. But the real revolution in learning is being led by AI. By becoming the virtual genie which is ever present at the click of a button to provide answers, write essays, frame letters, create drawings and well neigh everything, artificial intelligence is rewriting the ways in which traditional education is viewed by countries. What is the global impact of this technology and how are nations responding to this change?*	
1000 Hrs – 1005 Hrs	**Welcome**	**Dr Ranjeet Mehta** CEO & Secretary General, PHDCCI
1005 Hrs – 1010 Hrs	**Overview**	**Mr Shreevats Jaipuria** Chair, PHDCCI Education Committee & Vice Chairman, Jaipuria Management Institute
1010 Hrs – 1015 Hrs	**Welcome**	**Dr Stéphan Vincent Lancrin** Senior Analyst and Deputy Head Directorate of Education OECD
1015 Hrs – 1020 Hrs	**Address**	**Mr Hemant Jain** President, PHDCCI
1020 Hrs – 1035 Hrs	**Address by Guest of Honour**	**Mr Himanshu Gupta** Secretary, CBSE
1035 Hrs – 1050 Hrs	**Address by Guest of Honour**	**Prof T G Sitharam** Chairman, All India Council for Technical Education

1050 Hrs – 1110	**Address by Chief Guest**	**Mr Ashish Sood** Minister of Education Government of Delhi
1110 Hrs – 1115 Hrs	**Vote of Thanks**	**Ms Sonali Jain** Co-Chair, PHDCCI Education Committee & Vice Chairperson, Sumermal Jain Public School

Keynote Address 1115 Hrs – 1140 Hrs	**AI, Attention Spans & Algorithmic Learning: Who's in Control?**	
	Host **Ms Sonali Jain** Co-Chair, PHDCCI Education Committee	**Guest** **Mr Rajeev Makhni** Technology Journalist & Managing Editor, NDTV
Keynote Address 2 **1145 Hrs – 1210 Hrs**	**IndiaAI Mission: Leapfrogging Growth** *In March 2024, the Government of India approved an allocation of over Rs 10,300 crore for the IndiaAI Mission, marking a significant step towards bolstering India's AI ecosystem. This fund infusion, slated over a five-year period, is catalysing various components of the IndiaAI Mission, including pivotal initiatives like the IndiaAI Compute Capacity, IndiaAI Innovation Centre and IndiaAI Datasets Platform. In this session, the man spearheading the IndiaAI Mission will provide a glimpse into the progress made by India in AI.* **Mr Abhishek Singh** Additional Secretary & Head, IndiaAI Mission Ministry of Electronics and Information Technology Electronics Niketan, New Delhi	

Keynote Address 3 **1215 Hrs – 1240 Hrs**	**Global Impact of AI on education** *As digitalization is transforming all societies, education has to assess how to prepare students for an AI world, how to leverage AI for learning and administrative efficiency, but also address some of the new challenges it raises for learning, for data protection. Emerging research and country practices provide some possible avenues to think about education's digital transformation.* **Dr Stéphan Vincent Lancrin** Senior Analyst and Deputy Head Directorate of Education OECD

Panel Discussion **1245 Hrs – 1320 Hrs**	**AI in Classrooms – Promise or Peril?** *The ease with which AI provides answers and information tailored to the question, at the press of a button, can lull the brightest minds into complacency. Is this ease desirable at an impressionable age of young children who must first learn how to ask the right questions even from a chat bot? This session will feature school leaders who will debate over the boundaries of AI in classrooms.*	
	Moderator	**Mr Shreevats Jaipuria** Chair, PHDCCI Education Committee & Vice Chairman, Jaipuria Management Institute
	Panellists	**Dr Amarendra P. Behera** Joint Director, Central Institute of Education Technology, NCERT **Dr Anjlee Prakash** Chairperson, Learning Links Foundation

		Mr Aditya Gupta CEO & MD, India Didactics Association **Mr Rahul Aggarwal** Director, St Mark's Group of Schools New Delhi
1320 Hrs – 1415 Hrs	**Networking Lunch**	

Case Study Presentations 1415 Hrs – 1445 Hrs **3 Indian case studies 10 mins each**	**AI in the Classroom: Real Stories of Innovation and Impact** **Case Study 1 Voices**	**Case Study 2**	
	Blue Bells International *From Chalkboards to Chatbots*	**Sanford World School** *AI & Mental Health – Mood Tracking for Teenagers*	**Students' Perspective** *Mr Shivam Kumar* *IIT Patna*
1445 Hrs – 1505 Hrs International policies / Case Studies on AI in education	**Case Study 3** (Video presentation) **Safely Unlocking the Potential of Generative AI in Education in England, by Ms Fay Skevington**, Department for Education, England **Case Study 4** (Video presentation) **Transforming Higher Education in AI Era: Lessons from 100+ EdTech Projects, by Prof Ronghuai Huang** Co-Dean, Smart Learning Institute, Beijing Normal University, China Unesco Chair on AI in Education		

Keynote Address 4 **1505 Hrs – 1525 Hrs**	**AI-Native University: Reimagining Education in the Post-AI Age** *Educational institutions are facing unprecedented disruption from AI technologies. Traditional approaches to educational infrastructure and content delivery may no longer serve students effectively. What are the practical strategies for reimagining educational value creation, cost structures, and accessibility in an AI-first world. This session will provide actionable insights for educational leaders ready to embrace fundamental change rather than incremental AI adoption.* **Dr Shiva Kakkar** Vice President, Artificial Intelligence Jaipuria Institute of Management Seth M R Jaipuria Schools
Keynote Address 5 **1525 Hrs – 1545 Hrs**	**From Productivity Gains to Pedagogical Transformation with AI in Education** *Highlighting recent advancements in generative AI, the talk will critically examine its promise and limitations in supporting both student learning and teacher practices. While AI presents some opportunities for task automation and learning enhancement, it also raises critical concerns regarding human agency, ethical considerations, and systemic inequalities in education. Drawing on decades of research in AI and education, the talk will emphasise the need to move beyond narrow applications of AI for productivity gains. Instead, it advocates for AI systems that augment human competence, foster lifelong learning skills, and align with broader societal values.* **Prof Mutlu Cukurova** University College London United Kingdom
Keynote Address 6	**AI in Education Research** *Can AI help us understand a student's learning process beyond simply predicting right or wrong*

1545 Hrs – 1605 Hrs	*answers? This presentation delves into the creation of truly learner-aware AI systems. We move beyond traditional metrics to discuss cutting-edge research that models the complex interplay between a learner's cognitive strategies, effective states, and metacognition (CAM).* **Prof Ramkumar Rajendran** Assistant Professor, IIT Bombay

16:05-16:20: Break

Valedictory Session **1620 Hrs – 1710 Hrs**	**Guidance and Regulation to Implement AI in Education** *A first-ever Guidance on Generative AI published by Unesco on 7 September 2023, calls on governments to regulate the use of AI in schools to ensure a "human-centered approach" to technology. The OECD published their Opportunities, Guidelines and Guardrails for effective and equitable use of AI in education in December 2023 and are working on a new set focused on generative AI. These documents propose key steps and policy frameworks for ethical use of AI in education. This session will feature key policy makers who will debate over the contours of such a policy / guidance for India*	
1620 Hrs – 1625 Hrs	**Welcome Remarks**	**Mr Shreevats Jaipuria** Chair, PHDCCI Education Committee & Vice Chairman, Jaipuria Management Institute
1625 Hrs – 1632 Hrs	**Video Message by Chief Guest**	**Mr Jayant Chaudhary** Minister of State for Skill Development and Entrepreneurship

1632 Hrs – 1642 Hrs	**Address by Guest of Honour** Incorporating AI in School Assessments	**Prof Indrani Bhaduri** Head & CEO, PARAKH, NCERT
1642 Hrs – 1652 Hrs	**Address by Guest of Honour** AI Adoption at GTU	**Dr Rajul K. Gajjar** Vice Chancellor, Gujarat Technological University (GTU)
1652 Hrs – 1705 Hrs	**Address by Guest of Honour** AI Adoption by Universities in India	**Dr (Mrs) Pankaj Mittal** Secretary General Association of Indian Universities
1705 Hrs – 1710 Hrs	**Vote of Thanks**	**Mr Prashant Jain** Co-Chair, PHDCCI Education Committee & Co-Founder Pathways School

End of Day 1

International Conference

AI in Education
for Viksit Bharat @2047

1-2 August 2025; PHD House, New Delhi

With the emergence of artificial intelligence, human intelligence is in a fast-paced catch-up race. AI is quickly permeating every sphere of life and activity. What does it mean for education? How is AI changing jobs and learning in the classroom? How is AI redefining the role of teachers? How will Indian languages handle artificial intelligence? What should the policy makers do to ensure that our children understand the ethical issues involved in AI? These issues and more are going to be discussed and deliberated at the two-day international conference titled AI in Education for Viksit Bharat @ 2047.

The second day workshop will provide participants with practical discussions. In particular, guidelines on the use of effective and equitable use of AI in education will be discuss, with an emphasis on generative AI (such as large language models).

Day 2: Workshop Day
"Empowering Educators"

2 August 2025

Audience: School & college teachers, educators, curriculum designers

Venue: Radico Hall, PHD House, New Delhi

Participants are kindly requested to come with their laptop for the hands-on activities.

09:00 – 10:00	**Registration & Welcome Tea**	Networking & Materials Distribution
10:00 – 10:15	Workshop Overview, Introductions	**Dr Stéphan Vincent-Lancrin** Senior Analyst and Deputy Head Directorate of Education OECD
10:15 – 11:00	AI 101 for Educators Understanding AI, machine learning & its role in schools	**Prof Mutlu Cukurova** University College London United Kingdom
11:00 – 11:15	Tea Break	
11:15 – 12:45	**Session 1**: Leveraging AI in Classrooms and Schools (breakout groups)	Hands-on session with activity-based learning design and exploration of generative AI tools for personalizing learning and for administrative purposes
12:45 – 13:45	Lunch	
13:45 – 15:15	**Session 2**: AI Ethics, Bias & Responsible AI Use (breakout groups)	Moderated group discussion and activities on appropriate AI uses by educators. Based on the previous day's learning as well as their personal experience, participants will discuss the risks and opportunities of gen AI for teaching and learning and for administrative purposes. The first half of the workshop will be devoted to identify the risks and opportunities, including the risks that should not be

		taken and the opportunities that should not be missed. In the second half of the workshop, they will discuss the actions that teachers and school leaders will need to take to avoid the risks and seize the opportunities.
15:15 – 15:30	Tea Break	

15:30 – 17:00	**Session 3**: Guidelines for Generative AI in Education (Plenary presentation of OECD Guidelines and breakout discussion)	Moderated group discussion and activity on opportunities and guardrails for using generative AI in education. Based on the OECD guidelines on AI, the groups will have a moderated discussion on two areas and its structure (1) AI literacy and use in the classroom and professional development, 2) tool development and research) and develop their own guidelines for educators, government and EdTech companies.
17:00 – 17:30	Reflection Circle & Certificate Distribution	Sharing learnings + Distribution of participation certs

SPEAKER PROFILES

SHRI ASHISH SOOD
Minister of Home, Power, Urban Development, Education, Higher Education, Training & Technical Education, Government of NCT of Delhi

Shri Ashish Sood is a seasoned political leader and Minister in the Government of NCT of Delhi, overseeing vital portfolios such as Home, Power, Urban Development, Education, Higher Education, and Technical Education. His political journey began at Delhi University, where he served as DUSU President (1988–89) and as All India Secretary of ABVP.

He has held prominent roles within the BJP, including Vice President of BJP Delhi and National Vice President of BJYM. As SDMC Councillor, he introduced impactful reforms and launched initiatives like NEEV and a tablet distribution program to bridge the digital divide.

During the COVID-19 pandemic, he ensured food relief for over 5,000 people daily and facilitated pilgrimages for more than 1,500 senior citizens.

Elected from Janakpuri in the 2025 Assembly elections, Shri Sood remains committed to improving law and order, enhancing urban infrastructure, and advancing digital empowerment. With a strong grassroots connection and a focus on transparent, people-centric governance, he continues to work towards building a Viksit Delhi.

SHRI JAYANT CHAUDHARY
Minister of State (Independent Charge), Skill Development & Entrepreneurship | MoS, Education |
Member of Parliament, Rajya Sabha

Jayant Chaudhary is an Indian politician and farmer leader currently serving as the Union Minister of State (Independent Charge) for Skill Development and Entrepreneurship, and Minister of State in the Ministry of Education. A Member of Parliament in the Rajya Sabha from Uttar Pradesh since 2022, he is also the National President of the Rashtriya Lok Dal (RLD), continuing the legacy of his grandfather, former Prime Minister Chaudhary Charan Singh.

An alumnus of the London School of Economics, Jayant previously worked as an investment banker before entering public life. He was elected to the 15th Lok Sabha from Mathura and has served on key parliamentary committees including Commerce, Finance, and Agriculture.

Deeply engaged in grassroots development, he has championed issues of land rights, social justice, and rural empowerment. His focus on youth and skill development is reflected in his efforts to strengthen sports and education infrastructure through MPLADS. Known for his progressive vision and strong connect with rural India, he continues to shape policies for inclusive and sustainable growth.

SHRI HEMANT JAIN

President, PHDCCI

Mr. Hemant Jain is the Group Managing Director of the **KLJ Group of Companies**, the largest manufacturer of plasticizers, chemicals, and polymer compounding in India, with international operations in Qatar and Thailand. He also serves as the **Vice Chairman of KLJ Organic Qatar W.L.L**, where he has successfully established an ultra-modern chlor-alkali plant producing a wide range of industrial products.

Under his visionary leadership, the KLJ Group has diversified into petrochemical trading and real estate, evolving into a multinational enterprise with a consolidated turnover of **INR 12,000 crores**.

Committed to social responsibility, Mr. Jain has also been instrumental in setting up a well-established school and a **200-bedded hospital** in Delhi, providing quality education and accessible healthcare to the community.

He holds a **Diploma in International Business Management from Harvard University** and continues to drive KLJ Group's global growth with innovation, excellence, and impact.

DR. RANJEET MEHTA

CEO & Secretary General, PHDCCI

Dr. Ranjeet Mehta, a University Gold Medalist with a Ph.D. in Management, brings over 34 years of corporate leadership experience to his credit. He also holds a Management degree from Cornell University, a Law degree, and an Organizational Leadership Certificate from Harvard Business School. A Fellow of the prestigious US Government's International Visitors Leadership Program, Dr. Mehta plays a pivotal role in shaping India's trade policy and global industrial engagement.

He has represented Indian industry on numerous government and parliamentary committees, actively contributing to policy development in infrastructure, logistics, MSMEs, and startups. He is a key member of the Industry Advisory Group to the Chief Minister of Uttarakhand, the Government's Committee on Supply Chain & Logistics under the National Centre for Cold Chain Development, and the Bureau of Indian Standards.

A prolific writer and thought leader, Dr. Mehta has authored six books on management and contributed extensively to leading economic publications. His expertise continues to drive strategic initiatives and policy reforms aimed at strengthening India's global industrial presence.

PROF. T.G. SITHARAM
Chairman, All India Council for Technical Education (AICTE)

Prof. T.G. Sitharam is a renowned academician and civil engineering expert, currently serving as Chairman of the All India Council for Technical Education (AICTE), Government of India, since December 2022. With over three decades in academia and research, he has made pioneering contributions in geotechnical and earthquake engineering, infrastructure development, and technical education reform.

Previously, he was Director of IIT Guwahati, where he launched new interdisciplinary schools and significantly advanced the institute's global rankings. An alumnus of IISc Bangalore and the University of Waterloo, Canada, he has published 500+ research papers, authored 20 books, guided over 40 Ph.D. scholars, and holds five patents.

Prof. Sitharam has held key leadership roles across national institutions and has been recognized among the world's top 2% scientists by Stanford University. Under his leadership, AICTE has introduced innovative reforms in line with the National Education Policy 2020, focusing on skill development, research, and inclusive education for a future-ready India.

DR. STÉPHAN VINCENT-LANCRIN
Deputy Head, Centre for Educational Research and Innovation, OECD

Stéphan Vincent-Lancrin is a leading international education expert, known for his work on digital innovation, creativity, and future-oriented learning. As Deputy Head of the Centre for Educational Research and Innovation at the OECD, he leads global research on digital transformation in education, including artificial intelligence, learning analytics, and the role of smart data.

He has been instrumental in major international projects such as "Fostering and Assessing Creativity and Critical Thinking in Education," spanning 24 countries, and OECD's response to education during the COVID-19 crisis. His influential publications include *Schooling during a Pandemic* and *OECD Education Digital Outlook*.

A recipient of multiple international awards, including recognition from the Fulbright Program and the International Center for Innovation in Education, he brings over two decades of experience advising education systems in more than 50 countries. With a PhD in economics, a master's in philosophy, and a grande école diploma, he continues to shape global education policy with a focus on innovation, equity, and digital futures.

SHRI HIMANSHU GUPTA
Secretary, Central Board of Secondary Education (CBSE)

Himanshu Gupta is a distinguished Indian Administrative Service officer of the 2012 batch (AGMUT cadre), currently serving as Secretary of the Central Board of Secondary Education (CBSE), New Delhi. Prior to this, he served as Director (Education) in the Government of NCT of Delhi, where he played a key role in education reform and governance.

An alumnus of IIT Delhi, Mr. Gupta has a strong academic background and a career marked by impactful administrative leadership. His notable contributions include establishing Delhi's first Citizen Facilitation Center as SDM Najafgarh, upgrading Jawahar Navodaya Vidyalaya in Tissa, and bringing mobile network access to remote, insurgency-affected areas during his tenure as Deputy Commissioner in Longding District, Arunachal Pradesh.

With a four-year term at CBSE, he is poised to drive reforms in school education under the Ministry of Education, continuing his commitment to equitable access and systemic improvement in public service.

SHRI SHREEVATS JAIPURIA
Chair, Education Committee, PHDCCI

Shreevats Jaipuria is a leading figure in India's education landscape, known for his visionary leadership and commitment to accessible, high-quality learning. A graduate with highest honors from the Stern School of Business, New York University, he has spearheaded the rapid growth of the Seth M.R. Jaipuria Schools from a single institution to over 50 campuses across India, impacting more than 45,000 students and supported by 2,500+ educators.

Under his guidance, Jaipuria Institute of Management has established itself as a premier chain of business schools with campuses in Lucknow, Noida, Jaipur, and Indore, consistently ranked among the top management institutes in the country.

Shreevats plays an active role in shaping education policy through leading industry bodies and entrepreneur networks. As Chair of the Education Committee at PHDCCI and a key member of platforms like CII, FICCI ARISE, and YPO, he advocates for systemic reforms and innovation in Indian education. His dynamic leadership continues to drive meaningful change in the sector, blending academic excellence with social impact.

Ms SONALI JAIN
Co-Chairperson, Education Committee, PHDCCI

Ms. Sonali Jain is a passionate educationist and progressive leader, currently serving as the Treasurer of a forward-thinking educational institution and Co-Chairperson of the Education Committee at PHDCCI. With a deep belief in holistic, student-centric learning, she is committed to nurturing young minds through a blend of academic excellence, moral values, and critical thinking.

Her mission focuses on creating an enriching and stimulating environment that fosters creativity, curiosity, and lifelong learning. Through innovative programs and a dynamic approach to education, she strives to equip students with the skills and mindset to make a meaningful impact both nationally and globally.

Dedicated to bridging the gap between corporate social responsibility and educational outreach, Ms. Jain has been instrumental in promoting partnerships like the Vidyanjali initiative, encouraging corporate engagement with government schools to advance literacy and inclusive education across India.

SHRI PRASHANT JAIN
Co-Chair, Education Committee, PHDCCI

Shri Prashant Jain is a visionary educationist, entrepreneur, and Co-Chair of the Education Committee at PHDCCI. As one of the founding pillars of the acclaimed Pathways Schools, Mr. Jain has played a pivotal role in shaping progressive K–12 education in India. Alongside his father, Shri Pramod K Jain, and brothers, he co-founded Pathways World School in 2003 with a mission to redefine the purpose of school education—focusing not just on academic scores but on nurturing compassionate, future-ready global citizens.

Guided by extensive global research, the Pathways model emphasizes holistic learning, emotional intelligence, critical thinking, and a culture of inquiry. Mr. Jain was instrumental in adopting the International Baccalaureate (IB) curriculum, which aligns with the school's learner-centric and experiential philosophy.

Apart from education, Shri Prashant Jain serves as Director at Sarla Exports Pvt. Ltd., bringing strategic insight from the business world into educational leadership. A strong advocate of unlearning and innovation, he remains committed to evolving education that is both globally relevant and deeply rooted in Indian values.

SHRI ABHISHEK SINGH
Additional Secretary, MeitY | CEO, India AI Mission

Abhishek Singh is a senior IAS officer of the 1995 batch with nearly three decades of experience in governance, digital transformation, and public administration. Currently serving as Additional Secretary in the Ministry of Electronics and Information Technology (MeitY), Government of India, he leads national efforts in Artificial Intelligence, Emerging Technologies, and Digital Skilling. He also holds the additional charge of CEO, India AI Mission.

A former CEO of MyGov, NeGD, Digital India Corporation, and Karmayogi Bharat, he has played a pivotal role in shaping India's digital governance landscape. His earlier administrative roles span diverse sectors—from law and order in Nagaland and Uttar Pradesh to strategic leadership in Food Corporation of India.

An IIT Kanpur alumnus, Abhishek also holds a Master's in Public Administration from Harvard Kennedy School. With a proven track record in policy innovation, grassroots development, and tech-enabled

SHRI RAJIV MAKHNI
Managing Editor, NDTV | Renowned Tech Journalist

Rajiv Makhni is one of India's most recognized voices in technology journalism and is often referred to as the nation's "Tech Guru." As the Managing Editor at NDTV, he leads editorial content and strategy across the network's digital and broadcast platforms. With over two decades in the media industry, he has played a pivotal role in demystifying technology for the Indian audience.

He is best known as the host of popular NDTV shows such as *Gadget Guru*, *Cell Guru*, *NewsNet 3.0*, and *Walk the Tech Talk*, where he simplifies complex tech trends with clarity and humor. He also anchors *Croma Tech Grandmasters*, a quiz show that blends innovation with entertainment.

In addition to his television work, Rajiv is a prolific columnist, contributing to leading publications like *Hindustan Times*, *Outlook*, *Mansworld*, *T3*, and *Travel + Leisure*. His sharp insights and engaging writing style have earned him a dedicated readership in India and abroad.

Rajiv holds an MBA from the Monterrey Institute and is also a former entrepreneur, having founded the successful Italian restaurant chain Slice of Italy. His unique blend of business acumen, tech expertise, and communication skills makes him a standout figure in Indian media governance, he remains a key architect of India's digital future.

DR. AMARENDRA P. BEHERA
Joint Director, NCERT | Expert in ICTs & Educational Technology |

Dr. Amarendra P. Behera is the Joint Director at the Central Institute of Educational Technology (CIET), a constituent of NCERT, where he plays a pivotal role in integrating digital innovation into India's education system. A nationally recognized expert in educational technology, Dr. Behera has significantly contributed to the development and dissemination of digital content and media for school education across TV, radio, and digital platforms including DIKSHA, SWAYAM, and PMeVIDYA.

With a Ph.D. in Education from Kurukshetra University and over 25 years of experience, Dr. Behera has led numerous ICT initiatives such as ePathshala, SWAYAM Prabha, NISHTHA, and the National Repository of Open Educational Resources (NROER). He has trained thousands of educators across states/UTs, developed national ICT curricula, and served as a key contributor to the National Curriculum Framework (NCF 2005 and ongoing).

Dr. Behera is also the Member Secretary of the National Focus Group on Technology in Education under NEP 2020 and actively supports digital policy implementation and curriculum reforms across India. His contributions have been acknowledged through national awards, including recognition by the Hon'ble President of India for excellence in ICTs in education.

DR. ANJLEE PRAKASH
Chairperson, Learning Links Foundation | Educationist

Dr. Anjlee Prakash is a visionary educationist and the Founder-Chairperson of Learning Links Foundation, a leading non-profit committed to transforming learning ecosystems through innovation, inclusion, and lifelong learning. With over 30 years of experience, she has played a pivotal role in advancing digital literacy, STEM education, teacher training, and youth skilling across India and internationally.

An advocate for girl child education and women's empowerment, Dr. Prakash's initiatives have reached over 10 million students, educators, and community members. She has served on multiple academic and policy bodies, including the Board of Governors at NIT Delhi, the Academic Council of the Central University of Jammu, and FICCI's Committee on ICT in Education.

Her international contributions include collaboration with OECD and participation in global forums like ISTE and CoSN. She holds a Ph.D. in Education and has been recognized with numerous awards for her leadership and innovation.

Dr. Prakash continues to inspire transformative change in the education sector by bridging policy, pedagogy, and technology to create inclusive and future-ready learning environments.

SHRI ADITYA GUPTA
CEO, India Didactics Association

Aditya Gupta is the CEO of the India Didactics Association (IDA), India's exclusive national body for the education and skills ecosystem, bringing together educators, policymakers, and industry leaders. He is also the Founder of Didac India, South Asia's largest event dedicated to education and skills, attracting global thought leaders, institutions, and innovators.

He works closely with the Ministry of Education at both central and state levels to support reforms and strengthen industry-academia partnerships. Internationally, he serves on advisory panels across the USA, UK, Germany, Switzerland, and Australia, enabling key cross-border collaborations.

As the Founding Partner and Chief Mentor of the Asian Summit on Education & Skills (ASES) – the Indian chapter of the Education World Forum (EWF), London – he has created a platform for policy dialogue among education ministers across Asia.

His contributions have earned him the Mahatma Gandhi Leadership Award at the House of Commons, London, and the distinction of Global Ambassador of Education by the Didacta Association, Germany.

A postgraduate in Business Management (Marketing & Finance), Aditya Gupta continues to shape the future of education through innovation, collaboration, and policy impact.

SHRI RAHUL AGGARWAL
Director – St. Mark's Group of Schools

A dynamic leader with a degree in **Media Studies** from **Deakin University, Australia**, Mr. Rahul Aggarwal brings a fresh, progressive vision to education. Growing up in the very heart of St. Mark's—founded by his father and led by his mother—education has always been a way of life for him.

Today, as Director of the **St. Mark's Group of Schools**, Mr. Aggarwal leads with purpose, empathy, and innovation. His approach blends academic excellence with co-curricular engagement, digital integration, and emotional well-being. From promoting **AI-powered personalized learning** to introducing **project-based, interdisciplinary approaches**, he envisions schools as spaces that prepare students not just for exams, but for life.

He constantly reflects on one core question: **"Are we helping our students become confident, compassionate, and future-ready individuals?"**

Recipient of the **Human Rights Brotherhood Award** and an active member of **FICCI**, he advocates for impactful, inclusive education and continues to build meaningful collaborations—both in India and globally. At his core, Mr. Aggarwal is driven by a simple yet powerful belief: education must transform not only what students know, but who they become.

PROF. MUTLU CUKUROVA
Professor of Learning & AI, UCL

Prof. Mutlu Cukurova is a leading academic in the field of learning and artificial intelligence, currently serving as Professor at University College London (UCL). His research explores the intersection of human-AI collaboration in education, focusing on how to prepare learners for a future that demands adaptive, creative, and collaborative problem-solving—skills that go far beyond routine cognition.

At the UCL Knowledge Lab, he leads large-scale research projects, supervises doctoral and postdoctoral scholars, and teaches the "Design and Use of AI in Education" module. His interdisciplinary work draws from learning sciences, computer science, and human-computer interaction, contributing to both theoretical advancements and practical innovations in AI-powered learning environments.

Beyond academia, Prof. Cukurova actively contributes to policy and international dialogue on AI in education. He serves as an expert advisor to UNESCO, the IAEA, and the European Commission, and is involved in UCL's Grand Challenges on Transformative Technologies. He also holds editorial positions with the *British Journal of Educational Technology* and the *International Journal of Child-Computer Interaction*.

Prof. Cukurova's work continues to shape the global conversation on equitable, intelligent, and future-ready education systems.

PROF. DR. INDRANI BHADURI
CEO & Head, PARAKH and Educational Survey Division, NCERT

Prof. Dr. Indrani Bhaduri is a leading figure in educational assessment and psychometrics, currently serving as CEO and Head of PARAKH and the Educational Survey Division at NCERT under the Ministry of Education. With over 27 years of experience, she has been pivotal in designing and implementing large-scale assessments like the National Achievement Survey, which help shape education policy across India.

Trained in assessment methodologies at ETS (USA) and ACER (Australia), her work focuses on improving learning outcomes through school-based assessments, holistic progress cards, and data-driven reform. She has also pioneered equivalence frameworks to ensure fair evaluation across diverse school boards.

A PhD in Education with a strong foundation in educational statistics and experimental psychology, Prof. Bhaduri has served as a guide for PhD scholars, led national training programs, and contributed to academic discourse through lectures and conferences.

Her efforts emphasize inclusive, learner-centered approaches and equitable assessment strategies. She continues to influence key education reforms through her active collaboration with state agencies, making a profound impact on India's evolving education system.

DR. (MRS) PANKAJ MITTAL
Secretary General, Association of Indian Universities (AIU)

Dr. (Mrs) Pankaj Mittal is the Secretary General of the Association of Indian Universities (AIU) and the second woman to hold this post in the institution's 97-year history. A Fulbright Scholar and a topper in MSc and PhD in Agricultural Statistics from IARI, New Delhi, she brings over three decades of experience in higher education policy and governance, including senior leadership roles at the University Grants Commission of India.

She was the first regular Vice Chancellor of Bhagat Phool Singh Mahila Vishwavidyalaya, North India's first rural women's university, where she introduced transformative reforms to empower rural girls through holistic education.

Dr. Mittal has represented India globally across academic forums and conferences, including in the USA, UK, Australia, China, and more. Her numerous accolades include the President of India Award for Digital Initiatives in Higher Education, Padma Shri Subhashini Devi Award, and Qimpro Gold Standard Award.

She is also Chief Commissioner (Guides) for Bharat Scouts and Guides and continues to contribute to education policy through her roles on national committees and advisory boards, promoting equity, innovation, and leadership in education.

DR. RAJUL K. GAJJAR
Vice Chancellor, Gujarat Technological University (GTU)

Dr. Rajul K. Gajjar is a distinguished academic and administrator with over 40 years of experience in engineering education, research, and governance. She currently serves as the Hon'ble Vice Chancellor of Gujarat Technological University (GTU) and has led transformative reforms in technical education, research ecosystems, and institutional excellence.

A Doctorate in Structural Disasters from M.S. University, Baroda, and alumnus of L.D. College of Engineering, Dr. Gajjar has authored 66+ research papers, 4 books, secured 3 patents, and guided 30+ PG and 8 doctoral students. Under her leadership, GTU has published 160+ patents, produced 1,700+ Ph.D. scholars, and attracted ₹18.5 crore in IP funding.

Dr. Gajjar previously served as Principal of L.D. College of Engineering, Additional Commissioner in Gujarat's Education Department, and Officiating VC of Teacher's University. Her work spans digital transformation, accreditation, and NEP 2020 implementation.

Recognized with the ISTE Fellowship, NASSCOM Leadership Award, and Dr. Syama Prasad Mookerjee Citation, she also contributes nationally through roles with AICTE, NBA, and other academic councils. With global academic exposure across the USA, Canada, Europe, and Asia, Dr. Gajjar continues to champion future-ready, innovation-led education in India.

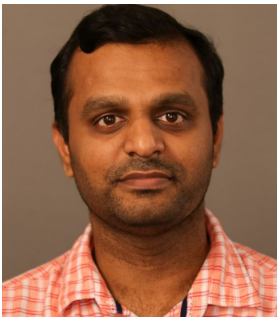
DR. SHIVA KAKKAR
Vice President – AI Initiatives, Jaipuria Institute of Management

Prof. Shiva Kakkar is a dynamic educator and AI strategist, currently serving as the Vice President – AI Initiatives at Jaipuria Institute of Management, Jaipur. With a unique blend of academic excellence and practical innovation, he is leading the development of a Generative AI technology stack to streamline academic operations and foster employee adoption of AI across the Jaipuria Group.

An academic turned practitioner, Prof. Kakkar has served as a full-time faculty member in Organizational Behavior at prestigious institutions such as XLRI Jamshedpur, XLRI Delhi, and IIM Nagpur. His teaching continues today in both academic and executive education settings, with visiting faculty engagements at XLRI Delhi, MDI Gurgaon, IIM Rohtak, the National Academy of Direct Taxes (NADT), and various Jaipuria Group institutions.

He specializes in Organizational Behavior, Organizational Design, Generative AI, and the Future of Work, bringing a forward-looking lens to leadership and workplace transformation. His current work at Jaipuria focuses on embedding Generative AI into the educational and administrative fabric of institutions, enabling faculty and staff to reimagine workflows, learning design, and productivity.

A passionate advocate for innovation in education, Prof. Kakkar is deeply engaged in conversations around how AI can reshape the future of learning.



DR. RAMKUMAR RAJENDRAN
Associate Professor, IIT Bombay

Dr. Ramkumar Rajendran is an Associate Professor at the Centre for Educational Technology, IIT Bombay, specializing in Learning Analytics, Educational Data Mining, and AI in Education. With a Ph.D. from the IITB-Monash Research Academy and prior roles at NEC Japan and Vanderbilt University, his work bridges advanced computing with learner-centric research.

Dr. Rajendran's research explores how cognitive, affective, and metacognitive processes influence learning in intelligent environments. He employs multimodal learning analytics to model self-regulated learning behaviors and personalize learning experiences at scale. His work has led to several national and international projects on adaptive learning, GenAI, and affect-aware tutoring systems.

He serves on the Board of Directors of the International Educational Data Mining Society and has held leadership roles in conferences like IEEE T4E, ICALT, and ICCE. Through academic outreach, consulting, and collaborative international programs, he contributes to shaping the future of AI-enhanced education globally.

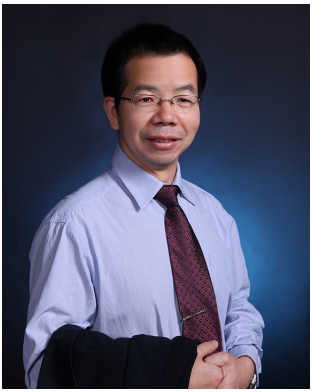
A passionate educator and innovator, Dr. Rajendran's contributions are driving transformative learning solutions in higher education and beyond.

MS. FAY SKEVINGTON
Head of AI Alignment for Education, Department for Education
United Kingdom

Ms. Fay Skevington leads the AI Alignment for Education portfolio at the UK Department for Education (DfE), where she is responsible for ensuring the safe, effective, and pedagogically aligned use of artificial intelligence across England's education system. Her work focuses on three key areas: curating the AI Education Content Store with AI-ready resources and guidance; overseeing innovation funding to support the development of high-quality marking and feedback tools; and setting safety expectations for generative AI products used in educational contexts.

With over 15 years of experience in central government policymaking, Fay brings a deep understanding of education, innovation, and public policy. She has held leadership positions in the third sector, completed a policy fellowship with the University of Manchester, and holds an MBA from Cranfield University.

In 2024, she introduced the initiative **Greening Generative AI: Pedagogical Performance**, underscoring her commitment to safe and effective AI adoption in teaching and learning environments.



PROF. RONGHUAI HUANG
UNESCO Chair on AI in Education | Co-Dean, Smart Learning Institute, Beijing Normal University

Prof. Ronghuai Huang is a leading expert in educational technology, smart learning environments, and artificial intelligence in education. He serves as the UNESCO Chair on AI in Education, Co-Dean of the Smart Learning Institute at Beijing Normal University (BNU), and Director of the National Engineering Research Center of Cyberlearning and Intelligent Technology. He also heads the UNESCO International Research and Training Centre for Rural Education.

With a strong focus on AI-supported learning, digital innovation, and inclusive education, Prof. Huang has led over 100 national and international projects and has published more than 400 academic papers and 40 books. His work bridges policy, pedagogy, and technology, advancing global collaboration across Asia, Africa, and Latin America.

He is the recipient of several prestigious awards, including the Chang Jiang Scholar Award, National Teaching Achievement Award, and titles like Beijing Famous Teacher. Prof. Huang also serves on advisory panels for China's Ministry of Education and is Editor-in-Chief of the Journal of Smart Learning Environments and Journal of Computers in Education.

CASE STUDIES

AI in Classrooms: Real Stories of Innovation and Impact

Bluebells School International
New Delhi

From Chalkboards to Chatbots: Stories of Impact Across Teaching, Learning, and Leadership in the AI Era

Bluebells School International, located in Kailash Colony, New Delhi, is a CBSE and Cambridge-affiliated institution committed to building compassionate, inquisitive, and future-ready learners. Grounded in the philosophy *"One Planet the Earth, One Family Mankind,"* the school fosters values of inclusivity, sustainability, and global citizenship. In line with this vision, Bluebells has undertaken a pioneering AI integration initiative to transform teaching, learning, and leadership in the digital age.

The Need for Change

Traditional teaching methods often fail to address diverse learning styles or prepare students for a technology-driven world. Recognizing this gap—particularly in STEM education—Bluebells sought to move beyond passive learning models. The goal was to embrace experiential, student-centered learning that promotes critical thinking, digital literacy, and real-world problem-solving.

The Innovation: Integrated Innovation Curriculum (IIC)

The school introduced the **Integrated Innovation Curriculum (IIC)** for Grades VI to X—a comprehensive, interdisciplinary program that blends Design Thinking, Artificial Intelligence (AI), Robotics, Internet of Things (IoT), and ICT. The IIC encourages students to ideate, prototype, and implement solutions to real-world challenges, using AI as a tool for innovation and ethical decision-making.

Students work on year-long projects that follow the design thinking cycle—from problem identification to final presentation—while building technical and creative confidence. The curriculum also supports

formative assessments and differentiated instruction using AI-based platforms.

Key Tools and Learning Platforms

Students engage with a range of digital tools that support hands-on and project-based learning:

- **Google Teachable Machine** to understand machine learning basics.
- **Microsoft MakeCode + micro:bit** for coding and physical computing.
- **Arduino and Raspberry Pi** to build IoT and automation solutions.
- **Tinkercad** for electronics simulation and 3D design.
- **MIT App Inventor** for mobile app development.
- **Minecraft: Education Edition** for building smart cities and ecosystems.
- **Kahoot!** for gamified assessments and real-time feedback.

These platforms are seamlessly integrated across subjects, fostering both technical skills and creative thinking.

Examples of Student Engagement

Each grade level engages with AI in age-appropriate ways:

- **Grades VI–VII**: Designed sustainable smart cities using Minecraft.
- **Grade VIII**: Developed apps and interactive games using MIT App Inventor and MakeCode.
- **Grade IX**: Created AI models for classifying waste and explored IoT projects.
- **Grade X**: Worked on robotics and automation with sensors and embedded systems.

Measured Impact and Recognition

The initiative has led to significant gains in student engagement and institutional innovation:

- 90.77% of students reported higher motivation through real-life applications.
- 85.89% found hands-on learning more engaging.
- 83.70% showed improved creativity and problem-solving.
- 72.24% expressed increased interest in STEM fields.

Bluebells students have also earned accolades:

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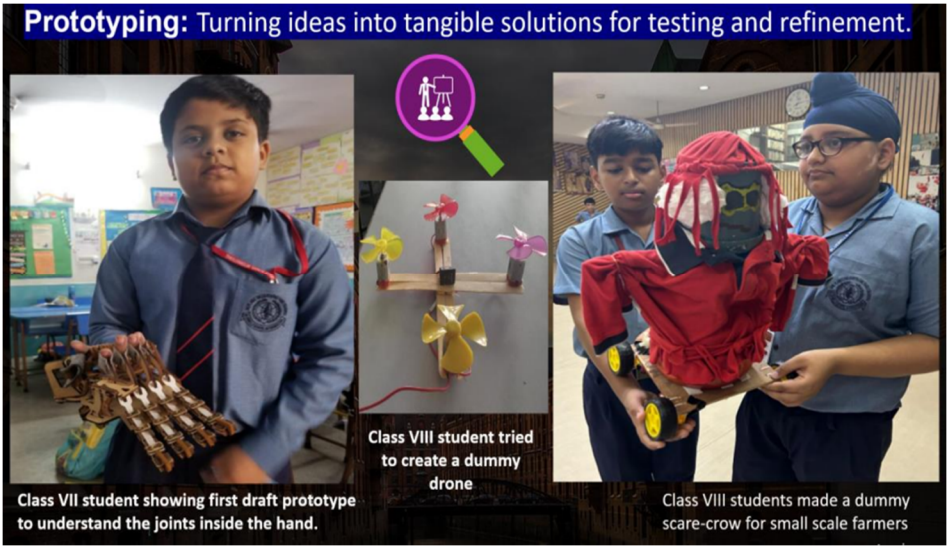


- **Youth Ideathon** – Top 25 finalist at IIT Delhi.
- **CBSE Coding Challenge** – Regional winners.
- **WRO Nationals** – Robotics projects presented.
- **Design Championship** – Recognized for AI innovations.

The school has been awarded **ATL School of the Month** and received both the **Principal of Innovation** and **Mentor of Innovation** awards.

Stakeholder Involvement

The initiative is supported by a strong ecosystem of stakeholders:

- **Students** as innovators and problem-solvers.
- **Teachers** as facilitators of inquiry-based learning.
- **School leadership** as strategic enablers of innovation.
- **Parents** through active orientation and support.
- **Industry mentors** who provide real-world insight and project guidance.

- **Community members** who serve as both inspiration and end-users.

Challenges and Way Forward

Bluebells faced challenges such as teacher upskilling, infrastructure requirements, and time management. However, sustained training and adaptive planning helped overcome these barriers. Looking ahead, the school plans to expand AI integration across all subjects, build an innovation hub, and foster corporate partnerships to enhance exposure and mentorship for students.

Conclusion

Bluebells School International has successfully redefined learning by integrating AI into everyday education. The Integrated Innovation Curriculum not only equips students with technical skills but also fosters ethical thinking, creativity, and a strong sense of purpose. Through this initiative, Bluebells has emerged as a national model for future-ready, values-based education

DPS International School
Saket

AI-Augmented Writing Pedagogy: Enhancing Essay Responses in Cambridge IGCSE and A Level Classrooms

DPS International School, Saket, has undertaken a pioneering initiative to integrate generative Artificial Intelligence (AI) tools into the teaching of extended essay writing in senior Economics and Business classrooms. This AI-supported intervention was designed to address long-standing student challenges in crafting well-structured, evaluative, and context-rich essays, aligning with both the Cambridge assessment criteria and national education goals under NEP 2020 and Viksit Bharat@2047.

The Need for AI in Writing Instruction

Teachers at DPSI observed that students, despite strong content knowledge, struggled to articulate coherent essays—particularly in multidimensional topics like inflation, market failure, and business ethics. These challenges echoed global concerns identified by the OECD and NEP 2020 about the need for education systems to promote critical thinking and evaluative writing. The school identified AI tools as potential scaffolding partners—enhancing essay planning, refinement, and evaluation skills.

The AI-Enabled Writing Model

The initiative, launched in October 2024, focused on students from Grades 9 to 12 across Economics and Business. AI tools were embedded into routine classroom activities, not treated as stand-alone programs. Teachers curated AI-driven essay prompts, model responses, and writing rubrics to build student confidence and analytical depth.

Core Tools Used:

- **ChatGPT**: For generating essay prompts, organizing argument structures, and modeling analytical and evaluative writing.
- **Grammarly AI**: For improving language, tone, grammar, and overall coherence in student drafts.
- **Google Gemini / Perplexity AI**: For integrating real-world data and multiple perspectives to strengthen argumentation and application.
- **Napkin.ai and Curipod**: To develop visual diagrams and brainstorming activities supporting complex economic concepts.

Pedagogical Integration and Methodology

Teachers used AI to scaffold essay planning and help students reverse-engineer answers. Students analyzed AI-generated responses to distinguish between basic description and high-level evaluation. Through guided practice, they restructured AI outputs to meet Cambridge's assessment objectives (AO2 and AO3).

Students maintained reflection logs that captured how AI supported their thinking and revisions. They engaged in self- and peer-assessment using AI-generated rubrics, asking reflective questions such as:

- "What counter-argument could improve this paragraph?"
- "Which real-world example would strengthen this point?"

Visible thinking routines, collaborative outlining, and pair-based critique sessions made writing a more process-oriented and reflective activity.

Quantitative Outcomes

A comparative review of student performance showed significant improvements:

- In **AS Level Economics (2025)**, 53% of students achieved Grade A, compared to 43% in 2024—a 10% increase.
- The same cohort had recorded only *50% A/A in IGCSE 2024**, indicating a surprising upward trend at a more advanced level, possibly attributable to the AI writing intervention.

Teachers also recorded a **20–25% improvement** in essay coherence, structure, and evaluation based on internal rubric assessments.

Qualitative Gains

- **Increased confidence and independence**: Students used AI to draft, revise, and refine with reduced anxiety.
- **Higher-order discussions**: Class time shifted from factual coverage to debates, evaluation critiques, and deeper analysis.
- **Reduced drafting time**: AI support freed students to focus on conceptual clarity and critical engagement.

The initiative has helped students view writing as a dynamic process—encouraging exploration, iteration, and self-direction.

Challenges and Learnings

Key issues encountered included:

- **Over-reliance on AI**: Some students attempted to submit AI-generated work without revisions.
- **Digital infrastructure**: Limited device availability required systematic scheduling.
- **Teacher readiness**: Instructors needed time and training to integrate AI meaningfully into curriculum without displacing foundational skills.

The initiative reaffirmed the need for ethical usage, balance, and human oversight to ensure AI acts as a complement—not a crutch.

Future Plans

Building on its success, DPSI Saket aims to:

- Launch an **AI Writing Lab** for iterative drafting and feedback.
- Extend AI writing models to **Geography, Psychology**, and **Global Perspectives** by 2026.
- Implement a **digital literacy curriculum** for teachers, students, and parents.
- Create a **repository of annotated essays** for reflection and research.
- Track **long-term impact** of AI integration on academic growth.

Conclusion

DPS International Saket's AI-augmented writing pedagogy demonstrates that when used thoughtfully, AI can support deeper, more reflective, and structured learning in essay writing. The model not only enhances academic outcomes but also contributes to building confident, analytical, and future-ready learners—advancing India's vision for Viksit Bharat@2047.

GD Goenka Public School
Vasant Kunj, New Delhi

Leveraging AI-Powered Interactive Flat Panel Displays and AI-Driven Research Tools to Transform Classroom Learning

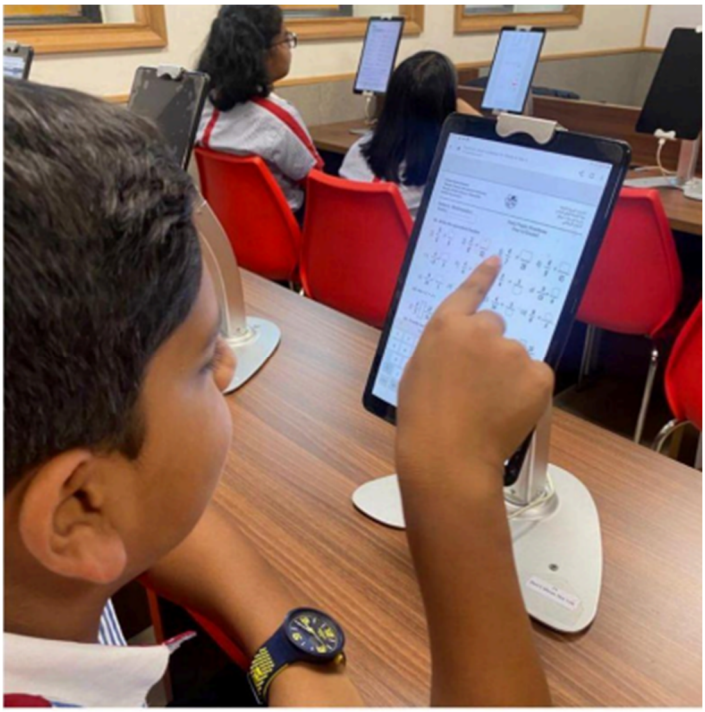
GD Goenka Public School, Vasant Kunj, a CBSE-affiliated, co-educational institution in New Delhi, has taken bold steps to integrate Artificial Intelligence (AI) into its academic and administrative practices. In a landscape marked by increasing student diversity, digital acceleration, and the demands of the National Education Policy (NEP) 2020, the school has embraced AI to personalize learning, enhance inclusivity, and equip students with critical 21st-century competencies.

The Need for AI Integration

The school's AI journey began with the recognition of several pressing challenges:

- **Diverse learning needs** across cognitive abilities, learning styles, and linguistic backgrounds.
- **Limited personalization** in traditional teaching strategies, especially in large or mixed-ability classrooms.
- **The need for inclusivity**, especially for English language learners and students with special learning needs.
- **Underdeveloped research literacy**, particularly among secondary students navigating interdisciplinary, inquiry-based learning.
- **Lack of real-time, data-informed teaching interventions**, which limited responsiveness in instruction and assessment.

AI was identified as a key enabler of change—allowing for adaptive instruction, multilingual accessibility, intelligent automation of tasks, and more responsive teaching environments.



AI Implementation Strategy

GD Goenka strategically adopted AI through a phased and inclusive approach, integrating it across grade levels (Nursery to XII) and subject domains. Key initiatives included:

1. AI-Enabled Devices and Platforms

The school deployed **BenQ Interactive Flat Panel Displays (IFPDs)** equipped with:

- Text-to-Speech software for auditory learners.
- Live translation systems to support multilingual classrooms.
- Tools for real-time content annotation, handwriting recognition, and PDF-to-editable conversion.

- 3D visuals, map simulations, and other immersive content delivery formats.

This was supplemented with early adoption of **Virtual Reality labs**, **tablet-based learning**, and other smart classroom tools.

2. Pedagogical Integration

Teachers embedded AI into daily teaching through:

- Adaptive learning modules and data-driven feedback systems.
- Subject-specific tools such as geometry visualizers, interactive science simulations, and AI-generated grammar support.
- Collaborative creation of digital content using Adobe Express, Canva, and AI chatbots designed to aid peer learning.
- Project-based learning aligned with real-world challenges and the development of research and digital literacy.

3. AI-Facilitated Student Initiatives

Students actively engaged in:

- Designing apps and simulations during the **AI Innovators Challenge**, tackling issues like mental health and environmental monitoring.
- Building mind maps, visual summaries, and digital portfolios.
- Participating in robotics, coding competitions, and **TECH WEEK'24**, a student-led technology showcase.
- Using revision bots and interactive worksheets powered by AI to reinforce learning independently.

4. Professional Development and Ethics

Ongoing teacher training covered AI ethics, instructional strategies, cybersecurity, and blended learning design. The school emphasized that AI is a supportive tool—not a replacement for teacher autonomy.

Outcomes and Impact

The initiative produced a range of measurable outcomes:

- **Enhanced student engagement**: Students described AI-supported classes as more immersive and motivating.
- **Improved teacher efficiency**: Automation of feedback, rubrics, and planning freed teachers to focus on higher-order instruction.
- **Operational improvements**: AI-powered dashboards enabled real-time tracking of student progress and better resource allocation.
- **Inclusivity gains**: AI tools helped bridge language and learning gaps, improving accessibility for all learners.

Challenges and Learnings

Key challenges included:

- **Initial teacher hesitancy** in adopting AI, resolved through targeted training.
- **Over-reliance by students** on AI tools, prompting interventions to promote originality and ethical usage.
- **Accuracy and bias** in AI-generated outputs, addressed by reinforcing critical digital literacy and source verification skills.

Key learnings underscored the value of **blended pedagogical models**, **gradual implementation**, and **inclusive design** of AI-powered learning experiences.

Future Plans

GD Goenka envisions deeper AI integration, including:

- Developing a **dedicated AI Hub** for advanced projects in robotics and sustainability.
- Launching **personalized learning plans** powered by AI analytics.

- Expanding AI-based tools across subjects and grade levels.
- Introducing an **AI literacy curriculum** covering ethics, prompt engineering, and digital safety.
- Aligning all efforts with **NEP 2020 goals** for digital fluency and hands-on learning.

Conclusion

GD Goenka Public School's case study exemplifies how thoughtful, ethical AI integration can transform classrooms into inclusive, engaging, and future-ready learning spaces. By combining technological innovation with sound pedagogy, the school continues to lead with purpose—empowering both educators and students to thrive in the AI era.

M.J.P. Rohilkhand University

Bareilly

Empowering School Students Through AI-Integrated Project-Based Learning

Grades Involved: 6 to 8
Lead Authors: Dr. Kshama Pandey, Rani Maurya, Pravendra Singh Birla

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Background and Rationale

- The case study focuses on empowering middle school students through the integration of **Artificial Intelligence (AI)** in **Project-Based Learning (PBL)**.
- Amidst India's push toward digital learning under the **National Education Policy 2020**, the initiative explores how **low-cost AI tools** can bridge equity gaps in **semi-urban and under-resourced schools**.
- It addresses the gap between technology policies and their implementation in real classrooms, particularly in budget private and government-supported schools.

Objectives of the Initiative

- To enhance students' **AI literacy** and ethical understanding.
- To foster **21st-century skills** such as collaboration, creativity, and problem-solving.
- To **democratize access to AI tools** in a resource-limited educational setting.
- To **transform traditional teacher-centered classrooms** into learner-driven spaces.

- To evaluate how **AI-augmented PBL** affects cognitive and socio-emotional student outcomes.

Design and Implementation

- The intervention was conducted over **eight weeks** in a budget private middle school.
- **48 students (Grades 6–8)** participated, guided by **two subject teachers** and an **ICT coordinator**.
- Themed projects addressed **local challenges** such as waste management, digital safety, dengue awareness, and water conservation.

AI Tools Used:

- **Teachable Machine** (Image recognition)
- **Canva AI**, **Lumen5** (Video/content generation)
- **ChatGPT**, **Scribble Diffusion** (Text, writing, visualization support)

Each project followed the Gold Standard PBL framework: **Driving question → Student voice → Inquiry → Critique → Public product**

Student Outcomes

Academic and Cognitive Development:

- Students developed critical thinking and data analysis skills by working on AI-integrated tasks.
- Example: A Grade 8 group trained a Teachable Machine model to classify organic vs. plastic waste.

Digital and Ethical Literacy:

- Students learned to use AI tools responsibly, understanding both their power and ethical limits.
- Girls reported a **boost in digital confidence**, particularly in video creation and online collaboration.

Socio-Emotional Growth:

- Students overcame initial hesitation and **gained confidence** using unfamiliar technology.
- PBL nurtured **teamwork, leadership**, and **risk-taking** behaviors.
- AI tools encouraged **creative expression**, especially through personalized content design.

Role of Teachers

- Teachers transitioned from content deliverers to **facilitators and co-learners**.
- Required significant **self-learning** to scaffold students' use of AI.
- Noted a **visible improvement in student engagement** and autonomy during the project cycle.

Key Benefits Observed

- **Increased Engagement**: Passive learners became active through hands-on use of AI.
- **Skill Development**: Enhanced collaboration, communication, and creativity.
- **Improved Learning Retention**: Practical application deepened understanding of classroom concepts.
- **Public Presentation**: Final projects (videos, posters, models) built student confidence and presentation skills.

Challenges Faced

- **Technology Access**: Device sharing and weak internet connectivity were major hurdles.
- **Curricular Time Constraints**: Teachers had to balance PBL with board-mandated syllabus.
- **Initial Student Resistance**: Fear of AI tools required reassurance and peer support.
- **Teacher Preparedness**: Highlighted the need for **targeted digital training** and ongoing mentoring.

Conclusion

This case study illustrates the potential of **AI-integrated project-based learning** in fostering both academic and emotional growth in under-resourced school settings. Despite infrastructure challenges, students developed vital 21st-century skills and became confident, collaborative learners. Teachers, too, evolved into digital facilitators, championing innovation in their classrooms. With proper support, low-cost AI tools can be scaled across India to make education more inclusive, relevant, and future-ready. The success of this initiative offers a **replicable model** for bridging the digital divide and creating empowered learners in emerging educational landscapes.

Ramaiah University of Applied Sciences, Bangalore

AI in Indian Schools: Advancing Viksit Bharat 2047 and SDG 4 through Innovation and Inclusion

Navkis Educational Centre (NEC), founded by Shri M.R. Anandaram of the Shri M.S. Ramaiah legacy, is a CBSE-affiliated institution known for its emphasis on holistic education. Operating across Gokula, Kogilu, Nelamangala, and Mysore, NEC serves over 1,700 students from Grades 1 to 12. The school adopts a STEAMED framework, aligning with NEP 2020, and emphasizes experiential, values-based learning. This case study highlights NEC's use of AI to bridge learning gaps, enhance instruction, and foster inclusive, future-ready education.

The Challenge and Purpose

India's vision of becoming a knowledge superpower by 2047 under Viksit Bharat requires transforming its education system. Challenges such as unequal access, limited personalization, and the digital divide persist—especially for students from diverse socio-economic backgrounds. AI holds the promise to address these gaps by supporting differentiated instruction, enhancing teacher efficiency, and promoting equity.

NEC sought to explore how AI can support quality education (SDG 4), particularly through personalized learning and adaptive tools. A significant focus was on building teacher capacity and ensuring ethical, context-sensitive integration of AI in pedagogy.

AI Tools and Pedagogical Integration

NEC adopted several AI platforms for use in lesson planning, classroom delivery, and student projects:

- **MagicSchool.ai**: Used extensively by teachers to create lesson plans, generate assessments, and design rubrics.
- **CoSchool.ai**: Focused on daily classroom activity creation, often following lesson plans built in MagicSchool.
- **Gamma.ai and Canva.ai**: Used by students (especially Grades 9–10) for presentations, project-based learning, and visual content.
- **ChatGPT**: The most commonly used tool by both teachers and students—for research, clarification, project work, and idea generation.
- **Loopy.ai**: Used to teach system maps, such as the water cycle, by illustrating cause-effect relationships interactively.
- **Kahoot and Quizizz**: Gamified quiz platforms used during lessons to verify learning in real time.
- **Google Tools**: Google Translate, Lens, and Classroom are used to adapt textbook content into editable, student-friendly formats.

These tools have been integrated into both instructional planning and execution, enhancing creativity, engagement, and concept clarity.

Can a neural network learn to recognize doodling?

Help teach it by adding your drawings to the world's largest doodling data set, shared publicly to help with machine learning research.

Let's Draw!

Implementation and Scale

Teachers across disciplines were trained using a **train-the-trainer model** and workshops from academic partners such as **KIPS** and **SuperTeacher.in**. While AI training is not formally embedded in CBSE's teacher education, most NEC teachers pursued self-initiated upskilling in AI applications, prompting, and ethical practices.

AI learning is introduced formally from Grade 9, though digital tool exposure begins much earlier. Classrooms are equipped with smartboards, enabling live demonstrations of AI tools. Teachers actively encourage students to explore AI platforms, and students are assigned roles in group tasks (e.g., leader, designer, presenter) to foster collaboration.

Student Engagement and Classroom Practices

NEC's students use AI extensively in both academic and co-curricular contexts:

Class 9 and 10 students use ChatGPT to supplement NCERT learning, cross-check answers, and revise for exams.

- Students engage in project-based learning using **Canva's 4W template** (Who, What, Where, Why) and scope real-world problems for AI-driven solutions.
- Interactive activities like *Quick, Draw!* and simulations allow students to visualize abstract concepts and apply them creatively.
- AI is also used in **Yuva Club** activities and for generating content like poems, charts, and backdrops for school events.

Despite widespread enthusiasm, students are aware of AI's limitations, noting its inaccuracies and the need for human judgment.

Outcomes and Impact

Teachers report that students have become faster, more confident, and creative in their assignments and presentations. AI has made learning more interactive and accessible, especially for slow learners. Projects exhibit innovation and uniqueness, encouraging students to go beyond textbook learning. Teachers benefit from automated lesson planning and content creation, freeing up time for mentorship. However, they maintain traditional assessments—oral tests and textbook-based evaluation—for certain theoretical subjects.

Challenges and Reflections

While AI is seen as a powerful aid, teachers express concern over **over-reliance**. Students are increasingly skipping reading, critical thinking, and classroom discussions. Teachers report a decline in curiosity and attention span, particularly in theoretical subjects like social science. There is growing apprehension about the loss of traditional learning habits like reading, writing, and peer engagement. The school leadership emphasizes the importance of balancing AI with **foundational life skills**, socialization, and ethical usage. They advocate for guided exposure, especially in younger grades, and encourage parental monitoring at home.

Conclusion

Navkis Educational Centre demonstrates a balanced approach to AI integration—harnessing its potential while remaining grounded in human-centric, values-driven education. The case reflects how AI can be meaningfully embedded into Indian classrooms to personalize learning, empower teachers, and prepare students for an AI-driven future. However, it also calls for mindful implementation, ensuring that the promise of technology does not compromise creativity, curiosity, or connection.

Rukmini Devi Public School
Pitampura, New Delhi

Empowering Interdisciplinary Learning through AI
An NCF-NEP Aligned Initiative at RDPS

Rukmini Devi Public School (RDPS), Pitampura, a CBSE-recognized private institution, has taken a pioneering step in embedding Artificial Intelligence (AI) into interdisciplinary education through its project titled *"Smart City: AI for Sustainable Living."* Aligned with the National Curriculum Framework (NCF) and the National Education Policy (NEP) 2020, this initiative seamlessly integrates AI with real-world challenges, cultivating both digital literacy and civic consciousness in students from Grades 6 to 12.

The Need and Vision

Responding to NEP 2020's call for competency-based, experiential learning and ethical tech use, RDPS launched this initiative with the goal of making AI education contextual, collaborative, and socially relevant. The idea was sparked during a student council discussion on issues like traffic congestion and waste management in Delhi. What began as a civic concern evolved into a structured learning program where students applied AI to urban problems, enabling them to become creators of technology rather than just consumers.

Project Structure and Integration

The project involved a multi-grade, interdisciplinary approach combining subjects such as:

- **Science** (environmental studies, sensor tech),
- **Mathematics** (data analysis, pattern recognition),
- **ICT** (AI tools, programming),
- **Social Science** (urban sustainability, SDGs),
- **English** (documentation, chatbot dialogue),
- **Art** (interface design and visual presentation).

Core Objectives:

- Apply AI to real-life challenges through collaborative projects.
- Build foundational understanding of AI (classification, prediction, NLP).
- Foster ethical thinking, civic awareness, and 21st-century skills.
- Align AI education with NEP goals of experiential learning.

Implementation Process

1. Teacher Collaboration & Curriculum Integration

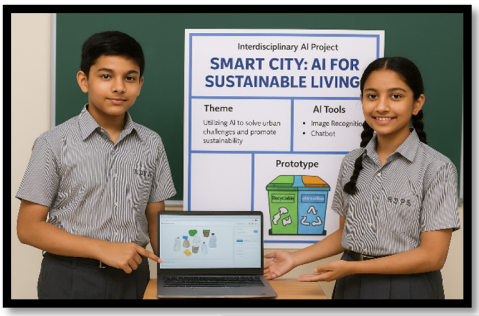
Teachers co-developed project modules around themes such as *"AI in Traffic Control"* and *"Smart Waste Management."* For example, Science and ICT teachers jointly planned lessons using **Google Teachable Machine** to train AI models that identify biodegradable waste.

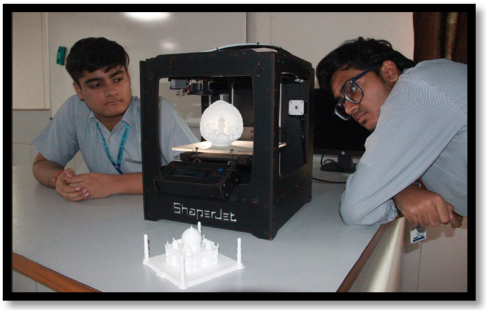
2. Skill Development and Tool Exposure

Students were introduced to accessible platforms including:

- **Teachable Machine** (for image classification),
- **Scratch with AI extensions** (for predictive simulations),
- **Dialogflow** (for chatbot creation),
- **Google Sheets and MS Excel** (for data analysis).

In one project, Grade 7 students photographed local waste items and trained an AI model to classify them as recyclable or non-recyclable—combining data collection, ethical tech use, and environmental education.





Students creating 3D Modelling of Moon city

3. Project Highlights

- **AI-Based Traffic Signal Optimization**: Students simulated traffic signal responses to peak-time data, integrating sensor logic with energy efficiency concepts.
- **Smart Waste Segregation Bins**: Mock-up bins with AI-based sorting models were designed and showcased during school exhibitions.
- **Civic Awareness Chatbot**: Using Dialogflow, students created a chatbot that answered FAQs about civic responsibilities and sustainable practices, aligned with SDG 11.

Outcomes and Impact

The initiative had multifaceted impact:

- **AI Literacy**: Students developed an understanding of AI applications in practical, age-appropriate ways.
- **Civic Engagement**: Projects grounded in local problems fostered a strong sense of community responsibility.
- **21st-Century Skills**: Enhanced collaboration, problem-solving, creativity, and digital confidence.

- **Student Ownership**: Learners took the lead in coding, data analysis, and presenting solutions—transforming them into active innovators.

A notable achievement was the chatbot created by Grade 8 students, featured during the school's Annual Exhibition, where it interacted with over 200 parents and guests.

Alignment with NEP and NCF

RDPS's initiative effectively brought NEP 2020 to life through:

- **Experiential Learning**: Hands-on activities using real-world data.
- **Interdisciplinary Thinking**: AI embedded across subjects, not taught in isolation.
- **Tech Integration**: Accessible tools like Teachable Machine and Scratch used meaningfully.
- **Ethical Discourse**: Classroom discussions on data privacy and surveillance.
- **Data Literacy**: Students used spreadsheets to interpret datasets.
- **Holistic Growth**: Equal emphasis on tech skills, creativity, and social values.

Challenges and Solutions

- **Teacher Hesitation** was addressed through training and simplified AI toolkits.
- **Hardware Limitations** were mitigated by using cloud-based platforms.
- **Student Readiness** was scaffolded with physical models before digital abstraction.
- **Curriculum Overlap** was managed via flexible lesson planning and block periods.

Stakeholder Involvement

- **Teachers** acted as co-designers and facilitators.
- **Students** took on roles as coders, designers, and problem-solvers.
- **Parents and Community** provided real-world context and support.
- **School Leadership** ensured infrastructure and vision alignment.

Future Outlook

Building on this momentum, RDPS plans to:

- Launch AI electives for Grades 9–12.
- Integrate Python and real-time dashboards.
- Collaborate with AI startups for mentorship.
- Host an inter-school AI Expo themed *"AI for a Better Tomorrow."*
- Establish a student-led AI Club to sustain year-round engagement.

Conclusion

Through the *Smart City: AI for Sustainable Living* project, RDPS has showcased a powerful model of interdisciplinary AI integration rooted in purpose, policy alignment, and student empowerment. This case highlights how schools can use AI not just to teach technology, but to nurture socially conscious, future-ready citizens.

Sanfort World School
Greater Noida

The AI Revolution in Adolescent Mental Health

Affiliation: CBSE
Grades Covered: IX–XII
Student Strength: 1200+
Established: 2017

Context & Rationale

- Adolescents today face heightened stress, anxiety, and emotional turmoil due to academic pressures, social changes, and digital overload.
- Sanfort World School observed a consistent rise in mental health concerns among its senior students.
- Traditional approaches were reactive, under-resourced, and often missed early warning signs due to stigma or lack of awareness.
- The school recognized the need for a **data-informed, proactive model** of emotional support.

Objectives of the AI Initiative

- Empower students with **emotional self-awareness** and vocabulary.
- Facilitate **early detection of emotional distress** using AI-driven patterns.
- Offer **non-intrusive, stigma-free support** via a discreet digital tool.
- Complement human counseling with **actionable, anonymized insights**.
- Strengthen **home-school collaboration** around student well-being.
- Build a **resilient, emotionally intelligent school culture**.

AI Tool Implemented

- A **mood-tracking mobile application**, powered by machine learning and natural language processing (NLP).
- Students log daily moods using emojis, sliders, and journaling tools.
- The app identifies emotional trends, suggests interventions, and flags potential concerns (with student consent).

Pedagogical Integration

- **Daily Mood Check-ins**:
  - 5-minute morning activity to log moods.
  - Teachers view anonymous "mood heatmaps" to adapt lesson delivery.
- **AI-Suggested Micro-Interventions**:
  - Short guided meditations, music, or breathing exercises triggered by stress indicators.
  - Used especially during high-stress periods (exams, transitions).
- **Creative Journaling**:
  - AI analyses student journal entries, offering prompts for deeper emotional expression.
  - Boosted engagement in reflective writing by 35%.
- **Group Work Emotional Mapping**:
  - AI tracks emotional dynamics in team projects.
  - Helps teachers assign roles, detect tension, and introduce SEL activities.
- **Parent Dashboards**:
  - With consent, longitudinal emotional trends are shared with parents.
  - Used in parent-teacher meetings for personalized support discussions.
  -

- **Gamification Features**:
  - Points and badges for consistent engagement.
  - Tangible rewards like “mental wellness passes” boosted sustained use.

Outcomes & Impact

- **Self-Awareness & Expression**:
  - Students better recognized their emotional patterns and triggers.
- **Early Identification**:
  - Subtle shifts detected, enabling counselors to intervene sooner.
- **Academic Benefits**:
  - 20% improvement in concentration observed among consistent app users.
- **Cultural Shift**:
  - Emotional literacy became normalized in the school environment.
- **Strengthened Relationships**:
  - Data-enabled dialogue between students, teachers, and parents.
- **Student Testimonials**:
  - "It’s like having a safe space in my pocket.”
  - “It helped me notice I was anxious before I could explain it.”

Challenges Faced

- **Data Privacy & Security**:
  - Addressed via encryption, clear tiered consent, and anonymization.

- **Bias & Interpretation Issues**:
  - AI algorithms were reviewed regularly for fairness and accuracy.
- **App Dependency**:
  - Students were guided to see AI as a tool—not a therapist.
- **Ethical Oversight**:
  - A dedicated review board monitored all AI-related decisions.
- **Engagement Fluctuations**:
  - Resolved through student-led design feedback and interactive UX.

Future Plans

- Enhance **sentiment analysis and predictive accuracy** using more nuanced NLP.
- Integrate emotional data with academic and co-curricular performance (consent-based).
- Develop a **parent portal** for home-based emotional support strategies.
- Contribute to **policy advocacy** and **ethical AI frameworks** in education.
- Collaborate with researchers to **validate results and publish findings**.

Conclusion

Sanfort World School's AI initiative represents a bold step toward emotionally intelligent schooling. By weaving emotional health into daily academic routines using ethical AI, the school has created a safe, inclusive, and data-driven space for adolescent well-being. The model offers powerful lessons for other institutions looking to place empathy at the center of their AI journey.

Sri Venkateshwar International School
Dwarka, New Delhi

Creating Magical Moments in Classrooms Using AI Tools

Sri Venkateshwar International School, Sector 18, Dwarka, a CBSE-affiliated private institution, has been at the forefront of leveraging technology to foster inclusive and effective learning environments. In alignment with NEP 2020's vision for digital integration in education, the school introduced a range of AI-based tools—**Magicschool.ai**, **Napkin.ai**, **Strawpoll**, and **Quizzz**—to address post-pandemic learning gaps, enhance engagement, and personalize instruction, particularly for students in Classes XI and XII.

Context and Educational Need

In the post-COVID era, educators observed a significant decline in students' conceptual clarity and academic performance, especially among senior secondary learners. These challenges highlighted the need for innovative tools to bridge learning gaps, cater to diverse needs, and strengthen foundational knowledge. The school saw AI as a means to personalize learning pathways, automate routine academic tasks, and create immersive, student-centered classrooms.

AI Tools and Pedagogical Integration

The school's implementation strategy focused on integrating AI into everyday instruction, allowing for personalized, adaptive, and engaging learning experiences.

1. MagicSchool.ai

This tool formed the core of the transformation. It enabled educators to:

- Create **interactive lesson plans**, worksheets, rubrics, and chatbots.

- Build **personalized learning modules** based on students' performance and interests.
- Use **augmented reality (AR)** and **simulations** to make abstract concepts more tangible.
- Break down complex tasks into scaffolded components, supporting students with special needs (CWSN).

One standout activity was a **Python group task** in which Class XI students explored data types. Assigned roles such as leader, researcher, creative designer, and presenter encouraged collaboration and deeper understanding. Visual representation and peer teaching fostered both clarity and confidence.

2. Napkin.ai

Napkin.ai was used to convert complex concepts into simple, self-explanatory visual diagrams. It helped reduce textual fatigue and ensured better retention among students. Teachers reported increased attention spans and improved understanding across varied cognitive levels.

3. Strawpoll

This tool enhanced classroom interactivity through live polls and feedback collection. It enabled the teacher to gather real-time student opinions on lessons, activities, and concepts. The gamification aspect made participation fun, while data from responses helped tailor instruction and track learner engagement.

4. Quizzz

Used extensively for assessments, Quizzz provided real-time performance analytics. It allowed the teacher to:

- Identify learning gaps immediately.
- Share quizzes via platforms like Google Classroom and MS Teams.
- Conduct differentiated assessments and gather student-wise data.

By combining these tools, educators created a **blended learning ecosystem**—adaptive, inclusive, and aligned with the curriculum objectives for senior secondary learners.

Impact and Outcomes

The results of the initiative were both qualitative and quantitative:

- **Improved Engagement**: Lessons became immersive and enjoyable. Students showed increased curiosity, enthusiasm, and voluntary participation.
- **Academic Gains**: Analysis showed a notable improvement in test scores and assignment completion rates. Students were able to retain concepts better, particularly those presented through AR and simulations.
- **Critical Thinking & Creativity**: Storytelling-based questions, AI-generated visual prompts, and chatbot-based interactions encouraged students to think independently and innovatively.
- **Inclusivity**: Tools like MagicSchool supported content scaffolding and multimodal delivery, helping students with special needs (CWSN) learn at their own pace and in their preferred style.

Teachers also benefited by saving time on routine tasks like grading, enabling them to focus on instructional quality, mentorship, and deeper student engagement.

NEP Alignment

The initiative aligns seamlessly with **NEP 2020** goals:

- **Digital Integration**: Everyday use of AI tools in curriculum delivery.
- **Experiential Learning**: Use of simulations and role-play.
- **Foundational Literacy & Numeracy**: Use of AI analytics to guide remediation.

- **Inclusivity**: Accessible learning for all, including students with disabilities.

Conclusion

Sri Venkateshwar International School's integration of AI tools like MagicSchool.ai, Napkin.ai, Strawpoll, and Quizzz has significantly enhanced teaching and learning outcomes. What began as an effort to bridge post-pandemic gaps has evolved into a sustainable model of future-ready education—where learning is personalized, engaging, and inclusive.

This case highlights how the right blend of pedagogy and technology can turn classrooms into spaces of inquiry, confidence, and joy—where students are not just consumers of content, but empowered contributors to their own learning journey.

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