



DETAILED REPORT

Short Term Training on Developing MOOCs and Engaging Digital Content

26th-31st May, 2025

Inter University Centre for Teacher Education
Banaras Hindu University, Varanasi

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on
Developing MOOCs
and
Engaging Digital Content**

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**Inter University Centre For Teacher Education
BHU, Sundar Bagia, Naria-BLW Road, Varanasi-221005**

Inter University Centre for Teacher Education
(An Autonomous Institution of UGC, MoE, Govt. of India)

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Foreword

It gives me immense pleasure to present this report on the Six-Day Short-Term Programme (STP) on “Developing MOOCs and Engaging Digital Content,” organized by the Inter University Centre for Teacher Education (IUCTE), Banaras Hindu University, from 26th to 31st May 2025. This programme was conceptualized as a timely response to the paradigm shift in teaching-learning processes driven by digital transformation and the ambitious goals of the National Education Policy (NEP) 2020.



In today's era of rapid technological advancement, equipping educators with techno-pedagogical competencies is not just an option—it is a necessity. With the growing emphasis on digital platforms such as SWAYAM, the need for faculty members to acquire skills in designing Massive Open Online Courses (MOOCs), creating engaging content, and leveraging artificial intelligence, AR/VR, and LMS tools has become critical. This training programme aimed precisely at bridging that gap—transforming traditional educators into digitally empowered facilitators of learning.

The enthusiastic participation of 46 faculty members from 11 States/UTs from the country and the expert-led, hands-on sessions have truly made this programme a meaningful platform for academic exchange and professional growth. The sessions delivered by distinguished experts and practitioners combined theoretical insights with practical application, thereby helping participants internalize the principles of instructional design, content creation, ethical digital practices, and inclusive pedagogy.

IUCTE remains committed to advancing teacher education through innovative, inclusive, and future-ready initiatives. I am confident that the learnings and outcomes from this programme will not only enhance the digital readiness of individual educators but also contribute significantly to the transformation of our institutions in line with national priorities.

I extend my heartfelt appreciation to all resource persons, participants, and the organizing team for their dedication, engagement, and contribution to the success of this initiative.

(Prof. Prem Narayan Singh)

Message

The digital transformation of education is not merely about adopting new technologies—it is about reimagining teaching and learning for relevance, reach, and equity. At IUCTE, we view professional development as a dynamic process that empowers educators to become designers of meaningful learning experiences. The recently concluded Six-Day Short-Term Programme on “Developing MOOCs and Engaging Digital Content,” held from 26th to 31st May 2025, reflected this vision by offering a vibrant academic space where policy insights met practical innovation.



What set this programme apart was its balanced integration of policy understanding and practical skill-building. Participants engaged deeply with the SWAYAM Guidelines 2024, explored models of instructional design such as ADDIE, and gained hands-on experience with cutting-edge tools like ChatGPT, InVideo, Moodle, Synthesia, and BandLab and many more. The inclusion of sessions on cybersecurity, and the ethical use of AI brought a well-rounded perspective to the discourse.

One of the major highlights was the development of prototype digital content aligned with the SWAYAM four-quadrant model. Faculty members participated in scripting, storyboarding, podcasting, video editing, and assessment design—creating outputs that reflected both creativity and academic rigor. The collaborative spirit fostered throughout the programme enabled participants to share institutional best practices and explore cross-disciplinary applications of digital tools.

The outcomes of the programme were both tangible and inspiring. Participants left with enhanced digital competence, a strong understanding of learner-centric online pedagogy, and a readiness to lead digital transformation efforts within their institutions. Perhaps most importantly, the programme instilled a mindset of continuous learning, innovation, and ethical responsibility in the digital era.

I convey my heartfelt thanks to our expert resource persons for their generous knowledge-sharing, the participants for their enthusiastic engagement, and the organizing team for curating such a rich academic experience. IUCTE remains committed to supporting faculty development through such forward-looking initiatives that align with the goals of NEP 2020 and national digital education priorities.

(Prof. Asheesh Srivastava)

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About IUCTE

The Inter University Centre for Teacher Education (IUCTE), BHU, Varanasi is an Autonomous Institution established by the University Grants Commission (UGC) under section 12 (ccc). Its core mission is to promote excellence in Teacher Education through intervention in Curriculum, Pedagogy, Assessment, Governance, Policy, Planning and Research. IUCTE envisions cultivating quality educators who contribute to a sustainable ecosystem, thus reshaping the education system in India. IUCTE plays a pivotal role in enhancing the quality of teaching and research, technology integration in education, advisory services, national & global collaborations, and influencing policy changes to advance the field of education in general and Teacher Education in particular.

About the Program

The education landscape is undergoing a seismic shift, accelerated by technological advancements, including the rapid emergence of Artificial Intelligence (AI) tools. The digital age demands educators who are subject matter experts, adept creators, and curators of online learning experiences. Digital pedagogy is no longer a niche concept but a fundamental aspect of effective teaching and learning. Educators are increasingly required to integrate technology and thoughtfully design, develop, and deliver engaging, accessible, and pedagogically sound digital content. As per NEP 2020, teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a different approach (24.3). It has been suggested that teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and each other (24.4, NEP 2020). This shift necessitates equipping educators with the necessary skills, knowledge, and mindset to thrive in this digital environment, ensuring quality education and enhanced student engagement.

A National Mission on Education through ICT (2009) has already been launched as a centrally sponsored scheme. It provides high-quality and interactive e-content through platforms like NPTEL, SWAYAM PRABHA, SWAYAM, DIKSHA, eGpathshala, etc. Besides this, Massive Open Online Courses (MOOCs) and high-quality, engaging digital content are no longer peripheral experiments but central components of effective teaching and learning strategies in the 21st century. Although HEI faculty members have created thousands of pieces of digital content, there is still scope to introduce novel digital tools and software that will allow faculty to use them in an online, blended environment. Recognizing this paradigm shift, and in direct alignment with the transformative goals of NEP 2020, this 6-day Short Term Programme (STP) is meticulously designed to equip educators and academic professionals with the necessary skills and pedagogical understanding to conceptualize, develop, and deliver impactful MOOCs and compelling digital learning materials, leveraging both traditional methods and cutting-edge AI assistance. The training program will assist educators in acquiring the techno-pedagogical skills necessary for successful ICT integration in instruction, administration, assessment, and evaluation. This

training program will target the faculty of various universities and colleges. This STP directly addresses this imperative by providing hands-on training and theoretical grounding in MOOC development, engaging digital content creation, pedagogy for online environments, gaining proficiency with relevant tools and platforms for content creation, MOOC delivery (including awareness of platforms like SWAYAM), and learning management systems.

Objectives of the programme

- Understand the context and implications of technology-enabled education and National Education Policy (NEP) 2020 for higher education pedagogy.
- Analyze and apply key principles of digital pedagogy and instructional design for online and blended learning environments.
- Understanding the lifecycle of a MOOC, from initial planning to digital content creation, platform deployment, learner engagement, and assessment.
- Creating interactive videos, simulations, quizzes, infographics, podcasts, and other multimedia resources facilitating deeper learning.
- Identify and evaluate various AI tools relevant to digital content creation (text, image, video, audio).
- Implement effective strategies for delivering instruction in online and blended learning settings.
- Utilize appropriate educational technologies and Learning Management System (LMS) for effective content delivery and student interaction.
- Explore the potential applications and pedagogical implications of emerging technologies (such as Augmented Reality, Virtual Reality, Artificial Intelligence) in higher education.
- Identify key cybersecurity and digital ethics considerations relevant to online teaching and learning practices.

Themes of the programme

- Digital Transformation in Education
- Digital Initiatives in India: NEP 2020, ABC, NETF, SWAYAM, SWAYAM PRABHA
- Multi-dimensional learning system of MOOCs
- Role of Instructional Design for Creating Digital Content
- Ethical Considerations for Digital Content: OER & Licenses
- Digital Pedagogy: Building Competencies for Online, Blended & Flipped Learning
- Immersive & Emerging Technologies
- Generative AI in Education and Course Development
- Creating engaging digital content- Audio (Podcast), Video, Simulation, graphics, interactives.
- Delivery platforms- LMS
- Cyber Security & Data Privacy considerations for MOOCs and Online Learning Platforms
- Strategies for Effective Online Facilitation
- Formative & Summative assessment tools for Online/ Blended Learning Courses

Key data about the programme

1. Total No. of Participants attended the programme (State wise): 46 (Forty Six)

2. Gender-wise participation:

<i>Types of Participants</i>	<i>Number</i>
Male	30
Female	16
TOTAL	46

3. State-wise participation:

<i>State</i>	<i>Number</i>
Bihar	3
Delhi	7
Gujarat	4
Haryana	1
Jharkhand	1
Madhya Pradesh	1
Maharashtra	3
Odisha	1
Rajasthan	4
Uttar Pradesh	20
Uttarakhand	1
TOTAL	46

Program Proceedings

Day 1: Inaugural Session

Inaugural Address by Chief Guest: Dr. Shiv Kumar Sharma, National Organizing Secretary, Vijnana Bharati, Delhi

Guest of Honour: Prof. Anil Kothari, Scientific Advisor to the Government of Madhya Pradesh and Director General of the Council of Science and Technology, Bhopal

Chair Remarks: Prof. Prem Narayan Singh, Director, IUCTE

Welcome Address: Prof. Asheesh Srivastava, Dean Academics, IUCTE

On April 26, 2025, a six-day short-term program on the theme “Developing MOOCs and Engaging Digital Content” was inaugurated and organized at the Inter-University Centre for Teacher Education (IUCTE), BHU, Varanasi. The program commenced with a traditional invocation, floral tribute to the idols of Goddess Saraswati and Mahamana Madan Mohan Malaviya Ji, followed by lamp lighting. The objective of this program is to provide participants with practical training and theoretical grounding in the development of Massive Open Online Courses (MOOCs), creation of digital content, building online teaching environments, and equipping them with skills to use relevant tools and platforms for digital content development.

The inaugural session was graced by the Chief Guest Dr. Shiv Kumar Sharma, National Organizing Secretary, Vijnana Bharati, Delhi and Guest of Honour Prof. Anil Kothari, Scientific Advisor to the Government of Madhya Pradesh and Director General of the Council of Science and Technology, Bhopal. The session was presided over by Prof. Prem Narayan Singh, Director, IUCTE.

In his address, Chief Guest Dr. Shiv Kumar Sharma emphasized that in the Indian knowledge



tradition, the principle of “Acharya Devo Bhava” holds a significant place in the education system. Teachers are considered vital for the holistic development of students. He highlighted three key reasons for the importance of teachers: their role in students’ overall development, their joy in students’ success, and their sense of collective responsibility

towards society and the universe. Teachers, thus, work for societal and universal welfare. He discussed the essential stages of gaining knowledge — reading, studying, reflection, contemplation, deep understanding, and application — and stressed how students can practically apply what they learn. He also shed light on the importance of experiential learning in the National Education Policy (NEP) 2020 and mentioned how platforms like SWAYAM empower teachers to adopt experiential learning and offer better education.

Guest of Honour Prof. Anil Kothari, in his speech, noted that digital platforms like SWAYAM offer teachers opportunities to upgrade and upskill themselves. This not only enhances their abilities but also enables students to access high-quality education, thus contributing to the democratization of learning. He emphasized the transformative impact of AR, VR, and AI on teaching and stated that digital platforms are no longer optional but essential. These tools are instrumental in achieving the vision of a developed India by 2047.



Prof. P.N. Singh, Director of the Centre, welcomed all participants and dignitaries. He mentioned that the Indian knowledge tradition has always emphasized training and testing. The tradition encouraged the spirit of sharing and exchanging knowledge. In the current context, a blend of online and offline methods is needed to make quality education accessible to all. Such a blend helps harmonize traditional knowledge with modern technology. He stated that this program will play a vital role in enhancing the skills of educators.



Prof. Ashish Srivastava, Dean (Academic & Research), welcomed the participants and guests, emphasizing that this is the era of digital transformation. Technology is no longer optional but a necessity. MOOCs, he said, have become a powerful tool for democratizing education in the present era. This six-day short-term program witnessed participation from 46 educators representing 11 states, including Bihar, Delhi, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Uttar Pradesh, and Uttarakhand.



Day 1: Sessions 3 & 4

Title:

- Multi-Dimensional Learning System of MOOCs: SWAYAM Guidelines 2024
- Instructional Design for Digital Content

Resource Person: Dr. Kiran Lata Dangwal, Associate Professor, Department of Education, University of Lucknow

Objective of the session

- To familiarize participants with the revised SWAYAM Guidelines 2024, including its alignment with NEP 2020, structural updates, credit transfer norms, and integration of emerging technologies.
- To explore the multi-dimensional learning approach of MOOCs under SWAYAM, emphasizing self-paced, instructor-led, peer-interactive, and blended learning strategies.
- To build foundational knowledge of instructional design principles using models such as ADDIE, Bloom's Taxonomy, and SAM for developing effective, learner-centric online courses.

Session Report

Two back-to-back sessions conducted by Dr. Kiran Lata Dangwal provided an insightful exploration into the evolving framework of MOOCs under the SWAYAM initiative and the strategic development of digital instructional content. In the session, titled "Multi-Dimensional Learning System of MOOCs: SWAYAM Guidelines 2024," Dr. Dangwal offered a detailed overview of the revised SWAYAM guidelines issued by the Government of India. The session focused on aligning the latest SWAYAM structure with the vision of the National Education Policy (NEP) 2020. Dr. Dangwal emphasized that SWAYAM 2024 is a transformative step towards democratizing education, offering inclusive and high-quality digital learning to all. She elaborated on the multi-dimensional approach adopted by SWAYAM, integrating self-paced modules, instructor-led learning, peer engagement, and blended learning strategies. Participants were introduced to the structural and operational changes, including updated credit transfer norms, enhanced assessment methods, and the new responsibilities of National Coordinators. The integration of cutting-edge technologies such as Artificial Intelligence (AI), Augmented/Virtual Reality (AR/VR), and gamification was presented as key to improving learner engagement and retention. Dr. Dangwal also highlighted quality assurance measures, certification standards, and institutional responsibilities as defined in the 2024 guidelines. The session concluded with an interactive discussion on how universities and faculty can contribute to and benefit from the national digital learning ecosystem under SWAYAM.

The fourth session, titled "Instructional Design for Digital Content," shifted the focus from policy to practice. Dr. Dangwal delved into the pedagogical foundations of instructional design (ID), emphasizing its role in crafting effective and engaging digital content. Participants were introduced to fundamental ID models such as ADDIE, Bloom's Taxonomy,

and the Successive Approximation Model (SAM), which provide systematic approaches for



planning and developing online courses. Dr. Dangwal stressed the importance of learner-centered design, advocating for content that considers diverse learning preferences, prior knowledge, and cognitive load. She demonstrated how multimedia elements—such as videos, animations, quizzes, and

simulations—can be effectively integrated to enhance comprehension. A key part of the session was dedicated to Universal Design for Learning (UDL), promoting accessibility for learners with varying needs. Participants also learned about best practices in content chunking, creating storyboards, and aligning learning outcomes with assessments. Dr. Dangwal concluded the session by highlighting the role of feedback, analytics, and iterative refinement in the continuous improvement of digital content.

In summary, both sessions provided a perfect blend of strategic insight and practical guidance. Dr. Dangwal's expertise bridged the gap between policy directives and classroom application, offering participants a clear roadmap to navigate the digital transformation in education. The sessions not only met their stated objectives but also empowered educators to become active contributors to the national digital education landscape. Participants left with enhanced understanding, renewed motivation, and actionable strategies to implement in their respective institutions.

Outcomes of the session:

- Participants gained in-depth knowledge of the revised SWAYAM framework, including its objectives, multi-dimensional learning approach, and alignment with NEP 2020 goals.
- Participants learned to apply instructional design frameworks such as ADDIE and Bloom's Taxonomy to structure effective and pedagogically sound digital courses.
- The sessions equipped participants with strategies to design learner-centric content using Universal Design for Learning (UDL) principles for accessibility and engagement.
- Participants learned to use analytics and learner feedback to evaluate, improve, and ensure the effectiveness of MOOCs and digital instructional materials.

Day 2: Sessions 5 & 6

Title:

- Introduction to LMS: Platforms, Core Features & Course Structure Setup
- Content Integration & Activity Design within an LMS

Resource Person: Prof. J.V. Madhusudan, Professor & Head, Department of Education and Education Technology, School of Social Sciences, University of Hyderabad

Objectives of the session:

- To understand the concept of LMS
- To introduce different platforms of LMS, such as MOODLE and Gnomio, and their features.
- To learn various features of these platforms and how to deploy MOOCs.
- To discuss the principles to make online teaching interactive and effective.

Session Report

The session on “Introduction to LMS: Platforms, Core Features & Course Structure Setup” was an informative and highly engaging session, conducted by Prof. J.V. Madhusudan. The session catered especially to beginners seeking to enhance their understanding and use of Learning Management Systems (LMS) for effective online teaching. It provided a comprehensive overview of Moodle, its core features, practical usage, and strategies to make online courses more interactive and student-friendly.

Prof. Madhusudan commenced the session with a thorough introduction to Moodle as a widely used open-source LMS. He guided participants step-by-step through the process of setting up an account, designing a course, and enrolling participants. The session was distinguished by its interactive format, including live demonstrations and real-time resolution of participant queries, which significantly enriched the learning experience. Prof. Madhusudan also highlighted certain limitations of Moodle, particularly the participant capacity in its standard form, and recommended the use of Gnomio—a free Moodle hosting platform—as a practical alternative. His insights reflected a deep understanding of digital learning environments and resourceful teaching practices.

A key component of the session was the demonstration of course design within Moodle. Prof.



Madhusudan illustrated how educators can enhance course interactivity by integrating multimedia elements such as videos, external links, quizzes, eBooks, and discussion forums. He introduced various Moodle tools—such as Pages, Forums, and External Links—and

provided hands-on guidance to enable participants to apply these features effectively in their own course development.

One of the most impactful segments of the session was the discussion on the Ten Principles of Effective Online Learning, particularly in the context of developing Massive Open Online Courses (MOOCs). Each principle was discussed with its corresponding learning objectives, key concepts, pedagogical importance, and illustrative examples. This theoretical grounding was supplemented by practical strategies for implementation, thereby helping participants

translate ideas into action. Prof. Madhusudan also recommended a variety of eBooks and academic resources to encourage further reading and exploration beyond the session. Throughout the session, Prof. Madhusudan demonstrated exceptional clarity, subject mastery, and an engaging teaching style that sustained participant interest. His focus on practical application, especially in the area of MOOC development, equipped participants with actionable tools and techniques for making online education more learner-centric and impactful.

Outcomes of the session:

- Participants gained a foundational understanding of Learning Management Systems (LMS), particularly Moodle and its alternative platform, Gnomio, including how to create, structure, and manage online courses.
- They explored various methods for integrating multimedia elements—such as videos, quizzes, and discussion forums—into their courses to enhance interactivity and learner engagement.
- Participants acquired knowledge of the ten key principles of effective online learning, with practical strategies to apply them in course design and delivery.
- They developed insights into creating a positive, inclusive, and supportive online learning environment, particularly within the context of MOOCs.
- The session significantly boosted participants' confidence in designing, implementing, and managing online courses or MOOCs.

Day 2: Session 7

Title: Script Writing and Storyboarding for Digital Content Creation

Resource Person: Dr. Nimish Kapoor, Scientist In Charge, Science Communication for Public Engagement Unit, Birbal Sahni Institute of Palaeosciences, DST, Lucknow

Objective of the session: The objective of this session is to provide a comprehensive overview of the significance of script writing and storyboarding in the creation of digital content for MOOCs (Massive Open Online Courses), particularly within the SWAYAM platform framework.

Session Report

The session commenced with a comprehensive overview of the four-quadrant approach of SWAYAM, namely:

1. e-Tutorial
2. e-Content
3. Web Resources
4. Self-Assessment

These quadrants form the structural foundation of effective MOOC development. Dr. Kapoor emphasized that script writing is central to content organization, learner engagement, and pedagogical effectiveness. A well-structured script not only provides a coherent flow of

content but also enhances learner motivation and comprehension. Dr. Kapoor elaborated on the significance of audio-video e-content, noting its vital role in improving conceptual clarity and sustaining learner interest. Various educational script formats—including narration-based, dialogue-based, and interactive styles—were discussed, with each format tailored to specific teaching-learning contexts.

To provide practical insights, several exemplary MOOCs and digital content were showcased,



demonstrating how compelling scripts contribute to impactful learning experiences. A detailed explanation of the structure of an effective script followed, focusing on the use of a strong hook—such as a question, fact, or story—as a compelling opening device. The script structure was

likened to a storytelling arc with a beginning, middle, and climactic conclusion. The concept of the "7 Cs of Script Writing"—Context, Content, Creativity, Clarity, Communication, Connectivity, and Credibility—was introduced as a guiding framework for script development. The speaker underlined storytelling as a powerful pedagogical tool, capable of conveying abstract concepts with both clarity and emotional resonance.

A clear distinction was made between a script and a storyboard: while the script focuses on narration and dialogue, the storyboard provides a visual representation of scenes, aligning visuals, motion, and voiceovers. Screenplay formats were also demonstrated to show how synchronized elements contribute to a seamless learning experience. To consolidate learning, participants viewed curated videos that exemplified strong scriptwriting techniques, highlighting their transformative potential in educational content. The session concluded with an introduction to digital tools used in scripting and storyboarding. Dr. Kapoor encouraged participants to explore these tools to enhance the quality and professionalism of their digital course content.

Outcomes of the Session:

1. Participants acquired an in-depth understanding of the four-quadrant SWAYAM structure and its application in MOOC development.
2. They recognized the critical role of script writing in achieving clarity, engagement, and pedagogical effectiveness in digital learning.
3. The session enhanced their awareness of various types of educational scripts and the principles behind impactful script structure.
4. Participants understood the importance of storytelling and the 7 Cs framework in crafting compelling educational narratives.

5. They learned the distinction between scripts and storyboards and were introduced to digital tools for scripting and visual planning, equipping them to produce high-quality e-content.

Day 2: Session 8

Topic: Visual and Data Verification and Analysis

Resource Person: Dr. Nimish Kapoor, Scientist In Charge, Science Communication for Public Engagement Unit, Birbal Sahni Institute of Palaeosciences, DST, Lucknow

Objectives of the session:

- To verify the authenticity of the e-content in various forms
- To identify tools that help to manage data (documents)
- To get knowledge of tools that help to copy and paste tabular data

Session Report

Dr. Kapoor began the session with a brief and engaging introduction to the National Science Film Festival, establishing the relevance of visual content in science communication. He then transitioned smoothly into the core theme of his presentation: Visual and Data Verification and Analysis. The objective of the session was to introduce participants to a range of practical tools and techniques for verifying the authenticity of digital content—both visual and textual. Dr. Kapoor underscored the challenges of the digital age, emphasizing the increasing threat posed by misinformation, disinformation, fake news, and manipulated content. He stressed the need for digital literacy and data verification in the creation and dissemination of MOOCs and other forms of e-learning materials.

Dr. Kapoor structured his session into two broad categories:

1. Verification of Visual Data

He introduced and demonstrated several powerful tools designed to detect the authenticity of images and videos. These included:

- **Google Lens** for image verification
- **InVID** for analyzing videos
- **Attestiv.Video**, **Resemble AI**, and **Deepware** for detecting deepfakes
- **Watch Frame by Frame** for detailed frame analysis of video content

2. Verification of Textual Data

For textual content, he introduced tools that help trace the originality and reliability of digital information, including:

- **Google Dataset Search**
- **Google Pinpoint**
- **Wayback Machine** for accessing archived versions of webpages

Dr. Kapoor not only described the functionality of these tools but also conducted live demonstrations with real-world examples. This practical approach significantly enhanced the

learning experience, allowing participants to understand the application of each tool in verifying the integrity of online content.

In concluding his talk, Dr. Kapoor emphasized the critical role of cybersecurity and digital responsibility in online education. He advised that using verification tools not only ensures the quality and credibility of digital learning resources but also protects educators and institutions from reputational risks due to the spread of false information.

Outcomes of the Session:

- Participants gained hands-on knowledge of multiple tools for verifying both visual and textual data, essential for MOOC and digital content development.
- The session enhanced awareness of misinformation and deepfake threats prevalent in the digital education ecosystem.
- Attendees learned practical strategies to ensure authenticity in educational content creation.
- The session reinforced the importance of cybersecurity and digital responsibility in online teaching and content sharing.
- Participants felt more confident in integrating verified, credible sources into MOOCs and digital learning environments.

Day 3: Sessions 9 & 10 (Online)

Title:

- Developing AI Skills to Design Learning-Centric Blended Learning Environments
- Leveraging AI Skills for Learning-Centric Pedagogical Design

Resource Person: Prof. K. Srinivas, Head, ICT and Project Management Unit, NIEPA, Delhi

Objectives of the Sessions:

- To deliver knowledge about AI skills for designing learning-centric blended learning environments
- To provide insights into leveraging AI for pedagogical design
- To offer practical exposure to AI applications in educational content and learning design
- To demonstrate the use of AI tools for creating flexible and student-focused learning experiences

Session Report

The two back-to-back sessions focused on equipping educators with the knowledge and practical skills to integrate artificial intelligence (AI) into blended learning environments and pedagogical design. Prof. Srinivas began the session by discussing the evolving educational landscape and the need for adaptive, learner-centric approaches in the digital era. Highlighting challenges in MOOCs, such as low engagement and retention rates, he emphasized the potential of AI to personalize learning experiences and foster greater learner

autonomy. The sessions explored how AI tools can bridge learning gaps and enhance both teaching effectiveness and student satisfaction.

Participants were introduced to critical distinctions in MOOC delivery, including types of



course enrollments—guest, self, and manual—and formats like scheduled and self-paced learning. Drawing from the National Education Policy (NEP) 2020, Prof. Srinivas stressed the importance of integrating AI and digital tools in alignment with policy recommendations, although he noted the current

absence of a comprehensive digital roadmap. A key segment of the sessions revolved around digital responsibilities in higher education, with attention to ethical AI usage, data privacy, and platform accountability. He elaborated on the evolving credit system, wherein students can now earn up to 40% of their academic credits through MOOCs, fostering a blended academic experience. Significant emphasis was placed on the structure and governance of MOOCs in India, with insights into national coordinators like CEC for non-technical subjects and Swayam Plus for vocational and skill-based courses. Prof. Srinivas explained the broader role of AI in enhancing these platforms, making them more engaging, efficient, and scalable.

The sessions also provided hands-on exposure to AI-powered tools such as Moodle, Canvas, Lumi, and AI-based video creation platforms. These tools were demonstrated in real-time, showcasing their utility in content creation, learner tracking, and adaptive feedback. Special focus was given to the Notebook LM platform, which exemplifies how AI can be used to automatically generate personalized study guides and improve learner engagement. Prof. Srinivas concluded with a reflective discussion on the skills required to design and develop impactful MOOCs, emphasizing the integration of AI literacy, instructional design principles, and digital competency. He urged educators to embrace AI not merely as a tool, but as a transformative element in the future of teaching and learning.

Outcomes of the Sessions:

- Participants gained practical knowledge of AI applications in blended learning and pedagogical design.
- They developed awareness of ethical, policy-based, and structural aspects of AI integration in higher education.
- Hands-on experience with AI tools like Moodle, Canvas, Lumi, and Notebook LM enhanced their digital proficiency.
- Participants were empowered with actionable strategies to design student-centered, technology-enabled courses.

Day 3: Sessions 11 and 12

Title:

- Assessment Strategies for online learning
- AI skills for design: Experiential Learning assessments in MOOCs

Resource Person: Dr. Amit Gautam, Deputy Director, UGC-Malaviya Mission Teacher Training Centre (MMTTC) NIEPA, New Delhi

Objectives of the Session:

- To explore various online portals and tools useful for the creation of digital learning materials and online assessment methods.
- To examine how assessment strategies can be upgraded based on experiential learning for both teachers and learners.

Session Report

Dr. Gautam began by underlining the critical role of assessment in the education system,



explaining various types of assessments—summative, interim, and formative—with a specific emphasis on formative assessment within the context of online learning. He shared that, in digital education, formative assessment is particularly valuable for continuous feedback and adaptive learning. The session moved forward with a

detailed discussion of popular digital tools for online assessments, including Quizlet, Moodle, HurixDigital, Mentimeter, and Google Forms. These tools, he explained, are user-friendly, transparent, secure, and efficient, offering quick and automated results that assist educators in tracking learner progress effectively. Dr. Gautam then introduced two major platforms—Nearpod and Canvas—highlighting their features and practical applications. Both portals support course content creation, as well as assessment and evaluation, in online, offline, and blended learning modes. He demonstrated how Nearpod enables educators to utilize pre-developed lessons or create personalized, interactive content enriched with text, audio, video, VR, 3D imagery, and AI integration. Its vast library spans multiple disciplines and age groups, making it a versatile tool for both teaching and assessment.

The second half of the session focused on Canvas, a comprehensive learning management system designed for use by educators, learners, and even parents. Dr. Gautam illustrated how Canvas allows for the incorporation of a variety of assessment activities that can be aligned with instructional content. He explained how AI skills can be leveraged for creating experiential and learner-centric assessments in MOOCs, and how assessment strategies can be adapted according to student types and learning needs. An additional highlight was the introduction of the Lucid Whiteboard, a collaborative tool that supports real-time teaching

and learning with visual interactivity. Dr. Gautam's presentation style was interactive, engaging, and hands-on, ensuring that participants were not only informed but also practically trained in using these platforms.

Outcomes of the Session:

1. Participants gained a comprehensive understanding of the features and educational applications of Nearpod and Canvas platforms.
2. Attendees received practical training on how to create digital content and assessments tailored to their own subject areas.
3. They learned to design and implement formative assessment strategies using interactive tools.
4. Participants explored AI-driven methods for experiential and personalized assessment in MOOCs.
5. The session enhanced participants' capability to integrate innovative digital tools into their online teaching and evaluation practices.

Day 4: Session 13

Title: Creating Video Using Generative AI

Resource Person: Dr. Ramesh Sharma, Former Director, IGNOU

Objective of the Session:

- To introduce participants to the transformative applications of Artificial Intelligence (AI), specifically OpenAI's GPT model, in the field of education.
- To explore how AI can enhance personalized learning, content generation, and student engagement.
- To identify practical strategies and ethical considerations in integrating AI into teaching and learning environments.

Session Report

The session served as a compelling introduction to the evolving role of Artificial Intelligence in education, with a particular emphasis on OpenAI's GPT-3 model. Participants were introduced to GPT-3 as a powerful natural language processing (NLP) tool capable of generating coherent and contextually relevant human-like text. Its potential applications in academic, administrative, and creative contexts were explored in depth, showcasing its relevance for modern educators. A core theme of the session was personalized learning. The facilitator highlighted how AI tools, such as GPT-3, can adapt to individual students' learning styles, paces, and preferences. By generating differentiated learning materials, offering immediate feedback, and suggesting tailored resources, AI enables more inclusive, effective, and learner-centric educational environments—particularly important in diverse classrooms where traditional methods often fall short.

The session highlights was a live demonstration of AI-assisted brainstorming. Participants observed how GPT-3 can support idea generation, essay planning, and research scaffolding.

These demonstrations showcased AI as a collaborative tool for educators and learners, enhancing creativity, critical thinking, and academic productivity. The discussion further extended to the role of AI in content design and assessment. GPT-3 and similar models can assist teachers in creating interactive presentations, dynamic assignments, and data-informed assessments. The integration of gamification and interactivity—through AI-generated quizzes, storytelling, and adaptive learning paths—was presented as a means to boost student motivation and participation.

However, the session also took a balanced approach by acknowledging the challenges of AI integration in conventional classroom settings. Issues such as resistance to technological change, lack of infrastructure, and digital literacy gaps among educators were discussed. The facilitator recommended an incremental approach—starting with small-scale AI applications such as lesson planning and peer feedback—to gradually build confidence and competence. Ethical considerations formed a significant part of the discussion. Participants were sensitized to concerns surrounding data privacy, algorithmic bias, and academic integrity. The facilitator stressed the importance of promoting responsible AI use among both educators and learners, including maintaining originality and developing critical evaluation skills when engaging with AI-generated content.

The session concluded with practical strategies for AI integration, such as leveraging AI for administrative efficiency, encouraging students to use AI for ideation (not as a substitute for original work), and incorporating AI into classroom projects. An engaging interactive Q&A session allowed participants to clarify doubts, share perspectives, and contextualize their learning through real-life examples.

Outcomes of the Session:

- Participants acquired a foundational understanding of Artificial Intelligence and its application in education, particularly through OpenAI's GPT-3.
- Educators gained practical insights into how AI can support personalized learning, content creation, and student engagement.
- The session fostered a mindset shift—from curiosity to active interest—among participants toward adopting AI tools in their teaching practices.
- The interactive nature of the session, along with real-time demonstrations, enhanced participants' confidence in experimenting with AI.

Day 4: Session 14

Title: Hands-on for Translation/subtitling of digital content

Resource Person: Dr. Ramesh Sharma, Former Director, IGNOU, Delhi

Objective of the session: to provide hands-on experience in using tools for translation and subtitling of digital content, with a focus on making e-learning materials accessible and multilingual. Participants learned practical methods to add accurate subtitles and translate educational videos effectively.

Session Report

The session commenced with a comprehensive overview of Artificial Intelligence (AI). Prof. Ramesh Sharma introduced participants to the definition, types, and historical evolution of AI, tracing its origins to early computational advancements during the Second World War. He also provided a global perspective, highlighting how different countries are leveraging AI across sectors, and laid the groundwork for understanding AI's growing role in the education sector. Subsequently, Prof. Sharma introduced a variety of prominent AI platforms such as ChatGPT, Replika AI, Pi.ai, Large Language Models (LLM), Grok, Gemini, DeepSeek, Claude, Copilot, and WolframAlpha—the latter particularly noted for solving mathematical and statistical problems. These tools were presented as instrumental in enabling educators to create interactive, intelligent, and learner-centered digital content.

A substantial portion of the session was dedicated to the concept of prompt engineering. Prof. Sharma explained its critical importance in maximizing the effectiveness of generative AI tools. Through comparisons of generic versus well-structured prompts, he demonstrated how precise input commands can yield more accurate, relevant, and contextually appropriate outputs. Participants were also guided on common pitfalls and best practices in prompt formulation, significantly enhancing their ability to engage with AI platforms efficiently.

In the hands-on segment, Prof. Sharma introduced participants to a suite of AI-based content creation and editing tools, including:

- **InVideo, Synthesia, Pixabay, Amara, Veed, and Kapwing** – for AI-generated video production and editing.
- **AnyFlip.com** and **EduAid** – for designing interactive digital books and magazines.
- **Freepik** and **Ideogram** – for generating visual content and subtitles.
- **Character.ai** – for creating animated human or animal characters.
- **mp4joiner.org** – for merging and editing video files.

These demonstrations allowed participants to explore how AI can be effectively integrated into MOOC development and other digital education formats.

Prof. Sharma's session was characterized by its clarity, interactivity, and practical orientation.



By demystifying complex AI concepts and linking them to real-world educational applications, he empowered participants to adopt AI as a productive ally in their instructional practices. His blend of theoretical insight with live demonstrations created an engaging learning environment conducive to

immediate application.

Outcomes of the Session:

- Participants gained a fundamental understanding of AI and its relevance in the educational domain.
- Increased awareness of multiple AI platforms and their utility in content creation, assessment, and engagement.
- Developed practical skills in prompt engineering, improving their ability to generate high-quality outputs from generative AI tools.
- Received hands-on training with multimedia and video tools essential for creating interactive and engaging MOOC content.

Day 4: Session 15 & 16

Title:

- Creating Interactives using Generative AI
- Creating Graphics using Generative AI

Resource Person: Dr. K. Thiyagu, Associate Professor, Central University of Karnataka

Objectives of the session:

- To equip participants with practical skills in designing educational infographics and interactive visuals using AI-powered tools such as Napkin AI, PiktoChart, and AutoDraw.
- To introduce and demonstrate the use of AI-driven platforms like ChatGPT-Markmap and Adobe Express Audio Animation.
- To familiarize educators with immersive and interactive teaching tools, including Augmented Reality (Google 3D Animals), Curipod, and Play Booklet.

Session Report

Dr. Thiyagu initiated his session by discussing the emerging challenges associated with the overuse of Artificial Intelligence (AI) in education and beyond. He provided a balanced perspective, acknowledging the immense potential of AI while emphasizing the importance of mindful and ethical use. Following this, he introduced the focus of the session—creating interactive graphics and infographics using AI tools. He underscored the significance of infographics in digital education, advocating for the use of visual elements such as charts, icons, and images in place of dense textual content to enhance learner engagement and comprehension. He explained the various types of infographics, including statistical, informational, timeline, process, comparison, hierarchical, and geographical, along with their educational applications.

A major highlight of the session was the demonstration of "Napkin AI", a free online tool used for generating visually appealing PowerPoint presentations embedded with infographics. Participants actively engaged in hands-on practice, exploring the features of the tool and applying them to create their own presentations. Continuing with AI-based content tools, Dr.

Thiyagu introduced the application of “ChatGPT-Markmap”, showcasing how a lesson script could be coded and transformed into a mind map. The demonstration made the abstract concept of mind mapping highly accessible and practical for participants. He also introduced AutoDraw.com, a creative platform for generating simple drawings using AI, useful for educators who lack graphic design skills.

Dr. Thiyagu resumed with a new tool—PiktoChart, a well-known platform for designing



infographics, charts, posters, flyers, and banners. He guided participants through its features and provided detailed instructions for using it effectively. Another engaging activity was introduced through Adobe Express Audio Animation, where participants learned to create animated videos step-by-step using AI-generated

voice and visuals. Each participant was given a task to create a video independently, fostering confidence in applying newly learned skills.

Dr. Thiyagu further captured the participants’ attention by demonstrating Augmented Reality (AR) through Google’s 3D animal view, using examples such as a tiger and macaw parrot. This practical AR experience sparked great interest among attendees and showcased the potential for immersive learning. In addition, he shared tips on utilizing advanced features of Microsoft PowerPoint to enhance classroom presentations and interactions. He concluded the session with a demonstration of Curipod.com and Play Booklet, innovative tools for interactive and student-centered online teaching.

The session was highly interactive, informative, and engaging. Participants remained fully attentive and involved in all practical tasks. The clarity of instruction, depth of knowledge, and hands-on approach by Dr. Thiyagu were highly appreciated by all. The sessions successfully demonstrated how educators can leverage AI tools for creating rich, dynamic, and learner-centric digital content.

Outcomes of the Session:

- Gained understanding of the ethical concerns and limitations associated with AI in education.
- Learned to create various types of infographics using tools like Napkin AI and PiktoChart.
- Developed practical skills in mind mapping, infographic design, and animated video creation.
- Gained exposure to augmented reality applications and advanced PowerPoint features for classroom presentations.
- Explored interactive teaching platforms such as Curipod and Play Booklet.
- Increased confidence in integrating AI tools for visual communication and student engagement in MOOCs.

Day 5: Sessions 17 & 18

Title:

- Emerging Tech: AI, AR/VR and Ethics
- Cyber Security & Data Privacy Consideration for MOOCs

Resource Person: Dr Ramesh Sharma, Former Director, IGNOU, Delhi

Objective of the session: Delivering knowledge about Artificial Intelligence, Augmented Reality, Virtual Reality, Extended Reality, Ethics, Cyber Security & Data Privacy considerations for MOOCs.

Session Report

The session commenced with a detailed introduction to Artificial Intelligence, emphasizing



its transformative role in automating administrative tasks, personalizing content delivery, and enhancing learner support in MOOCs. Key applications such as adaptive learning systems, automated grading, and AI-powered chatbots

were explored. Participants were introduced to Google AI Studio, where they gained hands-on experience in the basics of AI model development, thereby contextualizing AI's practical relevance to educational settings. Following the discussion on AI, the session transitioned into immersive technologies—AR, VR, and XR. These tools were presented as powerful enablers of experiential and simulation-based learning. Through real-world examples, the facilitator illustrated how these technologies can be used to simulate science experiments, build virtual classrooms, and foster collaborative environments in MOOCs. The virtual world platform SecondLife.com was demonstrated to showcase 3D social interaction spaces that can support student engagement, project collaboration, and educational events.

In addition to emerging tech, practical tools such as Linktree and Diigo were introduced to enhance digital resource management. Linktree enables educators to consolidate multiple educational links into one streamlined interface, improving accessibility for learners. Diigo, a collaborative social bookmarking and annotation tool, was demonstrated for content curation, research collaboration, and interactive classroom engagement—thus promoting digital literacy among both educators and students. To further enrich learning, the session incorporated Mind Mapping as a strategy to visually structure and reflect on complex topics. This approach facilitated critical thinking, conceptual clarity, and active engagement.

A critical component of the session focused on Cyber Security and Data Privacy. Participants were sensitized to potential threats such as data breaches, identity theft, and cyberattacks on educational platforms. The speaker emphasized the urgent need for robust data protection policies in MOOCs to safeguard learners' information, uphold institutional integrity, and foster trust. Ethical considerations such as algorithmic bias, digital overdependence, and responsible AI usage were also thoroughly discussed, reinforcing the importance of inclusive, equitable, and transparent technology integration in education.

Focus Areas and Key Highlights:

- Overview of AI, AR, VR, and XR in digital education
- Live demonstration of Google AI Studio and SecondLife for immersive learning experiences
- Introduction to interactive educational tools such as Diigo, Linktree, and Mind Mapping
- Exploration of cybersecurity risks and data privacy protocols in MOOCs
- In-depth discussion on the ethical implications of using emerging technologies in education

Outcomes of the Session:

- Participants gained both conceptual and hands-on understanding of Artificial Intelligence and immersive technologies.
- Improved proficiency in digital content management through the use of practical online tools.
- Heightened awareness of ethical considerations, including algorithmic fairness, responsible use, and inclusivity.
- Enhanced understanding of the importance of cybersecurity and data privacy in digital learning environments.
- Motivated participants to adopt innovative, learner-centric, and secure teaching methods in their professional practices.

Day 5: Session 19 & 20

Title: Practical Exposure to Audio-Video Studio

Speaker: Dr. Amitosh Dubey, Deputy Director, EMPC, IGNOU, New Delhi

Session Report

The session, led by Dr. Amitosh Dubey, focused on enhancing the quality and effectiveness of online teaching through improved communication skills, presentation techniques, and technical proficiency. The session emphasized the critical role of human connection and personal engagement in digital learning environments—elements often diminished in virtual classrooms.

Dr. Dubey began by underlining the significance of body language, facial expressions, voice modulation, and tone, stressing their contribution to creating a more humanized and impactful

online presence. He provided a detailed outline of strategies for conducting effective online classes, including understanding audience dynamics, appropriate use of pauses, repetition, humor, and other essential do's and don'ts—all presented in a clear and accessible manner. A strong emphasis was placed on audio-visual presentation techniques, with particular focus on noise reduction as a prerequisite for effective learner engagement.

Key Insights and Best Practices Shared:

- Adopt a Relaxed and Natural Presentation Style: Presenters should appear confident and natural. To illustrate this, Dr. Dubey referenced effective video presentations from platforms like SWAYAM Prabha, IGNOU, and SWAYAM.
- Direct Eye Contact with the Camera: Looking directly into the camera lens creates a sense of personalized communication, helping learners feel individually addressed.
- Purposeful Use of Hand Gestures: Well-timed gestures enhance message clarity and increase viewer engagement.
- Avoid Distracting Movements: Unnecessary movements may distract learners and break their concentration.
- Do Not Read Slides Verbatim: Reading directly from slides disrupts eye contact, disengages the audience, and diminishes speaker credibility.
- Minimize Use of Filler Words: Words like "um," "you know," and "like" can indicate a lack of preparedness and weaken the speaker's authority.
- Keep Sessions Lively and Motivational: Use anecdotes, subject-related facts, or thought-provoking questions to maintain interest.
- Incorporate Real-Life Examples: Drawing connections to real-world scenarios enhances comprehension and relevance.
- Address Confusion Promptly: Clarifying doubts in real time contributes to a dynamic and uninterrupted learning flow.
- Employ Voice Modulation: Varying pitch and tone helps prevent monotony and sustains learner attention.
- Effective Slide Design: Slides should be visually clean, highlight key points, and avoid information overload to maintain clarity and focus.
- Minimize Visual Clutter: Presenting one idea per slide keeps learners focused and reduces cognitive overload.

Technical Guidelines for Virtual Presentation:

- Camera Positioning:
 - Maintain eye-level camera placement
 - Ensure the speaker is well-framed in the video
- Lighting:
 - Use adequate and even lighting
 - Eliminate shadows for a professional appearance
- Sound Quality:

- Use a reliable microphone
- Position the mic correctly to ensure clear and noise-free audio
- Dress Appropriately for the Camera:
 - Avoid fine striped clothing, which may cause visual distortion on screen
- Utilize Green Screen (Chroma Key) Recording:
 - Ensure the green screen is well-lit and wrinkle-free for effective background editing

Dr. Dubey's session offered a holistic approach to online teaching by combining technical



proficiency, communication finesse, and pedagogical sensitivity. His insights provided participants with actionable strategies to create more engaging, professional, and learner-centered online sessions. The blend of practical demonstrations and conceptual guidance ensured

that educators could immediately implement the skills acquired to enhance their digital teaching practices.

Outcomes of the Session:

1. Developed strategies to integrate human connection and emotional intelligence into online teaching.
2. Gained knowledge of best practices for online session delivery, including audience engagement and communication techniques.
3. Improved understanding of audio-visual presentation skills, with a focus on clarity, confidence, and visual appeal.
4. Learned key technical considerations such as camera placement, lighting, and sound optimization for virtual instruction.
5. Acquired methods to motivate learners, maintain interactivity, and deliver content in an engaging and impactful manner.

Day 6: Session 21

Title: Creating Audio & Podcasts with Generative AI

Resource Person: Dr. Raja Pathak, Assistant Professor, IUCTE, BHU

Objectives of the Session:

1. To distinguish between traditional broadcasting and podcasting in terms of functionality, accessibility, and audience engagement.

2. To introduce the concept of Generative Artificial Intelligence (Generative AI) and explore its role in audio content creation.
3. To familiarize participants with the end-to-end podcast creation workflow using AI-based tools.
4. To provide hands-on training in using various digital tools for scripting, voice generation, music integration, and audio editing.
5. To demonstrate how AI can be leveraged to enhance accessibility and personalize educational content through audio formats.

Session Report

Dr. Raja Pathak initiated the session with a clear conceptual explanation of the differences



between broadcast and podcast formats. He emphasized that broadcasting typically follows a linear, time-bound approach (e.g., radio or TV), while podcasting is an on-demand, episodic format tailored to niche

audiences, offering greater flexibility, personalization, and deeper engagement. Building on this foundation, Dr. Pathak introduced participants to the transformative potential of Generative AI. He explained how this subset of artificial intelligence leverages complex models—such as GPT (Generative Pre-trained Transformer) and diffusion models—to autonomously generate original content like text, images, music, and voice. The session highlighted how these innovations are reshaping education, media, and digital storytelling.

A focused segment on storytelling podcast formats followed, with attention to their structure, narrative techniques, and audience engagement strategies. Dr. Pathak then outlined the AI-assisted podcast creation workflow, which includes:

1. Concept Development and Scripting
2. Voice Generation
3. Sound and Music Design
4. Audio Editing and Post-Production
5. Distribution and Promotion

Demonstrated Tools and Applications:

Participants were introduced to a suite of tools essential for AI-driven podcasting:

- **ChatGPT** – For generating ideas and writing structured scripts
- **Microphones** – For recording high-quality audio
- **AudioMass** – For editing, noise reduction, and audio enhancement
- **TTS OpenAI** – For converting text into realistic speech
- **FreeToUse.com** and **Soundraw** – For generating background music
- **BandLab** – For mixing and merging audio tracks
- **FlexClip** – For comprehensive podcast editing
- **NotebookLM** and **Monica** – For converting PDFs into audio, aiding accessibility in education

Hands-on Activities:

During the interactive segment, participants engaged in:

- Script generation using ChatGPT
- Audio recording and editing using AudioMass
- Text-to-speech conversion via TTS OpenAI
- Background music integration using FreeToUse and Soundraw
- Audio merging and polishing with BandLab
- Accessibility demonstration using PDF-to-audio conversion tools (NotebookLM and Monica)

Outcomes of the Session:

1. Participants grasped the structural and functional distinctions, appreciating podcasting's flexibility and niche-oriented engagement.
2. Participants understood the fundamentals of Generative AI and its implications for creative content generation, particularly in education.
3. The session provided a step-by-step walkthrough of the podcast production process—from ideation to publication.
4. Participants were introduced to a variety of AI-powered platforms that simplify and enhance podcast development.
5. Through hands-on practice, participants gained technical know-how in recording, editing, and mixing audio content using user-friendly tools.

Day 6: Session 22-23

Title:

- Collaborative Content Creation Tool and Open Educational
- Resources for Learner-Centric MOOCs

Resource Person: Prof. Gaurav Singh, Central Institute of Educational Technology (CIET), NCERT, Delhi

Objectives of the Session:

1. To develop an in-depth understanding of Open Educational Resources (OERs) and their ethical use.
2. To introduce major OER repositories and their functionalities.
3. To explore the principles of Creative Commons licensing for responsible content sharing and reuse.
4. To build capacity in writing effective and ethically sound MOOC proposals.
5. To critically reflect on the evolving roles and challenges faced by early-career educators in digital academia.

Session Report

The session commenced with an engaging and thought-provoking discussion led by Prof.



Gaurav Singh, focusing on the critical role of Open Educational Resources (OERs) in democratizing access to education. He emphasized that ethical and inclusive design, alongside digital accessibility, is foundational to ensuring high-quality education

in the digital era. Prof. Singh provided an overview of major OER repositories, including:

- ePG-Pathshala
- OER Commons

He explained how these platforms enable localization, remixing, and reuse of educational content, thereby supporting innovation while highlighting the ethical responsibilities associated with open access. A significant portion of the session was devoted to addressing the issue of digital plagiarism in OER adaptation. Prof. Singh emphasized that openness does not negate the necessity for proper attribution and citation. He introduced the framework of

Creative Commons licensing, with detailed explanations of key license types. Participants were guided through the Creative Commons License Builder and advised on assigning appropriate licenses to maintain transparency and ethical standards in content creation and use.

In the second half of the session, Prof. Singh transitioned into the fundamentals of drafting a compelling MOOC proposal. He outlined the key components:

1. Course Title and Rationale
2. Clearly Defined Learning Objectives and Outcomes
3. Integration of OERs with Correct Licensing
4. Strategies for Peer Collaboration and Engagement
5. Development of Assessment Rubrics and Ethical Considerations

Outcomes of the Session:

1. Gained a comprehensive understanding of the ethical use of OERs and the importance of proper licensing.
2. Learned how to identify and avoid digital plagiarism while adapting open content.
3. Received hands-on exposure to collaborative digital tools and Creative Commons platforms.
4. Acquired practical knowledge on structuring and designing a successful MOOC proposal.
5. Engaged in critical reflection on the realities and challenges of academic life in the digital age, especially for early-career educators.

This intellectually stimulating and practically enriching session successfully blended digital innovation with ethical awareness, providing participants with essential tools and reflective insights to navigate the evolving landscape of online education and academic responsibility.

Day 6: Valedictory Session

Chief Guest: Prof. Gaurav Singh, Central Institute of Educational Technology (CIET), NCERT, Delhi

Chair Remarks: Prof. Asheesh Srivastava, Dean Academics, IUCTE

The valedictory session of the six-day Short-Term Programme (STP) on Developing MOOCs and Engaging Digital Content was held on May 31, 2025, marking the successful culmination of a dynamic and intellectually enriching academic event. The session was anchored by Dr. Raja Pathak, who warmly welcomed the esteemed dignitaries and participants. The proceedings commenced with the ceremonial lighting of the lamp, symbolizing the dispelling of ignorance and the illumination brought forth by knowledge. The ritual was performed by Prof. Gaurav Singh (Chief Guest), Prof. Asheesh Srivastava (Chair of the session), and Dr. Amitosh Dubey (Resource Person). This was followed by a floral tribute to the idol of Goddess Saraswati, signifying reverence to the deity of wisdom and learning.

A curated audio-visual presentation was showcased, reflecting the thematic breadth and interdisciplinary engagement of the six-day programme. The video covered highlights from



diverse academic domains such as linguistics, political science, education, sociology, commerce, and finance. Dr. Raja Pathak expressed sincere gratitude to Dr. Amitosh Dubey for his invaluable role in producing the multimedia content of the program. He also acknowledged the institutional

technical team for their dedication in ensuring seamless recordings and successful execution



of the sessions. Dr. Deepty Gupta presented a comprehensive report, detailing the structure, themes, session-wise content, and participant engagement throughout the training. The report encapsulated the learning outcomes, collaborative exchanges, and pedagogical

advancements facilitated by the programme.

Participant Reflections:

- Dr. Manu Srivastava provided thoughtful feedback, recognizing the programme's value in fostering interdisciplinary dialogue and professional development.

- Mr. Touseef Malik remarks stood out as he highlighted the “three pillars” of any successful training: learning, living, and food. He pragmatically suggested focusing on mastery of a few essential digital tools rather than overwhelming oneself with too many, encouraging effective integration of 4–5 key tools in content creation and teaching.



Prof. Gaurav Singh in his valedictory address, offered a forward-looking perspective on MOOCs. He underscored the relevance of national initiatives such as the Academic Bank of Credits (ABC), aimed at enabling credit transfer and enhancing student mobility. He emphasized that while creating MOOCs may be relatively straightforward, making them

learner-centric, interactive, and impactful demands thoughtful pedagogical design. He also urged educators to study MOOCs with high enrolments and engagement, and to learn from their success models.

Prof. Srivastava reaffirmed the inevitability of digital education, stating that online learning is



no longer optional but essential. He highlighted the transformational role of technology in education and the need for educators to stay adaptive and proactive. He concluded with a memorable insight: “Prompt will be the future mantra,” emphasizing the value of asking the right questions in an era shaped by Artificial Intelligence (AI). He also

reminded attendees that AI, though a powerful tool, is a creation of human intelligence and must be used with ethical awareness and purpose.

The session concluded with a heartfelt vote of thanks delivered by Dr. Gyanendra, who expressed deep appreciation to the Chief Guest, Chair, Resource Persons, organizing committee, technical support staff, and all participants for their enthusiastic and meaningful contributions that made the programme a resounding success.

Program Outcomes

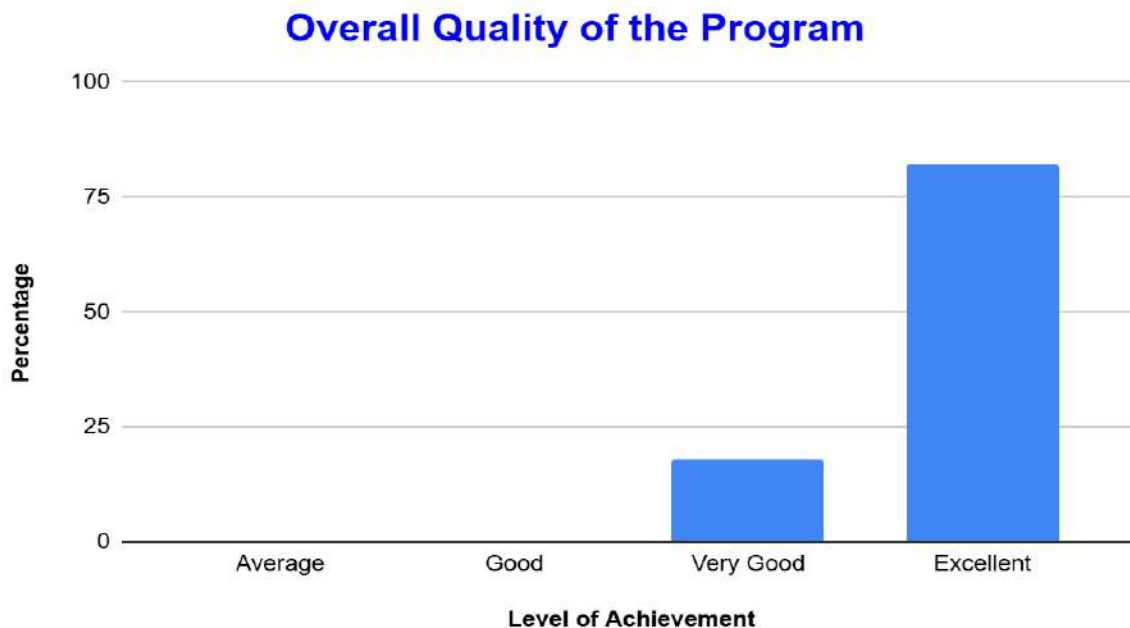
- Participants acquired a comprehensive understanding of the conceptual framework, structural components, and pedagogical strategies essential for designing learner-centric and engaging MOOCs.
- The programme emphasized ethical practices in using and adapting OERs, including proper attribution, licensing through Creative Commons, and avoidance of plagiarism. Educators learned effective techniques for online engagement, including voice modulation, camera presence, visual presentation, and body language to enhance virtual instruction.
- Participants gained hands-on experience with key tools like ChatGPT, AudioMass, BandLab, TTS OpenAI, and FlexClip, focusing on their application in educational content development.
- Detailed sessions provided practical knowledge on setting up camera positions, lighting, audio clarity, noise reduction, and visual simplicity for creating high-quality educational videos.
- The programme introduced participants to Generative AI tools and workflows, demonstrating how they can support content creation through automation and innovation.

- Participants were guided through the complete podcast creation workflow—from scripting to editing and publishing—using AI-based platforms and freely available audio tools.
- The programme encouraged cross-disciplinary collaboration and content integration across fields such as linguistics, political science, commerce, education, and sociology.
- Participants became aware of policy initiatives like the Academic Bank of Credits (ABC), which promote flexibility and credit mobility in higher education.
- Thought-provoking discussions encouraged participants to reflect on the challenges and expectations of modern-day educators in the digital age, especially early-career faculty.
- The session on MOOC planning equipped participants with skills to draft effective proposals, including defining learning outcomes, assessments, collaboration plans, and use of OERs.
- Sessions reinforced the importance of designing content that is accessible to diverse learners and inclusive in its delivery approach.
- Participants learned to conceptualize, script, produce, and evaluate multimedia content tailored for online platforms with technical and pedagogical precision.
- The programme fostered an adaptive mindset towards emerging technologies, emphasizing the significance of continuous learning, prompt-based creativity, and responsible AI usage.

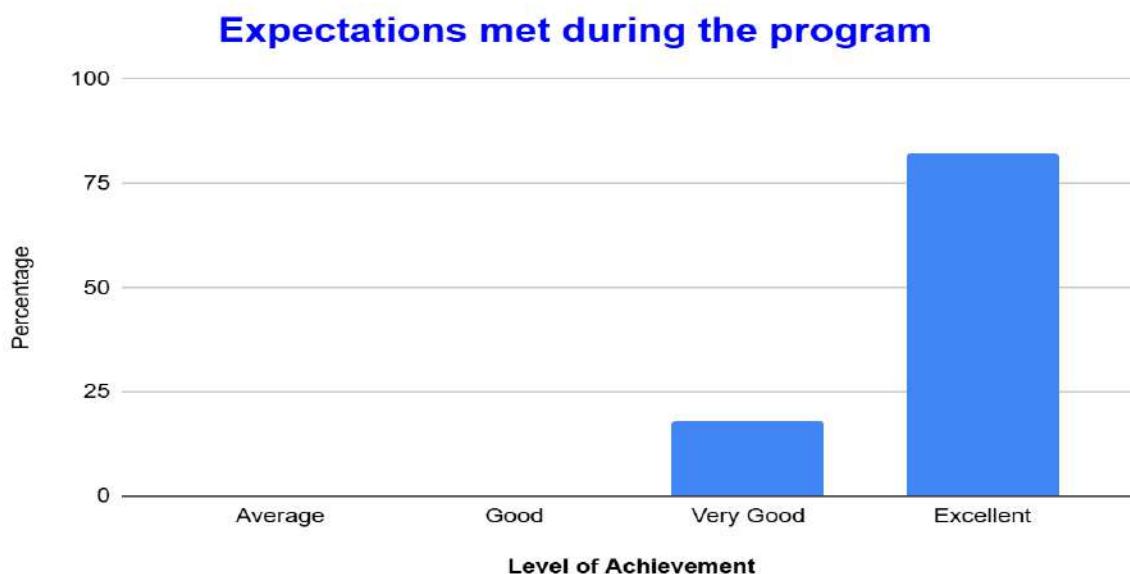
Annexure 1: Feedback Analysis of the participants

Feedback was taken from the participants regarding the quality of the program and various facilities. Along with that, the requirements of participants were also asked for the future programmes. The detailed analysis is discussed below.

1. Regarding the Overall quality of the programme, the participants have praised the programme.

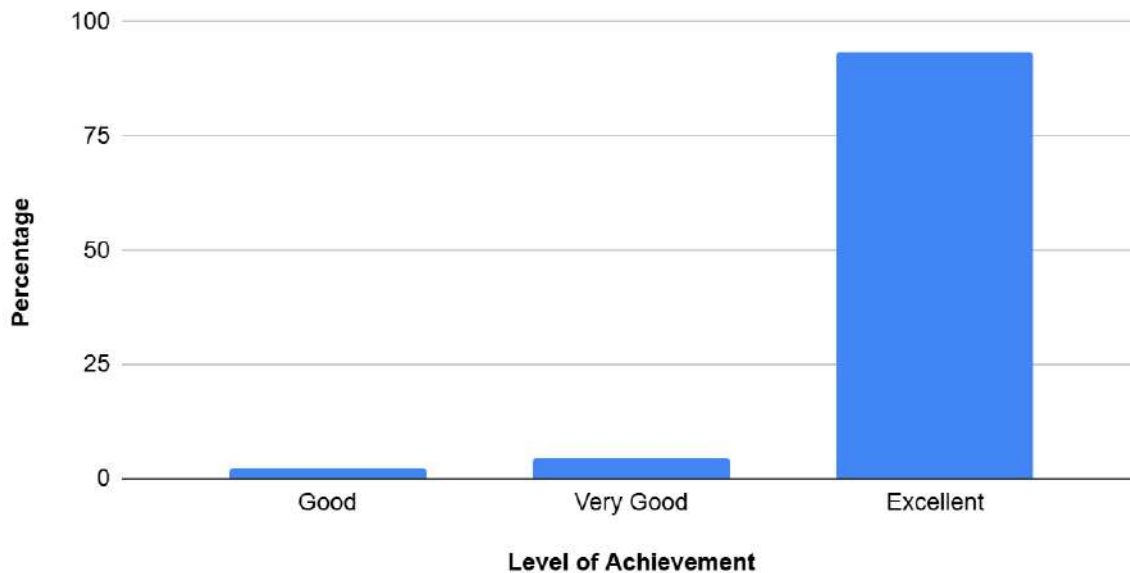


2. It was also asked whether the expectations of the participants have been achieved or not through this STP and maximum participants have rated that it was achieved.



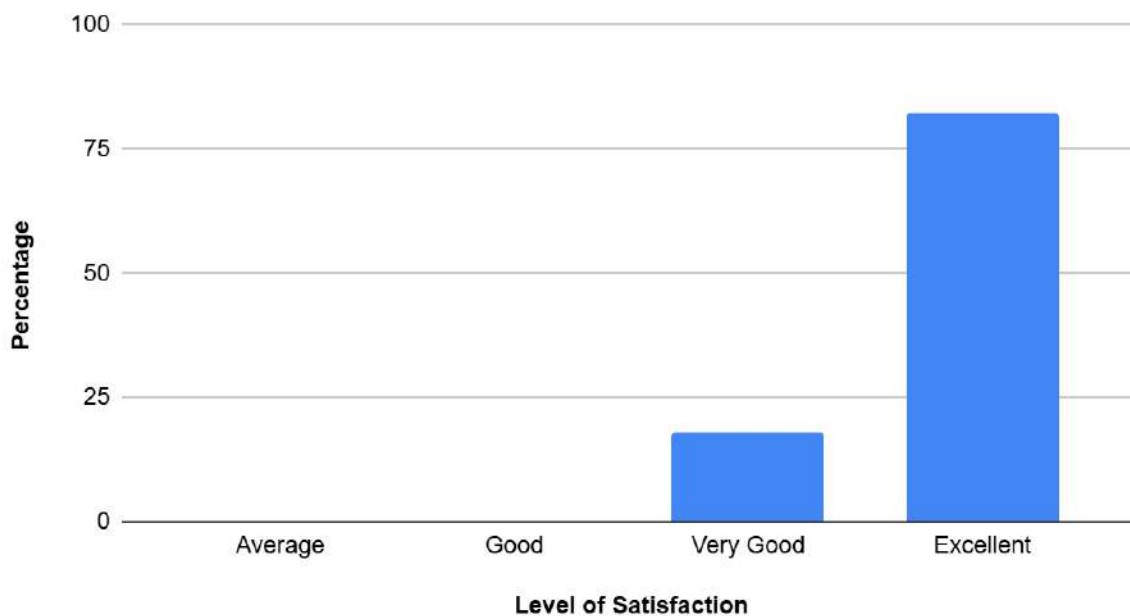
3. The support from the Organizers and Resource persons was provided during the STP and maximum participants have appreciated the support received.

Support received from the Organizers and Resource Persons

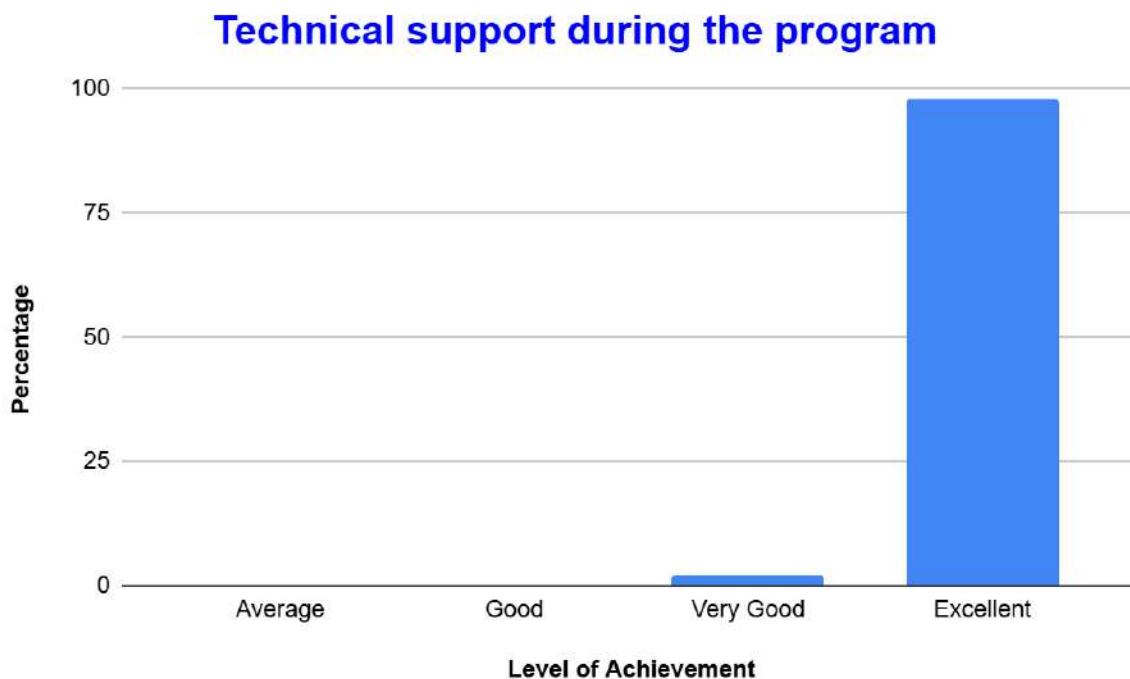


4. Feedback regarding the logistics and food arrangements was also received from the participants and almost all have appreciated the arrangements provided during the program.

Logistics during the Program



5. Feedback regarding the technical support during the program was also received from the participants and almost all have appreciated the support provided by the technical team during the program.



6. Topics of STP which participants expect to cover in more details were:

- More sessions should be given to MOOCs platforms like Moodle and Canvas.
- The process of writing concise, effective scripts for video content and the step-by-step techniques for recording high-quality instructional videos could have been explored in more depth.
- While assessment was addressed, the fast-evolving area of AI-based adaptive assessments, peer-reviewed evaluations, and gamified assessments could use more detailed examples or hands-on exposure.
- Advanced prompt engineering, real-world chatbot use cases, API/database integration, ethical concerns, user experience design, and multi-turn conversation strategies.
- More hands-on training for the Audio-Video Recording

7. Some of the suggestions received for improving the program in future were:

- Trained participants in their specialization subject
- Atleast one last session on each day should be given to the participants each day to complete their assignments
- Focus on only one platform (Moodle/ Canvas/Swayam) for MOOCs development
- Activities in the Video Recording Lab need to be increased
- One suggestion one small spiritual trip of Kashi should also included. 🙏

- Some tools for each specific work which are free and easy to learn may be selected and introduced from first day and may be practiced till last day for its better understanding and revision.
- The interaction between participants can be enhanced by asking group wise assignment on daily basis.
- Concentrating on a few tools or platforms rather than covering too many. This would allow us to gain a deeper and more comprehensive understanding of the selected ones.
- Provide handouts or preparatory materials of each session in advance. This will help participants come prepared and better keep pace with faster or more intensive sessions.
- One suggestion is to conduct an activity for cultural exchange to celebrate India's diversity within the digital education space.

8. Suggestions were received regarding the topics/areas/themes for future training/workshops

- Moodle and other LMS.
- Role of AI Tools in Biotechnology
- Generative AI and its applications.
- AI and Emerging Technologies in Education (Research)
- IKS, LMS, and NEP
- Integration of Bhartiya Gyan Parampara and AI.
- Research paper writing with the help of AI and publishing in high-impact factors.
- Conduct seminars in the future that focuses on Indian knowledge tradition, Sanskrit language, the psychological process of MOOCs-generated content, and writing electronic content.
- NEP 2020: Practical Complications and Adaptation
- A next-level training (STP 2.0) can focus on the practical application of the principles covered in the initial STP, diving into hands-on development of full MOOC modules till the end.
- Mathematical Modelling
- Teaching methodology in the present scenario in teacher education
- OER and Quality Content Creation
- Indian Knowledge System (IKS) & Digital Integration
- Design Thinking for Educators
- Digital tools for qualitative and quantitative data analysis
- Research ethics and academic integrity in the digital age
- Inclusive education using digital platforms
- Advanced training for the Audio-Video MOOCs studio
- Digital Pedagogy
- Implication of AI in Pedagogy

9. Participants were also asked how they were going to implement the things learnt during this STP at their institution

- Create a course on the Canvas for better practice and learning
- Plan to implement the learnings from this Short-Term Program (STP) at my institution by integrating MOOC-based strategies into my teaching approach. This includes designing learner-centric digital content, incorporating multimedia elements to enhance engagement, and using open educational resources (OER) to broaden accessibility. I also intend to encourage my colleagues to adopt these practices and possibly organize small training sessions to share the knowledge gained.
- Developing engaging MOOCs
- Various AI tools and LMS platforms were taught, and we are going to practice all these activities at home and at my institution.
- Use of AI tools
- In the face-to-face mode, I would like to use OER, prepare an attractive PPT might be a video to and of course, in publication too.
- I am directly related Swayam content creation. I will try to incorporate all my learnings in my MOOC platform to make better interactive, engaging content for learners
- Use AI tools for effective teaching in the classroom
- Through incorporating these learning in research and classroom teaching.
- Use some AI tools developing e- content, curriculum, online learning, MOOCs, and Students Development.
- Give training to all the teachers and students
- Tools like Tabula, pinpoint to be used in my research; Adobe Express for presentations; blooklet for breaking the ice sessions and boosting participation; Guiding students about licensing etc.
- Update teaching methods by adding digital content, and inform to students/scholars about various AI tools.
- Transform teaching methodology from traditional to blending learning.
- Contributing to Institutional Repository

10. Participants were also asked, that What challenges do you face while using technology-enabled education in your classrooms

- Main challenge is the infrastructure, which can be resolved by the policy makers to provide more funds to the institutions.
- There is not sufficient material available in college related to this topic.
- Lack of advanced tools and devices.
- Varying levels of digital literacy among students, which can affect their ability to engage effectively. Another challenge is keeping students motivated and interactive in a virtual environment compared to face-to-face classes. Lastly, adapting traditional teaching materials to digital formats requires additional time and effort.

- College teachers have no freedom to prepare the MOOCs content; they are dependent on University teachers to get it approved.
- Passive learner, lack of interaction.
- The most important problem faced in technology-enabled education is the digital divide. Not all students have equal access to devices, reliable internet, or a conducive learning environment. This inequality limits participation, widens learning gaps, and affects the overall effectiveness of digital teaching, making inclusive education a significant challenge.
- Insufficient training for educators to effectively integrate technology.
- Protecting student data and ensuring online safety.
- Application of AI tools and their subscription.
- It demands extra work.
- Use of video lectures, preparing video lectures .
- Keeping students engaged in an online or tech-based environment can be difficult, especially when they are easily distracted by other digital content.
- Students need to be more technologically friendly and able to use digital platforms.
- Unavailability of e-content related to courses.

Annexure 2: List of Resource Persons

S.No.	Name	Affiliation
1	Prof. K. Srinivas	Head of ICT & PMU, NIEPA, Delhi
2	Prof. J.V. Madhusudan	Professor & Head Department of Education and Education Technology, School of Social Sciences, University of Hyderabad
3	Prof. Gaurav Singh	Central Institute of Educational Technology (CIET), NCERT, Delhi
4	Dr. Amitosh Dubey	Deputy Director, Electronic Media Production Centre (EMPC), IGNOU, Delhi
5	Dr. Ramesh Sharma	Former Director, IGNOU
6	Dr. K. Thiyagu	Associate Professor Central University of Karnataka
7	Dr. Kiran Lata Dangwal	Department of Education University of Lucknow
8	Dr. Nimish Kapoor	Scientist In Charge, Science Communication for Public Engagement Unit, Birbal Sahni Institute of Palaeosciences, DST, Lucknow
9	Dr. Amit Gautam	Deputy Director UGC-Malaviya Mission Teacher Training Centre (MMTTC) NIEPA, New Delhi
10	Dr. Raja Pathak	Assistant Professor, IUCTE, BHU

Annexure 3: List of Participants

S.No.	Name	Organization	University
1	Akash Awasthi	IGNOU Regional Centre Darbhanga	Indira Gandhi National Open University
2	Amar Kamble	Hon. Shri. Annasaheb Dange Arts, Commerce and Science College, Hatkanangale	Shivaji University, Kolhapur
3	Anil Kumar	IUCTE	IUCTE, BHU, Varanasi
4	Anurag Maurya	Shyam Lal College	University of Delhi
5	Arvind Kumar	Maharaja Surajmal Institute	GGSIU, Delhi
6	Bhavini Parmar	Gujarat Vidyapith, Ahmedabad	Gujarat Vidyapith, Ahmedabad
7	Charmy Panchal	Gujarat Vidyapith, Ahmedabad	Gujarat Vidyapith, Ahmedabad
8	Chhabilal Neupane	Nagarjun Umesh Sanskrit College, Tarauni, Darbhanga	Kameshwar Singh Darbhanga Sanskrit University, Darbhanga
9	Deepika Pandoi	Institute of Business Management	GLA University, Mathura, (U.P.)
10	Digambar S. Kulkarni	Hon. Shri. Annasaheb Dange ACS College, Hatkanangale, Dist. Kolhapur (MS)	Shivaji University Kolhapur
11	Gyanendra Singh	IUCTE, BHU	IUCTE, BHU, Varanasi
12	Harsh Mani Singh	ISDC	University of Allahabad, Prayagraj
13	Hasmukh Panchal	Gujarat Vidyapith, Ahmedabad	Gujarat Vidyapith, Ahmedabad
14	Hemant Kumar Maurya	Indian Institute of Teacher Education (IITE)	Indian Institute of Teacher Education (IITE)
15	Hitkaran Ranawat	Sangam University	Sangam University, Rajasthan
16	Jaya Shahi	Central University of Jharkhand	Central University of Jharkhand
17	Kushagri Singh	IUCTE, BHU, Varanasi	IUCTE, BHU, Varanasi

18	Kusum	Maharaja Surajmal Institute	Guru Gobind Singh Indraprastha University
19	Mahima Tiwari	Central Sanskrit University Bhopal campus, Bhopal	Central Sanskrit University Bhopal
20	Mahipal Choubey	F/o Veterinary & animal Sciences, I.Ag.Scs.	Banaras Hindu University
21	Mallika Shekhar	Banasthali Vidyapith	Banasthali Vidyapith, Rajasthan
22	Manu Srivastava	Guru Nanak Khalsa College of Arts, Science and Commerce	University of Mumbai
23	Mohammad Imran	A.N.D. Teacher's Training College Sitapur	University of Lucknow
24	Mohammad Irfan	Banaras Hindu University	Banaras Hindu University
25	Neeti Trivedi	Banasthali Vidyapith	Banasthali Vidyapith, Rajasthan
26	Pargat Singh Jathol	State Institute of Advanced Studies in Teacher Education, Jhajjar Haryana	Maharshi Dayanand University Rohtak
27	Poonam Khurana	Vivekananda Institute of Professional Studies- Technical Campus	GGSIIP University, Delhi
28	Pradeep Kumar Srivastava	University of Allahabad, Prayagraj	University of Allahabad, Prayagraj
29	Prakash Chandra Kasera	Bayalasi PG College, Jalalpur, Jaunpur	Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh
30	Pratima Sahu	CIET-NCERT New Delhi	CIET-NCERT New Delhi
31	Preeti Tarkar	GLA University, Mathura, India	GLA University, Mathura
32	Prerna Mandhyan	D. S. College, Katihar (Bihar)	Purnea University, Bihar
33	Raj Singh	IUCTE	IUCTE, BHU, Varanasi
34	Rajni Arora	Shyam Lal College	University of Delhi
35	Saurabh Singh	IMS Unison University	IMS Unison University,

			Dehradun
36	Shisira Bania	Birmaharajpur College, Birmaharajpur, Subarnapur, Odisha	Rajendra University, Odisha
37	Sneha Rai Priyadarshani	VMLG College Ghaziabad	CCS University Meerut
38	Sunil Kumar Tripathi	IUCTE	IUCTE, BHU, Varanasi
39	Sunita Jalwania	Oxford International College Parawa Sanchoe	Jai Narayan Vyas University, Jodhpur
40	Touseef Malik	Gandhi Mahavidyalaya	Bundelkhand University, Jhansi
41	Upendra Singh	Government Degree College Barakhal, Santkabar Nagar	Siddharth University Kapilvastu, Siddharth Nagar
42	Vijay Kumar Shukla	Shiv Harsh Kisan P.G. College, Basti	Siddharth University
43	Vikas Kumar Jaiswal	Faculty of Commerce	Banaras Hindu University
44	Vinod Kumar Singh	IUCTE	IUCTE, BHU, Varanasi
45	Vishal Srivashtav	Rajiv Gandhi South Campus	Banaras Hindu University
46	Aarif	University of Delhi	University of Delhi

Annexure 4: Organising Team

- **Chief Patron:** Prof. Prem Narayan Singh, Director, IUCTE, BHU
- **Patron:** Prof. Asheesh Srivastava, Dean (Academics), IUCTE, BHU
- **Coordinator:** Dr. Deepty Gupta, Assistant Professor, IUCTE, BHU
- **Co-Coordinator:** Dr. Raja Pathak, Assistant Professor, IUCTE, BHU

Advisory Committee

- Prof. K. Srinivas, Head of ICT & Project Management Unit, National Institute of Educational Planning and Administration (NIEPA), Delhi
- Prof. J.V. Madhusudan, Professor & Head, Department of Education and Educational Technology, University of Hyderabad, Telangana
- Prof. Gaurav Singh, Central Institute of Educational Technology (CIET), NCERT, Delhi
- Prof. V.P. Joshith, Department of Education, Central University of Kerala

Academic Team

- Dr. Anil Kumar, Assistant Professor
- Mr. Chakradhar Rana, Assistant Librarian

Technical Team

- Mr. Rana Pratap Rao, Hardware Engineer
- Mr. Vikas Janu, Webmaster
- Mr. Kuldeep Pandey, System Analyst
- Mr. Anand Jaiswal, Server Engineer
- Mr. Abhigyan Kumar Srivastava, Technician (Software Management)
- Mr. Shubham Prajapati, Technical Assistant (Multimedia)
- Mr. Anubhav Kumar Pandey, Consultant Editor (Multimedia)

Administrative Team

- Dr. S.P. Mathur, Sr. Administrative Officer
- Dr. Anil Kumar Singh, SO (Admin)
- Mr. Brijendra Sarkar, Assistant
- Mr. Anand Yadav, LDC
- Ms. Priti Singh, LDC
- Mr. Raghvind Jha
- Mr. Jai Kumar Chaurasia
- Mr. Shatrughan, MTS

Accounts Section

- Mr. M.R. Ramasubramaniam, Administrative Officer (Finance)
- Dr. Vijay Kumar Rai, Assistant
- Ms. Pooja Singh, LDC
- Ms. Neha Patel, LDC

Annexure 5: Media Advocacy & Press Releases

वेब स्रोत:

- अच्छी शिक्षा के लिए आन लाइन, आफ लाइन मिश्रण आज की आवश्यकता है, 26 मई 2025
<https://nazarnewsnetwork.com/?p=18734>
- छः दिवसीय लघु कार्यक्रम का हुआ समापन, 31 मई 2025
<https://nazarnewsnetwork.com/?p=18840>

Programme on MOOCs, digital content ends

PIONEER NEWS SERVICE ■ Varanasi

The six-day short term programme on 'Developing Massive Open Online Courses (MOOCs) and Engaging Digital Content' concluded at Inter-University Centre of Teacher Education (IUCTE), BHU, here on Saturday. This programme was organised to provide practical training and theoretical basis to the participants in MOOCs development, digital content creation, creation of online teaching environment and proficiency with relevant tools and platforms for digital content creation.

The chief guest of the closing session was Prof Gaurav Singh of the Central Institute of Educational Technology (CIET), National Council of Educational Research and Training (NCERT), New Delhi. The inaugural session was chaired by Prof Ashish Srivastava, head of faculty (Teaching and Research).

In his address, Prof Gaurav Singh said

that according to the National Education Policy (NEP) 2020, all the stakeholders of higher education need to work hard for equity and inclusion in education. For this, teachers will have to move towards MOOCs, which will make it possible to achieve the goals contained in the policy.

In his presidential address, Prof Ashish Srivastava pointed out that the role of MOOCs and interesting digital content is very important for increasing the quality of teaching in higher education institutions. These not only provide new educational resources for teachers, but are also proving to be helpful in the participation, understanding and skill development of students, he added.

On the last day of the programme, three sessions were organised. In the first session, Assistant Professor of IUCTE, Dr Raja Pathak, explained the topic 'Creating Audio/Podcast Using Generative AI' and gave a hands-on presentation on audio and podcast creation. In the next two sessions,

Prof Gaurav Singh gave information about various 'Collaborative Content Creation Tools' and 'Open Educational Resources for Developing Learner-Centric MOOCs' and made the participants practice on the creation of student-centric content.

In this six-day programme, 48 participants from 11 states and Union Territories, including Andhra Pradesh, Bihar, Delhi, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Uttar Pradesh, Uttarakhand practiced various aspects of development of MOOCs. Prof Ajay Kumar Singh, Dr Vinod Kumar Singh, Dr Kushagri Singh, Dr Gyanendra Singh, Dr Raj Singh, Dr Sunil Kumar Tripathi, Dr Anil Kumar and academic and non-academic staff of the centre were present in this short-term programme, which was coordinated by Dr Deepti Gupta and co-coordinated by Dr Raja Pathak.

The vote of thanks was proposed by Dr Gyanendra Singh.

Source: Pioneer News Service

Programme on MOOCs, digital content ends

PIONEER NEWS SERVICE ■ Varanasi

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The vote of thanks was proposed by Dr Gyanendra Singh.

Source: Sunday Pioneer, June 1, 2025

छः दिवसीय लघु अवधि कार्यक्रम का हुआ समापन

आरपीबी ब्यूरो
वाराणसी। अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र बीएचयू वाराणसी में “डैवलपिंग मूक्स एंड एंगेजिंग डिजिटल कंटेंट” विषय पर छः दिवसीय लघु अवधि कार्यक्रम के समापन सत्र का आयोजन आई.यू.सी.टी. ई.परिसर में हुआ। कार्यक्रम का शुभारम्भ मंगलाचरण व मां सरस्वती तथा महामना मदन मोहन मालवीय की प्रतिमा पर पुष्पार्पण एवं दीप प्रज्ज्वलन कर किया गया। यह कार्यक्रम प्रतिभागियों को मैसिव ओपन ऑनलाइन कोर्सस विकास में व्यावहारिक प्रशिक्षण और सैद्धांतिक आधार प्रदान करने, डिजिटल सामग्री निर्माण करने, ऑनलाइन शिक्षण के वातावरण निर्माण करने और डिजिटल सामग्री निर्माण के लिए प्रासंगिक उपकरणों और प्लेटफार्मों के साथ दक्षता प्रदान करने के लिए आयोजित किया गया। कार्यक्रम के उद्घाटन सत्र के मुख्य अतिथि प्रो. गौरव सिंह, सी.आई.ई.टी., राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली रहे। उद्घाटन सत्र की अध्यक्षता प्रो.आशीष श्रीवास्तव, संकाय प्रमुख (शिक्षण एवं



शोध) ने की। समापन सत्र के मुख्य अतिथि प्रो. गौरव सिंह ने अपने उद्बोधन में कहा कि राष्ट्रीय शिक्षा नीति 2020 के अनुसार शिक्षा में समता व समावेशन के लिए उच्च शिक्षा के सभी हितधारकों को कड़ी मेहनत की जरूरत है। इसके लिए शिक्षकों को मैसिव ओपन एंड ऑनलाइन कोर्सस की तरफ अपने कदम बढ़ाने होंगे जिससे नीति में निहित लक्ष्यों को प्राप्त करना संभव हो सकेगा। इस छः दिवसीय लघु अवधि कार्यक्रम में आंध्र प्रदेश, बिहार, दिल्ली, गुजरात, हरियाणा, झारखंड, मध्य प्रदेश, महाराष्ट्र, ओडिशा, राजस्थान, उत्तर प्रदेश,

उत्तराखंड सहित 11 राज्यों व केंद्र शासित प्रदेशों से 48 प्रतिभागियों ने मैसिव ओपन ऑनलाइन कोर्सस के विकास के विभिन्न पहलुओं का अभ्यास किया। इस लघु अवधि कार्यक्रम में केंद्र के प्रो.अजय कुमार सिंह, डॉ. विनोद कुमार सिंह, डॉ. कुशाग्र सिंह, डॉ. ज्ञानेंद्र सिंह, डॉ. राज सिंह, डॉ. सुनील कुमार त्रिपाठी, डॉ. अनिल कुमार सहित शैक्षणिक व गैर- शैक्षणिक कर्मचारी उपस्थित रहे। कार्यक्रम का समन्वयन डॉ. दीप्ति गुप्ता तथा सह- समन्वयन डॉ. राजा पाठक व धन्यवाद डॉ. ज्ञानेंद्र सिंह ने किया।

स्त्रोत : राष्ट्रीय प्रहरी भारत , २ जून २०२५, पृष्ठ ५

Annexure 6: Participants Feedback (Video)



Scan the QR Code to see the feedback video

Annexure 7: Glimpses of the program





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