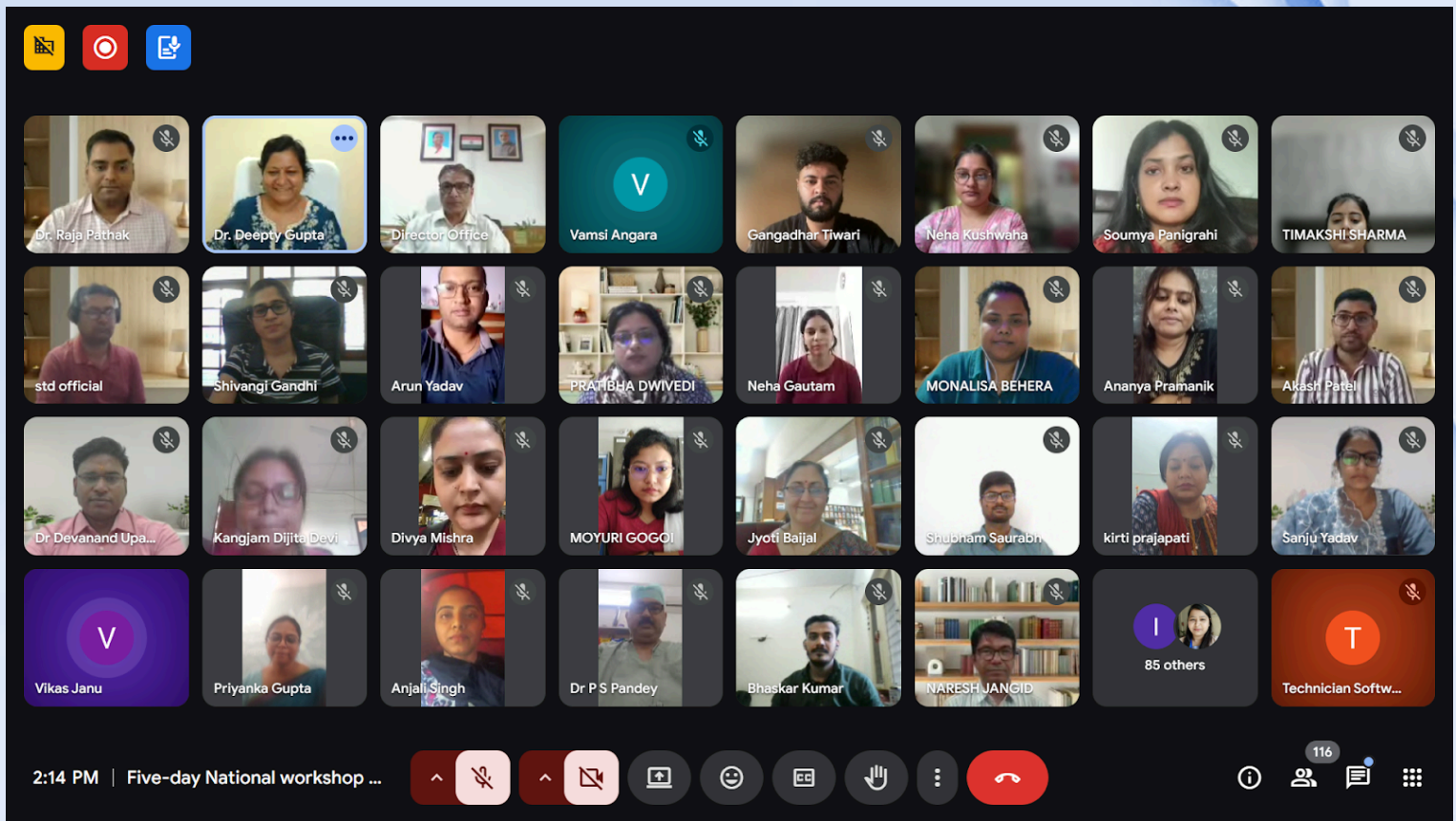




National Workshop on AI-Powered Research Writing: From Idea to Publication

13 - 17 October, 2025 Online Mode

Inter University Centre for Teacher Education
BHU, Varanasi - 221005

National Workshop on AI-Powered Research Writing: From Idea to Publication

13 - 17 October, 2025

Online Mode

DETAILED REPORT



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 the report of the Workshop on “AI-Powered Research Writing: From Idea to Publication”, organized by the Inter University Centre for Teacher Education (IUCTE), Banaras Hindu University. This initiative reflects IUCTE’s continuous commitment to advancing innovation, research excellence, and digital empowerment in the field of teacher education and higher learning.



In the contemporary academic landscape, Artificial Intelligence (AI) has emerged as a transformative force reshaping the ways in which knowledge is created, disseminated, and utilized. Recognizing this paradigm shift, IUCTE has taken proactive steps to sensitize and equip educators, researchers, and scholars with the necessary competencies to harness AI responsibly and effectively. This workshop was designed to bridge the gap between technological advancement and pedagogical practice—preparing the academic community to engage meaningfully with emerging digital tools while upholding the values of integrity, creativity, and ethical scholarship.

The outcomes of this workshop reflect the participants’ enhanced understanding of AI applications across various stages of research, from literature review and data analysis to academic writing and publication. More importantly, it fostered a reflective and critical approach toward the ethical use of AI, aligning with the vision of the National Education Policy (NEP) 2020, which emphasizes digital literacy, innovation, and the integration of technology in education.

I appreciate the sincere efforts of the organizing team, resource persons, and participants who contributed to the success of this academic endeavor. It is my firm belief that initiatives like this will continue to strengthen the research ecosystem in India, enabling our teacher educators and scholars to lead with digital competence and ethical responsibility.

I extend my best wishes to all participants and look forward to continued collaboration and learning as we collectively move towards creating a future-ready academic community.

(Prof. Prem Narayan Singh)

Message

It gives me great pleasure to convey my appreciation for the successful organization of the Workshop on “AI-Powered Research Writing: From Idea to Publication” by the Inter University Centre for Teacher Education (IUCTE), Banaras Hindu University.



In recent years, Artificial Intelligence (AI) has revolutionized the landscape of research and higher education, offering new possibilities for inquiry, analysis, and innovation. This workshop has been a timely and relevant initiative that provided faculty members, researchers, and scholars with valuable exposure to emerging AI tools and methodologies. It encouraged participants to critically explore the transformative potential of AI in research while maintaining academic integrity and ethical rigor.

The sessions were thoughtfully designed to build both conceptual understanding and practical competence. Participants gained insights into how AI can enhance research efficiency, improve academic writing, and support evidence-based practices. Such academic engagements not only foster digital empowerment but also align with the objectives of the National Education Policy (NEP) 2020, which envisions integrating technology to achieve quality and inclusive education.

I commend the IUCTE team for their academic vision and dedication in organizing this meaningful program. I am confident that the knowledge and skills gained by the participants will contribute to a more innovative, ethical, and future-oriented research culture within their disciplines.

My best wishes to all the participants and organizers for their continued pursuit of academic excellence through technology-enabled learning and research.

(Prof. Asheesh Srivastava)

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About the Workshop

In today's rapidly evolving digital era, artificial intelligence (AI) is redefining how research is conceived, conducted, and communicated across the globe. Once considered a futuristic concept, AI has now become a practical and transformative force in academia—streamlining literature searches, assisting in data analysis, improving the quality of academic writing, and facilitating the entire journey from idea generation to publication. With AI tools, researchers can work more efficiently, enhance the clarity and precision of their manuscripts, and navigate the often-complex process of scholarly publishing with greater confidence and speed.

Recognizing the importance of preparing educators and scholars to harness these advancements, the Inter University Centre for Teacher Education (IUCTE), Banaras Hindu University, Varanasi, is organizing a five-day hands-on workshop titled “*AI-Powered Research Writing: From Idea to Publication*”. This workshop was specifically designed for faculty members from diverse Higher Education Institutions across India and research scholars from multiple disciplines. The program provides immersive, practice-oriented training in the use of AI for literature review, data organization, drafting, editing, citation management, and selecting appropriate publication avenues.

This initiative is closely aligned with the vision of the National Education Policy (NEP) 2020, which underscores the need to integrate emerging technologies into teaching, learning, and research. Chapter 23 of the policy calls for adopting digital tools, including AI, to enhance the quality of higher education, promote innovation, and foster creativity. Chapter 24 emphasizes the role of technology in strengthening research ecosystems, encouraging interdisciplinary studies, and enabling evidence-based decision-making. By equipping participants with AI-driven research writing skills, this workshop directly supports NEP's objectives of building globally competitive research capacities, fostering collaborations, and creating impactful scholarly contributions that address both local and global challenges.

Over the course of five days, participants will gain direct, hands-on experience with cutting-edge AI applications tailored for academic work. They will learn to conduct comprehensive literature reviews using AI-powered academic databases, refine clarity and conciseness through automated summarization and paraphrasing tools, and manage references with intelligent citation software. In addition, they will explore AI-supported journal selection platforms that assess relevance, scope, and impact to identify the best publication opportunities. Importantly, the sessions will go beyond technical training to develop critical judgment skills—enabling participants to evaluate AI-generated outputs for accuracy, originality, and ethical compliance.

The program will also address ethical and responsible AI use, reflecting NEP 2020's emphasis on safeguarding academic integrity and ensuring technology is applied thoughtfully. Topics will include preventing plagiarism, mitigating algorithmic bias, and protecting data privacy, while reinforcing the principle that AI should complement—not replace—human expertise and intellectual ownership.

A distinctive feature of this workshop is its inclusive and collaborative approach. It is designed to accommodate participants with varying levels of familiarity with AI—from those

just beginning to explore its potential to those seeking advanced integration strategies. By the conclusion of the program, each participant will have developed a personalized AI toolkit tailored to their research needs and writing style, as well as joined a professional network committed to sharing best practices and advancing AI-enabled scholarship in India.

Workshop Objectives

- To equip participants with practical skills in using AI tools for each stage of research writing, from idea formulation to final manuscript preparation.
- To enhance research efficiency and quality through AI-assisted literature review, data organization, drafting, editing, and citation management.
- To promote ethical and responsible AI use in academic writing, addressing issues of plagiarism, bias, and data privacy in line with NEP 2020 principles.
- To develop critical evaluation abilities for assessing AI-generated content, ensuring scholarly rigor, originality, and relevance in publications.
- To foster a collaborative research community among faculty members and research scholars for continued sharing of AI-based best practices and innovations.

Workshop Themes

- NEP 2020, Research in Higher Education, and the Role of AI
- Understanding Academic Writing and Research Genres
- Comprehensive Literature Review with AI Tools
- Formulating Research Problems and Objectives with AI Support
- Research Methodology Design with AI Assistance
- Data Collection, Data Management and Analysis through AI
- Drafting the Research Paper: From Outline to First Draft
- Citation, Referencing, and Bibliography
- Ethical Considerations & Responsible Use of AI in Research
- Journal Selection, Submission, and Responding to Reviewers with AI

Key data about the programme

- **Total No. of Participants who attended the programme: 116**
- **Gender-wise participation:**

<i>Gender of Participants</i>	<i>Number</i>
Male	44
Female	72
TOTAL	116

- **Total number of Resource Persons: 8**
- **States/UTs Representation (17):** Andhra Pradesh, Assam, Bihar, Chandigarh, Delhi, Gujarat, Haryana, Jharkhand, Karnataka, Maharashtra, Manipur, Nagaland, Odisha, Rajasthan, Uttar Pradesh, Uttarakhand, and West Bengal

Program Proceedings

Day 1: 13 October, 2025

Session 1

Topic: NEP 2020, Research in Higher Education, and the Role of AI

Resource Person: Prof. Asheesh Srivastava, Dean (Academics), IUCTE

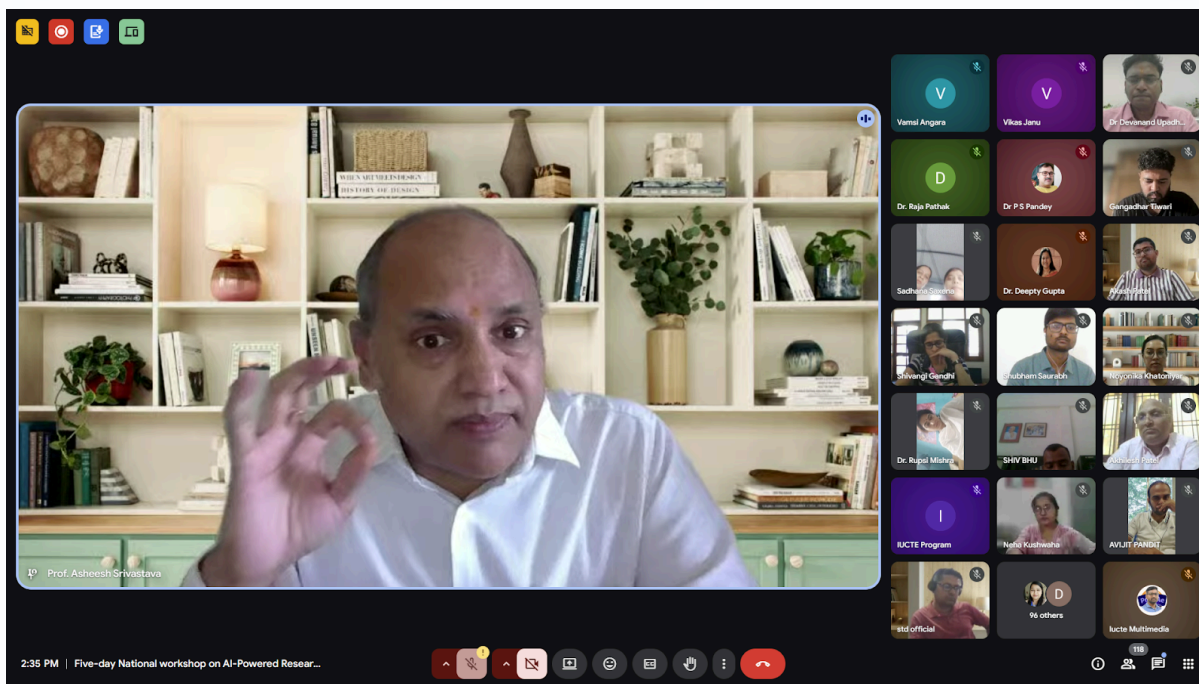
The session by Prof. Asheesh Srivastava offered a thought-provoking exploration of how artificial intelligence is reshaping the landscape of academic research and higher education. Prof. Srivastava emphasized that technology, particularly AI, should be viewed as a means and not an end in itself. It is a tool that enhances human creativity, critical thinking, and scholarly inquiry rather than replacing them. The session began with an overview of the philosophical foundations of research methodology, emphasizing that the core purpose of research is not merely to produce publications but to contribute meaningfully to the knowledge society.

Prof. Srivastava situated his discussion within the framework of National Education Policy (NEP) 2020, which envisions transforming the higher education ecosystem through multidisciplinary learning, innovation, and a strong research culture. He highlighted the five foundational pillars of NEP 2020—Access, Equity, Quality, Affordability, and Accountability—and explained how these principles collectively aim to democratize education and make research more inclusive and impactful. According to him, the establishment of the National Research Foundation (NRF) under NEP 2020 is a strategic step toward fostering a robust research environment in India by providing both financial and intellectual support to researchers across disciplines.

Moving beyond theoretical understanding, Prof. Srivastava introduced the audience to several AI-driven tools that can support each stage of the research process—from problem identification to publication. For instance, platforms like Elicit.org, Research Rabbit, Connected Papers, and Scite.ai were demonstrated for literature exploration and mapping research trends. These tools help researchers discover relevant studies, identify gaps, and synthesize existing knowledge more efficiently. For writing and reference management, Avidnote, NotebookLM, and Weavely were presented as platforms that help organize notes, summarize articles, and maintain coherence in academic writing. The session also addressed the emerging concept of the Augmented Research Era, where human intelligence is complemented by AI's computational power. Prof. Srivastava illustrated how AI enhances methodological rigor by automating repetitive tasks such as transcription, coding, and citation management, thus allowing researchers to focus on conceptual analysis and theoretical development. However, he cautioned that while AI tools can enhance accuracy and productivity, they must be used ethically and transparently, ensuring that human judgment remains central to research decision-making.

Throughout the session, Prof. Srivastava encouraged participants to adopt a reflective and critical approach toward integrating technology in their research practices. He emphasized

that AI should inspire innovation and deeper inquiry rather than superficial dependence. By bridging the gap between theory and practice, the session successfully demonstrated how researchers can align their methodological choices with the philosophical and ethical dimensions of AI-assisted inquiry. In conclusion, the session provided a comprehensive understanding of how AI is not merely a technological advancement but a transformative enabler in modern research methodology. Prof. Asheesh Srivastava's insights empowered participants to see AI as a collaborator in the research journey—enhancing analytical depth, promoting interdisciplinary engagement, and advancing the vision of NEP 2020 to build a truly knowledge-driven academic ecosystem.



Session 2

Topic: Understanding Academic Writing and Research Genres

Resource Person: Prof. Gaurav Singh, CIET, NCERT, New Delhi

The session sought to enhance participants' understanding of the academic writing process, particularly within the rapidly evolving digital and AI-enabled research environment. It emphasized the systematic development of scholarly manuscripts, from conceptualization to publication, integrating critical thinking, structure, and ethics. Prof. Gaurav Singh began by defining academic writing as a formal, evidence-based mode of scholarly communication that contributes to the body of knowledge through logical argumentation and critical analysis. The presentation explained the essential characteristics of academic writing—clarity, coherence, precision, and objectivity—and highlighted how these principles distinguish research-based writing from other forms of expression. Participants were encouraged to view writing not as a mechanical task but as a reflective and iterative process that evolves with deeper engagement with the subject.

A major focus of the presentation was the structure of a standard research paper. Each section—introduction, review of literature, methodology, results, discussion, and

conclusion—was discussed in depth. The importance of crafting a clear research question, articulating objectives, and maintaining logical consistency throughout the manuscript was underscored. Participants were also guided on the use of citation and referencing styles such as APA, MLA, and Chicago, ensuring academic integrity and the ethical use of sources. Another significant component of the session involved the integration of Artificial Intelligence tools in academic writing. Prof. Singh demonstrated how AI-based platforms can assist in literature review, paraphrasing, grammar refinement, and reference management, citing tools such as Grammarly, QuillBot, Trinka, and Research Rabbit. However, a strong emphasis was placed on the ethical use of AI — using it as an *assistive* rather than *substitutive* instrument. Participants were cautioned that while AI can enhance efficiency and productivity, it cannot replace human creativity, critical judgment, or ethical reasoning.

The presentation also explored the challenges of academic writing in the current era, including plagiarism, predatory publishing, and data manipulation. Prof. Singh illustrated how emerging AI tools could both mitigate and amplify these risks depending on their application. Participants were advised to develop “AI literacy” — the capacity to understand, evaluate, and apply AI outputs responsibly. This aligns with the broader goals of the National Education Policy (NEP 2020), which advocates for the integration of technology in education while preserving the humanistic core of scholarship. In conclusion, the *Academic Writing* session empowered participants with both theoretical insight and practical guidance to strengthen their research communication skills.

The screenshot displays a Zoom meeting interface. At the top, a status bar shows '6 Gaurav Singh (Presenting, annotating)'. The main content area features a presentation slide titled 'Understanding Your Academic Audience'. The slide is divided into three columns, each with an icon and a title:

- Faculty & Academic Peers**: Icon of a person. Text: 'Colleagues and supervisors who evaluate your work for intellectual rigour, methodological soundness, and contribution to the field.'
- Journal Editors & Reviewers**: Icon of a person with a magnifying glass. Text: 'Gatekeepers of scholarly publications who assess originality, significance, and adherence to disciplinary standards and conventions.'
- Policy Makers & Research Bodies**: Icon of a group of people. Text: 'Stakeholders who utilise research findings to inform decisions, requiring clear communication of practical implications and applications.'

Below these columns is a section titled 'Customising Your Approach' with the text: 'Effective academic writing requires adapting to discipline-specific expectations, conventions, and standards. Each field has unique vocabularies, citation styles, and structural preferences that must be respected.' An example box states: 'Example: A medical review article requires precise technical terminology, standardised reporting formats, and adherence to clinical guidelines, whilst an education conference paper may emphasise pedagogical theory, practical applications, and qualitative insights—each tailored to their respective audiences and disciplinary norms.'

The right sidebar shows a grid of participant video thumbnails. Visible names include: Dr. Deepty Gupta, Gaurav Singh, Arvind Pandey, Gangadhar Tiwari, Vamsi Angara, Shivangi Gandhi, Jyoti Raval, Dr. Devanand Upadhyay, Sudhir Rajpoot, Dr. Rupsi Mishra, Dr. Sanjay Kumar, Akash Patel, and Technician Software Man... A group icon for '92 others' is also present.

The bottom status bar shows the time '3:59 PM' and the meeting title 'Five-day National workshop on AI-Powered R...'. It also includes various Zoom controls like mute, video, chat, and a red end call button.

Day 2: 14 October, 2025

Session 3

Topic: Basics of Prompt Engineering for Research, Comprehensive Literature Review with AI Tools.

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

This session of the program focused on the twin pillars of effective modern research: Prompt Engineering and conducting a Comprehensive Literature Review (L.R.) using AI tools. Dr. Pathak stressed that the quality of AI output relies entirely on the quality of the input, illustrating the "garbage in, garbage out" principle. Prompt engineering, while not "rocket science," is the crucial art of writing proper instructions for Generative AI models like



ChatGPT or Gemini. To achieve usable, precise results, he introduced the C.L.E.A.R. rule: a prompt must provide Context (defining the role and background), specify Length and Limits (e.g., word count or format like JSON), outline Expectations (required tone, such as formal academic), state the desired Action (clear verbs like "Summarize" or "Critique"), and allow for Refinement (the iterative adjustment of the prompt). For research, he noted two critical enhancements to this rule: first, always assign a role to the AI, such as "Act as an expert researcher" or "editor," to ensure a professional and context-appropriate perspective; second, use an existing example of an abstract or text to guide the AI's language pattern, helping to overcome issues related to generic AI content detection.

Following the discussion on prompt strategy, the session shifted to the Literature Review, which was defined as a critical, analytical, and interpretive survey of existing work, rather than a simple summary. A comprehensive L.R. is done in two phases: the Review of Literature for initial idea generation, and the Review of Related Literature after a specific

research gap has been identified. The integration of AI is indispensable here because it handles the overwhelming volume of data, automates repetitive tasks, and identifies hidden connections between studies, thus minimizing the risks of bias and omission inherent in manual review. Dr. Pathak highlighted three powerful, free, AI-powered tools for this process. Semantic Scholar acts as a robust search engine, enabling researchers to find papers, view citation metrics, identify directly related papers, and even extract figures and graphs from an article's detail page for easy reference. Research Rabbit was recommended for visualizing and exploring complex connections between authors and papers, which is ideal for broad exploration and discovering diverse research streams. While not detailed in a hands-on exercise, Elicit was also noted for its ability to quickly summarize and extract key evidence from multiple papers. To manage the subsequent reading efficiently, he advised a targeted approach: focus only on the Title, Abstract, Introduction, and Conclusion (especially the future research section), saving the full paper for only the most relevant materials, with the final step being to critically document the article's key findings and its weaknesses. This dual focus on precise AI communication and efficient tool utilization provided a cohesive roadmap for building a solid research foundation.

Session 4

Topic: Reference Management with AI Tools

Resource Person: Dr. Sunil Kumar Tripathi, Assistant Professor, IUCTE

The session, led by Dr. Sunil Kumar Tripathi, provided a practical and hands-on guide to maintaining academic integrity through proper reference management, beginning with a clear



distinction between the core terms: Bibliography, defined as a comprehensive list of all consulted sources for complete description and verification, and Citations or References, which are the specific in-text mentions used to credit original work and adhere to styles like APA, MLA, and Chicago. Dr. Tripathi immediately moved to demonstrate the ease of

modern citation generation, first using Google Scholar, where participants learned to use the simple "Cite" option beneath search results to instantly copy formatted citations in various styles, and then introducing MyBib, a free online tool for building and managing bibliographies across different source types. The primary focus then shifted to Zotero, which was presented as the essential, free, and robust reference management solution that facilitates the handling of a large volume of research materials. Participants were guided through the critical steps of installing the Zotero desktop application and its necessary Zotero Connector browser extension (for Chrome or Edge), which enables the key feature: one-click saving of full citation data and associated PDF files directly from journal websites or Google Scholar. Dr. Tripathi emphasized Zotero's capability to automatically read and catalog metadata from dragged-and-dropped PDF files, highlighting the importance of registering an account for synchronization, which ensures a unified library of references and notes is accessible across all user devices. Finally, the session demonstrated the powerful reporting features, showing how to select references, right-click, and instantly generate a formatted bibliography in any required style, concluding with the crucial confirmation that Zotero maintains 100% offline capability for uninterrupted research work.

Day 3: 15 October, 2025

Session 5

Topic: Finding a gap, formulating a research question, and objectives with AI support

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

Dr. Pathak begins by defining a research gap as "an area that has not been fully explored, lacks evidence or presents conflicting findings." He highlights that selecting a novel topic is essential for impactful research, illustrating this by comparing three research titles. Topics like the "Impact of COVID-19 on online learning... in 2020" or "Students attitude towards online learning in higher education" are deemed outdated or overdone, respectively. A topic like "Exploring teachers emotional resilience and engagement in hybrid learning environment post-COVID" is suggested as a more relevant and potentially novel area for research in 2025.

He categorized research gaps into five major types:

1. Theoretical Gap: Where existing theories inadequately explain a phenomenon or new theories are needed.
2. Methodological Gap: Lacks diversity in methodology or where current methods are insufficient.
3. Contextual Gap: Research is needed in a different setting or context.
4. Population Gap: The study has not been conducted on a specific group or population.
5. Practical or Policy Gap: Findings exist but haven't been translated into proper practice or policy.

Utilizing AI for Gap Identification

The session introduced the Consensus AI tool as a research engine that helps find research

gaps by analyzing scientific papers. When a research question is entered, Consensus provides a "consensus meter" showing the percentage of researchers who agree, possibly agree, or have mixed opinions, along with key findings and a conclusion. This quickly reveals the state of current evidence. For example, a query on "Does Ashwagandha reduce symptoms of stress and anxiety in adults?" showed strong evidence for short-term use, but highlighted a gap regarding "long-term safety and optimal dosing" for sustained benefits, thus establishing a clear research gap.

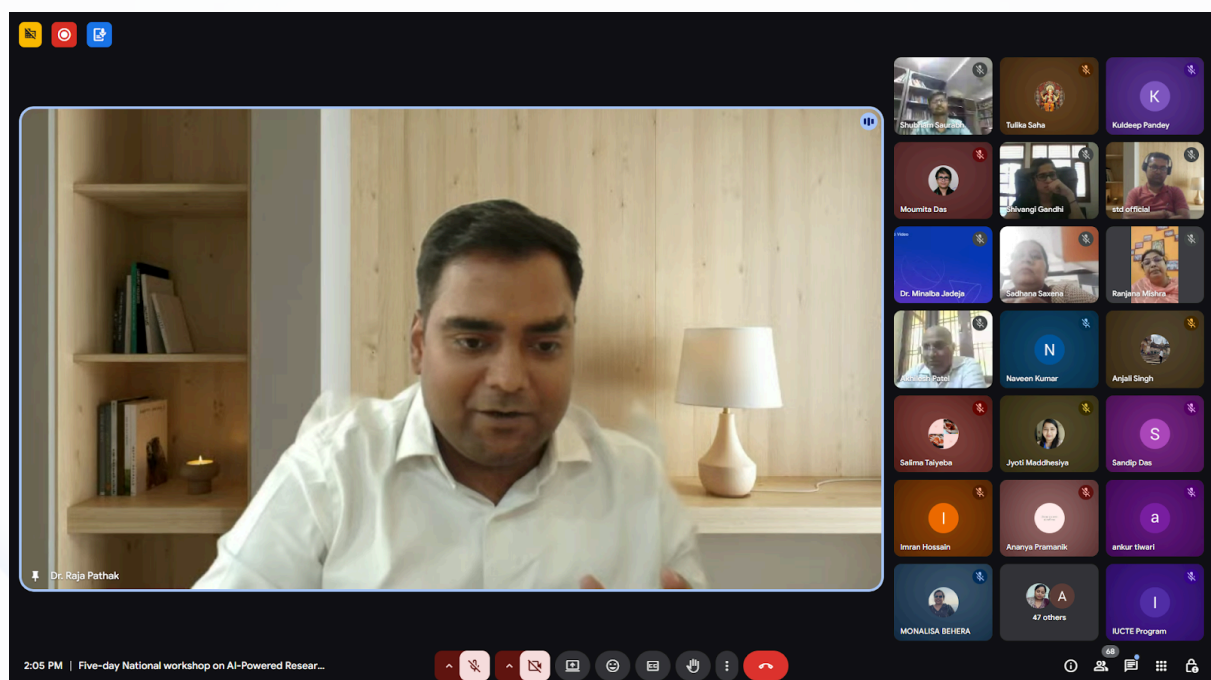
The tool also enables users to generate a gap statement using a specific prompt, which serves as an expert researcher and identifies what is known, what is unknown, and why it matters, all within two to three sentences. This structured statement is crucial for defining the research's scope.

Converting Gap to Question and Objectives

A research question is a "specific focused question your study seeks to answer." Dr. Pathak stresses that a good research question must be clear, focused, answerable, relevant, and ethical. Crucially, it must be aligned with the method that will be employed.

He introduced several frameworks for structuring research questions, noting that the PICO (Population, Intervention, Comparison, Outcome) or PICOT (including Time frame) framework is typically used for quantitative data and clinical trials, while the SPIDER framework is suitable for qualitative or mixed-methods research.

The final step is framing research objectives, which translate the research question into actionable goals. The distinction is simple: a research question asks "What do we want to find out?" while a research objective states "What we will do to answer that research question?" Using a targeted AI prompt (e.g., in a tool like Gemini or ChatGPT) allows researchers to generate and justify research questions and objectives based on the previously identified gap statement and selected framework, significantly accelerating the initial research design process.

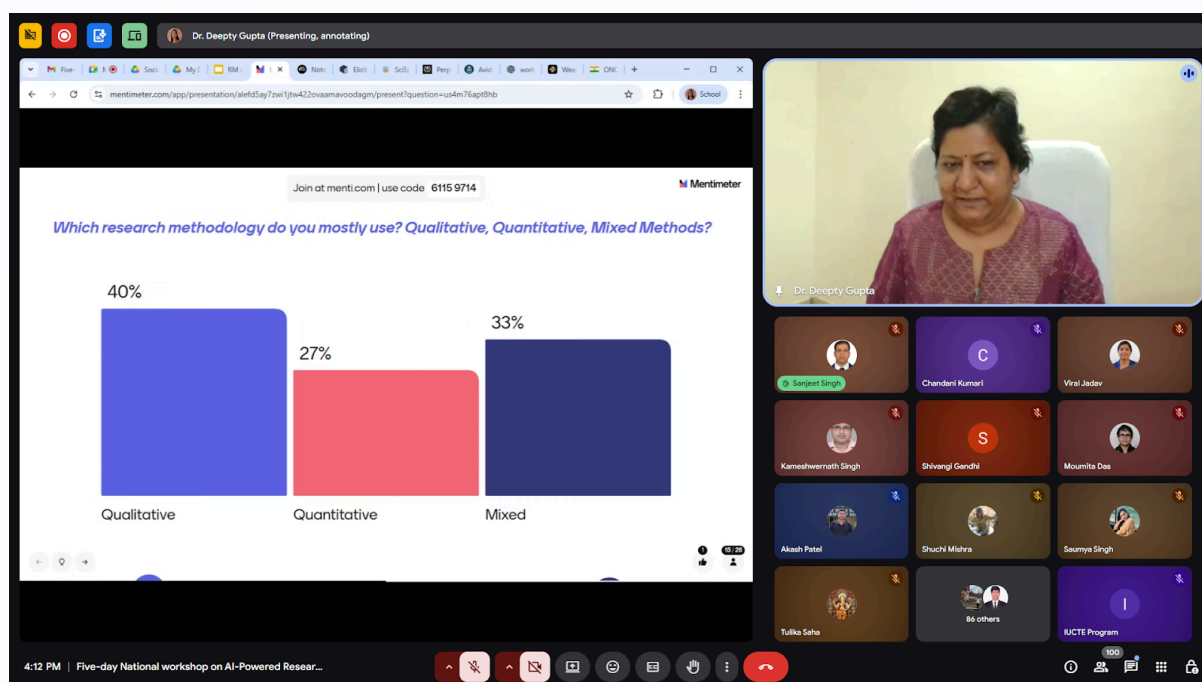


Session 6

Topic: Research Methodology, Tool Design with AI Assistance

Resource Person: Dr. Deepty Gupta, Assistant Professor, IUCTE

Dr. Deepty Gupta conducted an insightful session on the fundamentals of research methodology, emphasizing its broader scope beyond mere design or methods. She explained that research methodology represents a systematic framework that guides researchers from formulating objectives to achieving reliable and meaningful conclusions. Through examples, she highlighted how action verbs in research objectives—such as “to study,” “to explore,” or “to correlate”—determine the type of methodology to be followed. The session clarified the differences between methodology, design, and methods, while emphasizing the importance of validity, reliability, and replicability in any research work.



Dr. Gupta further discussed the role of Artificial Intelligence (AI) in identifying suitable methodologies, designing instruments, and selecting sampling strategies. She demonstrated how AI tools like Perplexity AI, Elicit, NotebookLM and Avidnote can help in methodology selection and instrument generation. Referring to frameworks such as Creswell’s philosophical worldviews, Saunders’ Research Onion, and Bloom’s Taxonomy, she illustrated how philosophy, approach, strategy, and methods are interconnected in research. The session has an interactive poll that revealed most participants preferred quantitative or mixed methods. Dr. Gupta emphasized that while AI can assist in methodological planning, researchers must apply their own judgment, theoretical grounding, and understanding of research philosophy to ensure rigor and authenticity.

Dr. Deepty Gupta continued her detailed demonstration of AI-integrated research tools, focusing on *NotebookLM*, *Elicit*, *Scispace*, and *Perplexity* as core enablers of evidence-based and authentic academic writing. She emphasized that while most AI tools now operate on freemium models, NotebookLM remains highly beneficial even in its free version, allowing users to upload and analyze up to 50 research papers simultaneously. This enables researchers

to interact directly with the literature, extract methodologies, and validate data authenticity efficiently. She explained how NotebookLM's "Save to Note" feature preserves only the conversations saved manually, urging researchers to regularly back up their insights. Transitioning to *Elicit* and *Scispace*, Dr. Gupta highlighted their role in automating literature reviews by presenting summaries, study designs, objectives, and samples in a comparative tabular format. This aids in identifying research gaps and synthesizing information faster than manual review. *Scispace*, she added, offers additional features like multilingual writing, paraphrasing, and citation generation.

She also elaborated on Perplexity, noting its academic credibility due to verified sources. Through illustrative prompts, she demonstrated how AI can suggest appropriate research designs, inclusion criteria, and sampling strategies, ultimately saving researchers considerable time. However, she cautioned against relying blindly on AI outputs, stressing the importance of validation, contextualization, and ethical referencing. Concluding this segment, Dr. Gupta encouraged the use of AI tools for accuracy, synthesis, and methodological clarity—while maintaining the researcher's critical judgment and authenticity.

Day 4: 16 October, 2025

Session 7

Topic: Data Analysis and Visualisation through AI

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

The session focused on the transformative role of Artificial Intelligence (AI) in data analysis and visualization, speaker Thiyagu Suriya underscored that a fundamental research shift has already occurred, rendering traditional research modes obsolete. The central thesis of the session introduced the concept of the 'hybrid researcher'—an individual who effectively merges established, traditional research methodologies with advanced AI tools and techniques. This shift is most evident in two primary areas: literature search and data synthesis. Dr. Suriya demonstrated how the process of literature review has evolved from manually scrolling through physical library resources to efficiently navigating vast digital databases such as Google Scholar, ResearchGate, and institution-specific repositories (like MIT's thesis database), which now provide easy access to international, full-text dissertations and research articles, a stark contrast to older national databases like Shodhganga. The session's primary focus then moved to AI-driven tools that facilitate the smart analysis and visualization of research literature.

The first tool showcased was ConnectedPapers.com, which visualizes the relationship between a source article and its surrounding academic landscape. The resulting graphical network is highly informative: the size of each node within the graph correlates with the number of citations that paper has received, while the color of the node signifies its publication age (with darker colors indicating more recent work). The strength of the connecting lines, or clustering, reveals the similarity of content between the articles, allowing a researcher to quickly identify prior work and subsequent derivative research.

The second, more advanced AI tool demonstrated was NotebookLM, which moves beyond visualization into synthesis. This platform allows researchers to upload multiple documents (up to 50 PDFs in the free version) and, based solely on those sources, generates various



academic aids. These outputs include interactive concept maps/mind maps that conceptually define terms and relationships within the uploaded articles, automatically generated Ques (quizzes) and flashcards for learning, and even brief video overviews. The session also briefly highlighted additional specialized AI tools. Julius was presented as an AI data analyst capable of performing complex statistical operations through natural language prompting, thereby eliminating the need for traditional statistical software like SPSS or Amos. ChartPixel demonstrated its utility for rapid and aesthetically pleasing visualization, turning raw data into compelling charts and graphs suitable for presentations and reports. Finally, Lens.org was introduced as a powerful meta-search engine, focusing on integrating scholarly literature with patent data, which assists researchers in competitive analysis and tracking the commercial application of scientific advancements. Suriya emphasized that these tools enable smart research by using AI as the 'boat' to navigate the sea of information, effectively converting hundreds of pages of textual data into patterns, insights, and interactive dashboards, thereby dramatically improving the efficiency and depth of the research process and leaving behind the cumbersome, hard-labor methods of the past.

Session 8

Topic: Journal Selection, Submission, and Responding to Reviewers with AI

Resource Person: Dr. Miteshkumar Pandya, Deputy Librarian, NFSU, Gandhinagar

Dr. Miteshkumar Pandya delivered a dynamic and intellectually stimulating session on the theme “Use of AI Tools in Research and Avoiding Predatory Journals.” His presentation seamlessly blended conceptual clarity, technical demonstration, and critical reflection, helping participants navigate both the possibilities and pitfalls of the rapidly evolving digital research ecosystem. At the outset, Dr. Pandya situated the discussion within the

contemporary research environment, where Artificial Intelligence (AI) has become an integral companion in academic writing, data analysis, and publication workflows. He outlined the proliferation of AI-based tools that can assist researchers in every stage of the scholarly process—from literature search and idea generation to paraphrasing, summarizing, visualization, and citation management. By demonstrating the practical application of popular platforms such as ChatGPT, Elicit, Scite, Perplexity AI, Research Rabbit, and Connected Papers, he highlighted how these tools can enhance academic productivity, foster conceptual clarity, and aid in identifying research gaps.

However, Dr. Pandya cautioned that technological efficiency must be guided by scholarly integrity. He underscored the ethical responsibilities of researchers in maintaining authenticity, acknowledging AI assistance appropriately, and avoiding over-reliance on machine-generated content. Through examples of AI-assisted literature review and content generation, he clarified how human critical reasoning remains indispensable for ensuring contextual accuracy and theoretical depth. A major focus of his talk was the identification and avoidance of predatory journals—a growing menace in the academic landscape. He described how unethical publishers exploit the open-access model by charging heavy publication fees without legitimate peer review or editorial oversight. Dr. Pandya sensitized participants to the markers of such journals, including lack of transparency, unrealistically fast review timelines, absence of credible editorial boards, and misleading indexing claims. He advised scholars to rely on authentic databases, such as UGC-CARE, Scopus, and Web of Science, for verifying journal legitimacy and to adopt a cautious, evidence-based approach before submitting their manuscripts.



In discussing the intersection of AI and academic publishing, Dr. Pandya also highlighted how advanced detection algorithms are being developed to flag unethical AI use, plagiarism, and duplicate submissions. He encouraged participants to view AI not as a substitute for originality but as a partner for enhancing analytical depth, language precision, and data visualization. Practical insights on using Grammarly, QuillBot, Typeset AI, and Notion AI for

editing, referencing, and formatting were particularly appreciated by participants, who found the live demonstrations engaging and directly applicable to their academic work.

The session concluded with an open discussion where participants raised queries related to plagiarism thresholds, responsible citation practices, and the future of AI regulation in academia. Dr. Pandya reiterated that ethical scholarship requires a balance between innovation and responsibility, as well as technological adoption and intellectual rigor. Overall, the session was highly enriching, aligning perfectly with IUCTE's vision of fostering digitally competent, critically aware, and ethically grounded researchers. It provided participants with the knowledge and discernment needed to navigate the complex digital research landscape with confidence and integrity.

Day 5: 17 October, 2025

Session 9 & 10

Topics: Drafting the Research Paper: From Outline to First Draft and Plagiarism: Ethical & Responsible Use of AI in Research

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

The session by Dr. Ramesh Sharma offered an illuminating exploration of the concept of plagiarism, its multifaceted implications in academic and research settings, and the growing challenges posed by digital technologies. Drawing upon his rich editorial experience across reputed international journals from Japan, Singapore, and India, Dr. Sharma contextualized plagiarism as not merely an act of copying but a broader ethical failure that undermines the credibility of academic work.

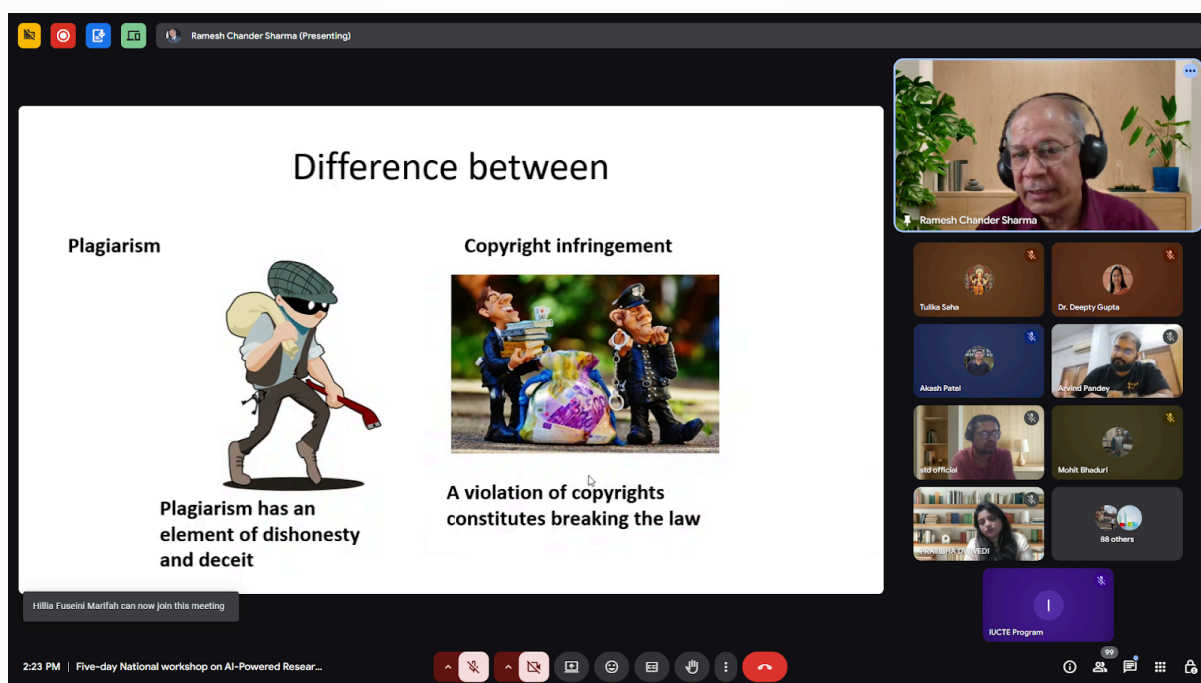
Beginning with an interactive engagement, Dr. Sharma invited participants to share three words that came to mind upon hearing the term plagiarism. Responses such as “copying,” “academic dishonesty,” and “paper rejection” set the stage for a reflective dialogue. He clarified that while plagiarism often leads to rejection, the two are distinct; rejection may stem from issues of quality, whereas plagiarism involves ethical misconduct. Using satirical references, he highlighted how borrowing from multiple authors is sometimes jokingly labeled as “research,” underscoring how normalization of unethical practices has blurred academic integrity.

Dr. Sharma presented real-life examples, including a striking case where an author plagiarized others content by merely changing the author's name and republishing it. Through such examples, he shed light on the global prevalence of cloned and predatory journals, many of which replicate authentic platforms with minor changes such as payment gateways, deceiving researchers into unethical publication practices. He urged participants to verify the authenticity of journals through credible indexing databases and watch portals like India Research Watch. The lecture also clarified the distinctions between plagiarism and copyright infringement, emphasizing that plagiarism involves deceit, whereas copyright infringement constitutes a legal offense. He discussed the notion of similarity index versus plagiarism, explaining that while similarity indicates textual overlap, plagiarism implies

intellectual theft without acknowledgment. Through numerous examples, he illustrated how careless paraphrasing, excessive quoting, or improper citation can unintentionally lead to plagiarism.

He elaborated on various types of plagiarism, including cloning, control-C plagiarism, remixing, self-plagiarism, and retweeting, drawing on Turnitin's typology. He further addressed the reasons why plagiarism occurs, citing factors such as academic pressure, inadequate research skills, poor time management, linguistic limitations, and the "publish or perish" culture. Importantly, the session progressed beyond identifying problems to discuss preventive strategies. Dr. Sharma advocated for developing an institutional culture of integrity through the implementation of honor codes, language support, consistent evaluation policies, and reflection-based pedagogy. He recommended allowing students to pre-check their work using plagiarism detection tools, such as Turnitin or Drillbit, to encourage self-correction.

Concluding with practical guidance, Dr. Sharma demonstrated the differences between paraphrasing and plagiarism, and shared best practices for citation and referencing. He also touched upon emerging concerns related to Artificial Intelligence and large language models, warning that even AI-generated content can contain ethical risks if used uncritically. The session served as a powerful academic reflection on research ethics, fostering awareness among scholars and faculty about responsible authorship and the importance of originality in the creation of knowledge.



Another session Dr. Ramesh Sharma was an engaging and intellectually stimulating exploration of how researchers can effectively use digital tools, academic networking platforms, and artificial intelligence to enhance their scholarly visibility and research productivity. Dr. Sharma began the session by emphasizing the significance of maintaining a strong research identity in today's digitally networked academic environment. He introduced the participants to leading research visibility platforms, including Scopus Author ID,

ResearcherID (Publons), Google Scholar, ResearchGate, Academia.edu, and SSRN, demonstrating how each contributes to creating a comprehensive academic profile. Through live demonstrations, he illustrated how researchers can manage their publication data, track citations, and engage in global scholarly communication.

He further elaborated on AI-driven tools such as Perplexity, Google Gemini, and ChatGPT, highlighting their role in augmenting—rather than replacing—human creativity and scholarly rigor. Dr. Sharma advised participants to use AI responsibly for idea generation, structuring abstracts, and improving the linguistic quality of academic writing. Emphasizing ethical research practices, he presented an exemplary model of AI acknowledgment in scholarly writing, underscoring the principle of academic transparency and intellectual ownership.



The session progressed into an interactive demonstration of NotebookLM, Research Rabbit, Connected Papers, and Elicit, where Dr. Sharma illustrated how these tools can aid in conducting systematic literature reviews, mapping research networks, and identifying emerging research gaps. He also introduced participants to Notion AI, Datawrapper, and Typeset, which assist in organizing research workflow, visualizing data, and formatting manuscripts for publication. A significant segment of the discussion focused on AI in research integrity, where Dr. Sharma cautioned against over-reliance on automated writing tools and advocated for maintaining human critical judgment. He encouraged participants to use AI as a supportive collaborator for refining methodology, interpreting results, and designing data visualizations, rather than as a substitute for academic reasoning. Throughout the session, the participants—comprising research scholars, teacher educators, and faculty members—actively interacted with him, raising practical questions related to authorship verification, institutional IDs, citation management, and AI ethics in publishing. His patient explanations and real-time demonstrations turned the session into a hands-on masterclass on responsible digital scholarship.

In his closing remarks, Dr. Sharma reiterated the importance of digital literacy and AI competence as integral components of 21st-century academic professionalism. He

commended IUCTE for providing such a dynamic platform that nurtures reflective academic practice, research collaboration, and technological empowerment among educators and scholars.

Valedictory Session

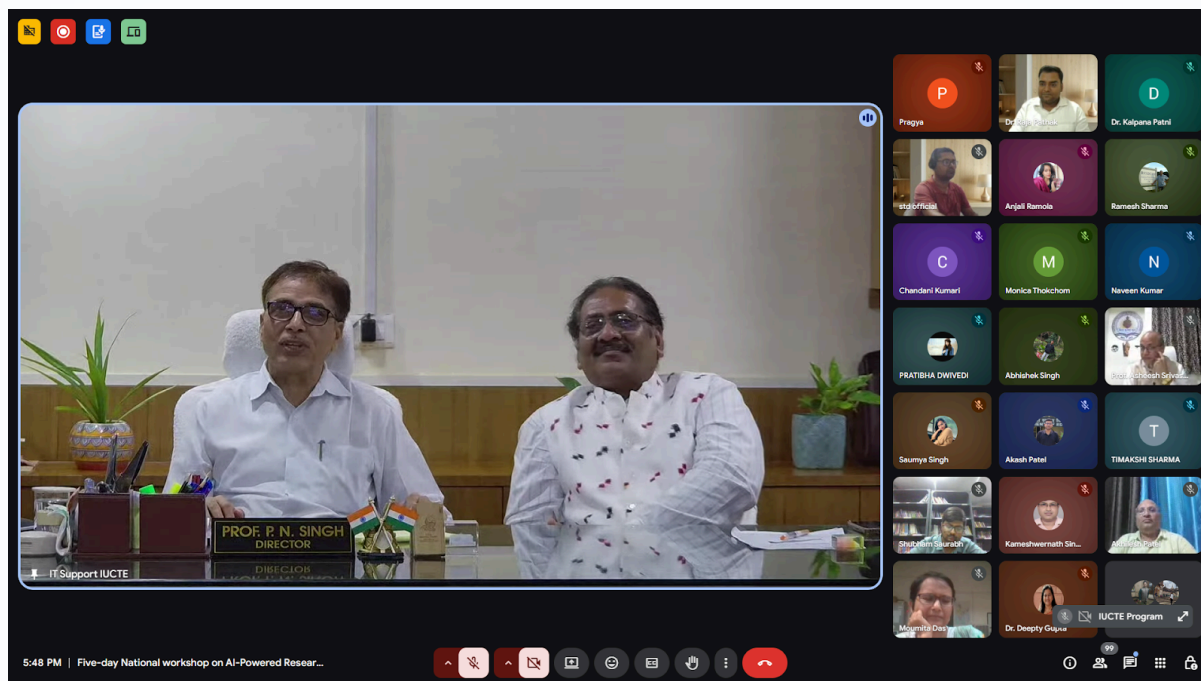
The valedictory session of the week-long Faculty Development Programme on AI-Powered Research Writing: From Idea to Publication marked an inspiring conclusion to a highly engaging and intellectually stimulating academic journey. The session brought together eminent academicians and participants in a reflective dialogue on the transformative role of Artificial Intelligence in contemporary research and higher education.

Prof. Asheesh Srivastava, Dean (Academic and Research), IUCTE, opened the session by extending heartfelt gratitude to all resource persons, participants, and the organizing team. In his reflective remarks, he underscored that the past five days had been much more than a series of technical sessions—they represented a journey of rediscovering oneself as a learner in the age of digital scholarship. Referring to the spirit of the National Education Policy (NEP) 2020, he emphasized the centrality of creativity, inquiry, and ethics in education, affirming that Artificial Intelligence should be viewed not as a replacement of human intellect but as an augmentation of human insight. He profoundly stated, “AI can analyze, but it cannot empathize; it can compute patterns but not purpose.” He urged participants to embrace AI as Augmented Insight—a collaborator that expands human capability rather than replaces it. Prof. Srivastava concluded with a resonant message: “Let us use Artificial Intelligence not to replace human wisdom but to amplify it, so that research and education in India remain deeply human yet globally futuristic.”



In the presidential address, Prof. P.N. Singh, Director, IUCTE, commended the dedication of the organizing team and the enthusiastic participation of scholars from across the country. He appreciated the dynamic leadership of the coordinators and highlighted the significance of the chosen theme in aligning research practices with ethical and innovative use of AI. Drawing

from his rich experience, Prof. Singh reflected on the twin powers of imagination and ideas that every researcher inherently possesses. He reiterated that while technology and artificial tools may aid the process, human imagination remains the genesis of all research innovation. He urged participants to employ AI responsibly, ensuring that it serves as a supportive instrument rather than an alternative to human creativity and integrity. Prof. Singh's reflections beautifully encapsulated IUCTE's vision—promoting research that is technologically advanced, ethically sound, and human-centered.



The Chief Guest, Prof. Ashutosh Vishwal, Head and Dean, Faculty of Education, Centre for Advanced Studies in Education, M.S. University, Baroda, shared a deeply analytical and inspiring perspective on the role of research and AI within the larger framework of the NEP 2020. He highlighted the pressing need to strengthen the research culture in India's higher education system, where a large section of institutions remains primarily teaching-oriented. Prof. Vishwal traced India's long-standing intellectual legacy, citing the vibrant multidisciplinary traditions of ancient universities such as Takshashila and Nalanda. He emphasized that technology and AI can act as bridges to revive the spirit of that lost interdisciplinary culture. He eloquently stated that "AI, when ethically mastered and humanely tamed, can make knowledge dance to the tune of creativity." His address motivated participants to approach AI with both curiosity and conscience, integrating it meaningfully into their research and teaching practices.

The valedictory session was marked by expressions of gratitude from the coordinators, Dr. Raja Pathak and Dr. Deepty Gupta, who acknowledged the sustained enthusiasm of participants, many of whom continued to contribute actively despite personal challenges. The collective reflections echoed a sense of achievement, intellectual enrichment, and renewed academic purpose.

The session concluded with a vote of thanks, symbolizing the collaborative spirit and academic commitment that define IUCTE's endeavors. The valedictory session thus served

not only as a closure to the program but also as a reaffirmation of IUCTE's mission—to nurture educators and researchers who blend intelligence with integrity and innovation with inclusion.

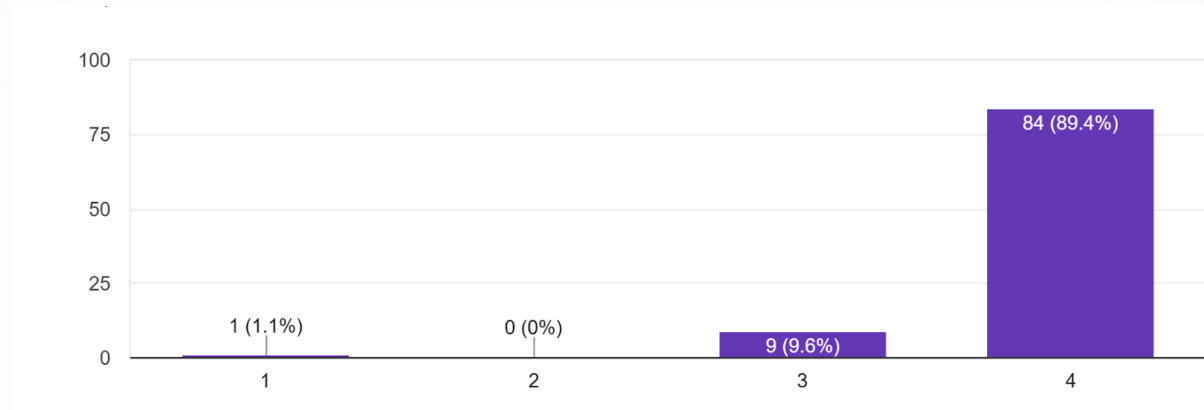
Workshop Outcomes

- The workshop, organized by IUCTE, served as a catalyst for developing a deeper understanding of Artificial Intelligence and its pedagogical and research applications among faculty members, researchers, and teacher educators. It strengthened the participants' conceptual and practical engagement with AI technologies.
- Participants gained hands-on experience with AI-powered tools for literature review, data management, and research writing. This exposure enhanced their methodological competence, enabling them to adopt evidence-based and technology-supported research practices.
- A significant outcome of the workshop was the increased awareness of participants regarding the ethical and responsible use of AI. Discussions on plagiarism, originality, and data integrity deepened participants' awareness of the moral dimensions of AI-assisted research.
- The workshop transformed participants' perspectives on how AI can augment research efficiency, precision, and creativity. They realized the potential of AI not as a replacement for human intellect but as an intelligent collaborator that enhances analytical and writing capacities.
- The sessions empowered teacher educators and researchers to integrate AI tools into their academic and professional practices, aligning with IUCTE's mission to strengthen digital literacy and innovation in teacher education.
- Beyond technical skills, the workshop inspired reflective thinking about the evolving nature of research and pedagogy in the AI era. Participants expressed renewed motivation to explore AI applications further and pursue continuous learning.
- Through exposure to AI-assisted editing, referencing, and visualization tools, participants improved the quality, clarity, and presentation of their academic writing. The experience contributed to their confidence in preparing publishable research outputs.
- The workshop fostered peer learning and academic collaboration, encouraging participants to share knowledge and collectively explore innovative uses of AI in research and teaching. This emerging network reflects IUCTE's role as a hub for academic discourse and capacity building.
- The program directly supported the NEP 2020 mandate for integrating technology in higher education, promoting multidisciplinary learning, innovation, and the ethical use of digital tools for academic excellence.
- The initiative reinforced IUCTE's leadership in promoting technology-enabled research culture within Indian higher education. It paved the way for future capacity-building programs that integrate AI, ethics, and educational research as part of a sustainable academic development strategy.

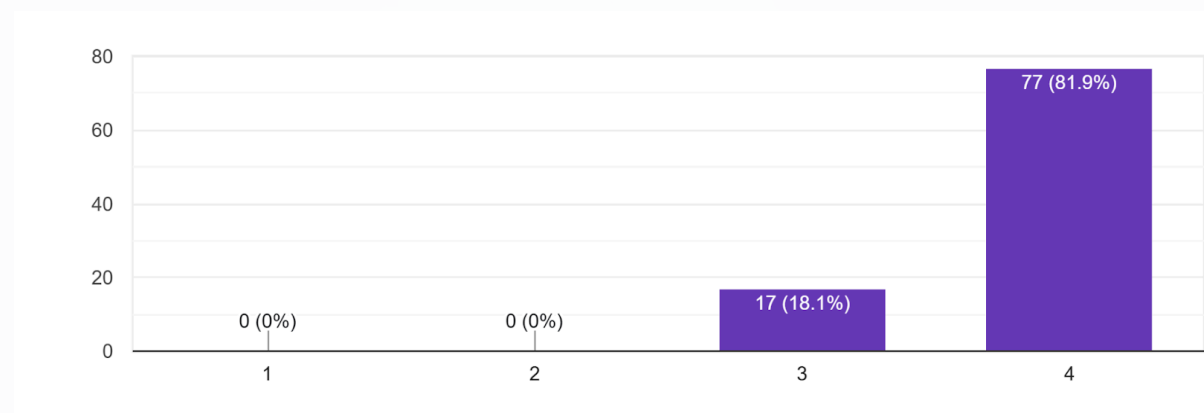
Annexure 1: Feedback Analysis of the participants

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

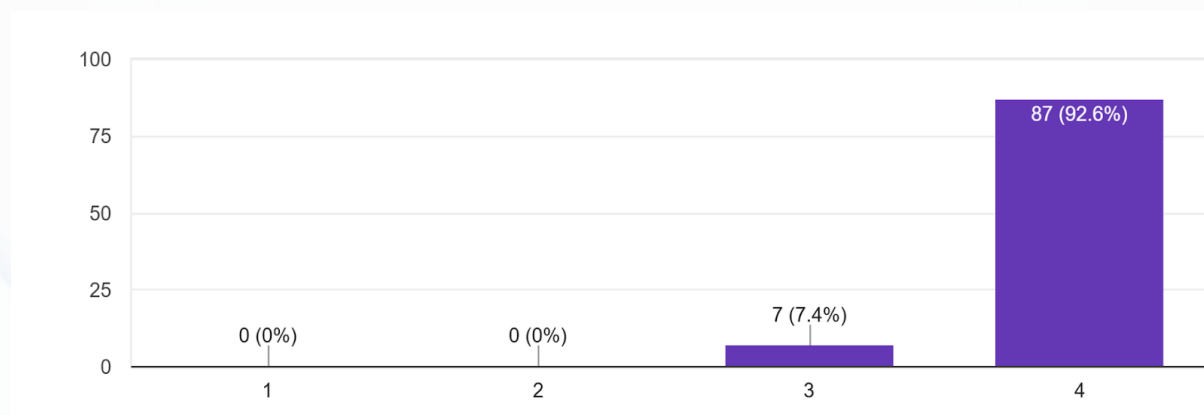
1. Regarding the Overall quality of the programme



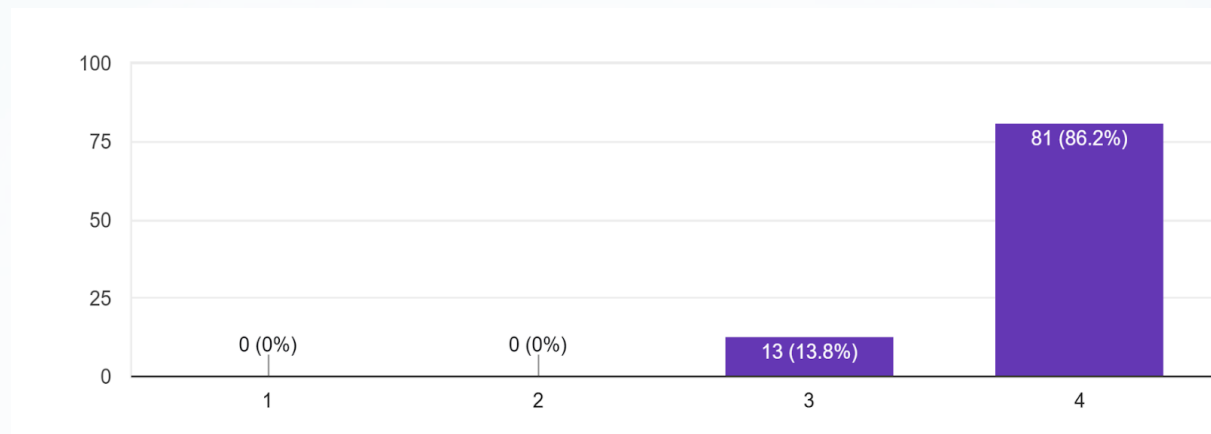
2. It was also asked whether the participants' expectations had been met through this workshop, and most participants rated that they had been met.



3. The organizers and Resource persons provided support during the workshop, and most participants appreciated the support they received.



4. **Feedback regarding the technical support provided during the program was also received from the participants, and almost all appreciated the support offered by the technical team.**



5. **Topics of the workshop which participants expect to cover in more detail were:**

- The research methodology
- Data Analysis and Visualization
- AI use for literature review
- Basics of prompt engineering
- Plagiarism: Ethical & Responsible Use of AI in Research.
- How to use Zotero for referencing
- How to find research gaps and methodology with the help of AI tools such as NotebookLM, Consensus and Elicit.
- Academic writing for quality publications in AI Era
- Research paper drafting

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

- Historical Methodology
- AI and Philosophy
- Qualitative Data Analysis
- Writing a research paper
- Research Methodology.
- Research Methodology Courses for Research Scholars
- Art Integrated Learning
- Some more workshops for hands-on experience in the generative AI field
- Methodology tool designing and Data Analysis session
- Academic writing and its nuances
- Research Methodology for Qualitative Research
- Positive psychology and dark psychology.
- Training on qualitative and mixed-method research using digital tools.
- Workshops on research paper publication ethics and plagiarism prevention.
- Innovative teaching learning

- Pedagogy, IKS, and social psychology in line with NEP 2020.
- Emerging technology such as AR, VR, Blended learning, and Hybrid learning.
- AI tools for Teaching
- Gender concerns in AI
- Tool development & pilot study data analysis
- Project proposals
- Question preparation and blueprint
- Academic Leadership
- Socio-Emotional skills
- NEP 2020 Implementation Strategies
- One International Seminar on Critical thinking in cosmopolitan academic Discourse.
- Teacher education and Artificial intelligence in education

7. Participants were also asked how they were going to implement the things they learnt during this workshop at their institution/research work

- To incorporate into my doctoral thesis work.
- By writing research by AI, AI-powered
- Organize PDP for my staff
- During teaching
- To Give Training To The Research Scholars
- Making of a research proposal
- Implement for self and students at PG and PhD level.
- Will implement this knowledge in writing research papers and also empower research scholars with it.

8. Participants were also asked, What challenges do you face while using AI tools during research

- Data analysis and paper writing
- Language problem
- AI detection and proper and effective use of AI
- Ethical dilemmas and data breaches are the major challenges.
- Lesser time to explore
- Fear of AI detection and its trustworthiness, whether the content and data provided by it are reliable or not.
- One of the major challenges faced while using AI tools in research is the overabundance of available tools. With numerous platforms offering similar features, it becomes challenging to determine which tool is the most reliable, authentic, and suitable for a specific research purpose. Therefore, selecting the right AI tool that balances accuracy, usability, and academic integrity remains a significant challenge for research
- Many of the AI tools are paid versions. If we focus only on the tools that are free and effective

- Verifying accuracy, understanding tool limitations, avoiding over-reliance, ensuring data privacy and ethical use, and managing accessibility or cost issues.
- AI tools based on a specific prompt are difficult to use because, as a student from a biological background, I find it challenging to handle and remember the prompt.
- Less awareness, lack of knowledge on security and technical issues while using the AI tools, and the fear of AI plagiarism
- Difficulty in verifying AI-generated content accuracy and limited access to premium features of advanced tools
- Increasing dependency on AI
- Command /prompt, etc
- Need practice for finding the best out of these tools for research
- AI tools sometimes provide incorrect summaries, misinterpret complex arguments, or overlook cultural and contextual nuances—especially in social science and research focused on gender.

Annexure 2: List of Resource Persons

S.No.	Name	Affiliation
1	Prof. Asheesh Srivastava	Dean (Academics and Research), IUCTE, BHU
2	Prof. Gaurav Singh	Central Institute of Educational Technology (CIET), NCERT, Delhi
3	Dr. Ramesh Sharma	Former Director, IGNOU
4	Dr. K. Thiyagu	Associate Professor, Central University of Karnataka
5	Dr. Miteshkumar Pandya	Deputy Librarian, NFSU, Gandhinagar
6	Dr. Deepty Gupta	Assistant Professor, IUCTE, BHU
7	Dr. Raja Pathak	Assistant Professor, IUCTE, BHU
8	Dr. Sunil Kumar Tripathi	Assistant Professor, IUCTE, BHU

Annexure 3: List of Participants

S.N.	Name	Designation	University
1	Mr Ankur Tiwari	Research Scholar	Banaras Hindu University
2	Dr Chandani Kumari	Assistant Professor	Banaras Hindu University
3	Mrs Sanju Yadav	Research Scholar	Central University Of Haryana
4	Dr Anchal Singh	Assistant Professor	Jai Prakash University Chapra
5	Dr Naveen Kumar M	Assistant Professor	Maulana Azad National Urdu University
6	Mr Akhileshwar Pandey	Research Scholar	Central University Of South Bihar
7	Ms Pragya	Research Scholar	Banaras Hindu University
8	Mr Naresh Kumar	Research Scholar	Mohan Lal Sukhadia University Udaipur
9	Dr Kalpana Patni	Assistant Professor	Banaras Hindu University
10	Miss Anjali Singh	Research Scholar	Mahatma Gandhi Kashi Vidyapith
11	Mr Bhaskar Kumar	Research Scholar	Banaras Hindu University
12	Dr Sameer Gupta	Assistant Professor	Banaras Hindu University
13	Dr Anjali Sharma	Assistant Professor	Banaras Hindu University
14	Dr Sudhir Kumar Rajpoot	Assistant Professor	Banaras Hindu University
15	Mrs Thokchom Monica Devi	Assistant Professor	Manipur University
16	Ms Meenakshi Singh	Research Scholar	Galgotias University
17	Mr Prakash Dhakal	Research Scholar	Dibrugarh University
18	Ms Ananya Pramanik	Research Scholar	Banaras Hindu University
19	Miss Tulika Saha	Research Scholar	Mahatma Gandhi Kashi Vidyapith
20	Mr Vikas Yadav	Assistant Professor	Mumbai University
21	Dr Minalba Jadeja	Assistant Professor	Children's Research University
22	Dr Viral Jadav	Associate Professor	Indian Institute Of Teacher Education
23	Ms Shivangi Gandhi	Other	Independent Researcher
24	Miss Sanober Nafees	Research Scholar	University Of Lucknow

25	Miss Sehnaz Khatun	Research Scholar	Dibrugarh University
26	Dr Devanand Upadhyay	Assistant Professor	Banaras Hindu University
27	Dr Sanjana Antil	Assistant Professor	Gurugram University
28	Mrs Neha Sharma	Research Scholar	Amity University
29	Mr Harsh Shukla	Junior Research Fellow	Mahatma Jyotiba Phule Rohilkhand University, Bareilly, Uttar Pradesh
30	Dr Savi Khera	Contractual	Gurugram University
31	Dr Sanjay Kumar	Assistant Professor	Banaras Hindu University
32	Miss Sapana Singh	Research Scholar	Veer Bahadur Singh Purvanchal University Jaunpur Uttar Pradesh
33	Miss Anupma Pathak	Guest Faculty Teachers	Gurugram University
34	Mr Atul Maurya	Research Scholar	Jamia Millia Islamia
35	Dr Jyoti Baijal	Assistant Professor	University Of Allahabad
36	Ms Soumya Priyadarsani Panigrahi	Research Scholar	Jamia Millia Islamia
37	Mr Gangadhar Tiwari	Research Scholar	Banaras Hindu University
38	Dr Neeta Verma	Assistant Professor	Scert, Delhi
39	Mrs Monalisa Behera	Research Associates At The Ph.D Level	Symbiosis International (Deemed University)
40	Mrs Divya Mishra	Research Scholar	Jamia Millia Islamia
41	Mr Sandip Das	Research Scholar	University Of Lucknow
42	Mr Santosh Kumar Diwakar	Research Scholar	University Of Delhi
43	Dr Avijit Pandit	Assistant Professor	Central University Of Odisha
44	Mr Imran Hossain	Research Scholar	University Of Lucknow
45	Mr Abhishek Singh	Research Scholar	University Of Allahabad
46	Miss Sanjani Kumari	Research Scholar	University Of Lucknow
47	Mr Akash Patel	Ph.D. Research Scholar	University Of Lucknow
48	Dr Jyoti Rupinkumar Raval	Assistant Professor	Indian Institute Of Teacher Education, Gandhinagar (State University)
49	Dr Sadhana Saxena	Assistant Professor	University Of Lucknow

50	Mr Vemedo Kezo	Research Scholar	Nagaland University
51	Ms Saumya Singh	Research Scholar	University Of Lucknow
52	Dr Moumita Das	Assistant Professor	Banaras Hindu University
53	Mr Md Shabbir Alam	Research Scholar	National Institute Of Technology, Patna
54	Dr Rini Sonowal	Assistant Professor	Dibrugarh University
55	Prof Sarita Goswami	Professor	Iimt University Meerut O'pocket Ganga Nagar Meerut
56	Miss Pooja Yadav	Assistant Professor	Dr Ram Manohar Lohia Avadh University, Ayodhya, Up.
57	Dr Bhavna Kumar	Associate Professor	Dit University, Dehradun
58	Dr Ranjana Mishra	Other (Lecturer)	Veer Bahadur Singh Purvanchal University Jaunpur
59	Mr Bhavin Gohil	Research Scholar	Gujarat Vidyapith, Ahmedabad
60	Dr Supriya Sanju	Other (Adjunct Professor)	Gurugram University, Gurugram
61	Mr Ankit Tiwari	Research Scholar	University Of Lucknow
62	Ms Namita Verma	Junior Research Fellow (Research Scholar)	University Of Lucknow
63	Ms Neha Kushwaha	Research Scholar	Banaras Hindu University
64	Dr Kangjam Dijita Devi	Assistant Professor	Manipur University
65	Mrs Divyani	Research Scholar	University Of Lucknow
66	Mr Pabitra Saha	Research Scholar (Consultant- Unicef, Odisha)	National Institute Of Educational Planning And Administration, New Delhi
67	Dr Vijendra Singh	Assistant Professor	Ddu Gorakhpur University Gorakhpur
68	Dr Archana Upadhyay	Assistant Professor	Jai Prakash University
69	Mr Anurag Singh Rajput	Research Scholar	University Of Hyderabad
70	Miss Jyoti Maddhesiya	Research Scholar	Banaras Hindu University
71	Miss Subrata Saikia	Research Scholar	Dibrugarh University
72	Ms Timakshi Sharma	Research Scholar	Chaudhary Charan Singh University Meerut

73	Mr Arvind Pandey	Research Scholar	University Of Lucknow
74	Ms Shuchi Mishra	Research Scholar	Banaras Hindu University
75	Miss Anjali Ramola	Research Scholar	Central University Of Rajasthan
76	Mrs Shweta Kumari	Assistant Professor	Banaras Hindu University
77	Mrs Pragya Deepak Kumar	Research Scholar	University Of Lucknow
78	Dr Amlesh Kumar	Assistant Professor	Ncert University
79	Ms Trupti Panigrahi	Research Scholar	Banaras Hindu University
80	Dr Priyanka Gupta	Assistant Professor	University Of Allahabad
81	Mr Himanshu Nirmal	Research Scholar	Allahabad University
82	Ms Sangita Kumari	Research Scholar	Banaras Hindu University
83	Mrs Faryal Ali	Research Scholar	University Of Lucknow
84	Dr Manoj Kumar Yadav	Assistant Professor	Ddu Gorakhpur University, Gorakhpur
85	Dr Akhilesh Patel	Associate Professor	Dr Rml Avadh University Ayodhya
86	Ms Arzan Fatma	Research Scholar	Maulana Azad National Urdu University
87	Miss Aastha Srivastava	Research Scholar	Jawaharlal Nehru University, New Delhi
88	Miss Aparna Pandey	Research Scholar	Banaras Hindu University
89	Mr Arun Yadav	Research Scholar	Mahatma Gandhi Kashi Vidyapith, Varanasi
90	Prof Kameshwer Nath Singh	Professor	Banaras Hindu University, Varanasi
91	Dr Ashutosh Bhardwaj	Assistant Professor	Bihar University Of Health Sciences
92	Ms Deepti Singh	Research Scholar	University Of Lucknow
93	Prof Prabhakar Pandey	Professor	Mahayogi Guru Gorakhnath Ayush University
94	Dr Kirti Prajapati	Assistant Professor	Mjp Rohilkhand University Bareilly
95	Mr Shubham Saurabh	Research Scholar	Banaras Hindu University

96	Dr Lakshmi Kardam	Assistant Professor	Banaras Hindu University
97	Dr Rupsi Kumari	Assistant Professor	Sai Nath University
98	Dr Elias Kormla Tseh	Research Scholar	Dibrugarh University
99	Mr Sadique Nayeem	Assistant Professor	Bihar Engineering University
100	Dr Shyam Nandan	Assistant Professor	Mahatma Gandhi Central University
101	Mr Mohit Bhaduri	Research Scholar	Banaras Hindu University
102	Ms Noyonika Khatoniyar	Research Scholar	Dibrugarh University
103	Mr Sanjeet Singh	Research Scholar	University Of Lucknow
104	Miss Pratibha Dwivedi	Student - Higher Education	Banaras Hindu University
105	Dr Shiv Kumar	Assistant Professor	Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur
106	Ms Neha Gautam	Research Scholar	University Of Lucknow
107	Ms Moyuri Gogoi	Assistant Professor	Dibrugarh University
108	Miss Varsha Mishra	Research Scholar	Banaras Hindu University
109	Dr Prachi Jain	Research Scholar	Banaras Hindu University
110	Ms Losonita Hazarika	Assistant Professor	Dibrugarh University
111	Miss Jahanara Begum	Research Scholar	Dibrugarh University
112	Dr Shiwangi Kanaujia	Research Scholar	Banaras Hindu University
113	Mr Angara Raghu Vamsi Krishna Sai	Research Scholar	Dravidian University
114	Ms Salima Taiyeba	Research Scholar	Dibrugarh University
115	Miss Aiswarya Rani Dash	Research Scholar	Gujarat Vidyapith
116	Miss Swati	Research Scholar	Panjab University, Chandigarh

Annexure 4: Organizing Team

Chief Patron: Prof. Prem Narayan Singh, Director, IUCTE, BHU, Varanasi

Workshop Director: Prof. Asheesh Srivastava, Dean (Academic & Research) IUCTE, BHU, Varanasi

Workshop Convenors: Dr. Raja Pathak and Dr. Deepty Gupta, Assistant Professor(s), IUCTE, BHU, Varanasi

Technical Team

1. Mr. Rana Pratap Rao, Hardware Engineer
2. Mr. Vikas Janu, Webmaster
3. Mr. Kuldeep Pandey, System Analyst
4. Mr. Anand Jaiswal, Server Engineer
5. Mr. Abhigyan Kumar Srivastava, Technician (Software Management)
6. Mr. Shubham Prajapati, Technical Assistant (Multimedia)

Administrative Team

1. Dr. Anil Kumar Singh, SO (Admin)
2. Mr. Brijendra Sarkar, Assistant
3. Mr. Anand Yadav, LDC

Accounts Section

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

Annexure 5: Media Advocacy and Press Releases about the Programme

अंतर विश्वविद्यालय अध्यापक शिक्षा केन्द्र आईयूसीटीई द्वारा एआई समर्थित शोध विचार से प्रकाशन तक विषय पर पाँच दिवसीय राष्ट्रीय कार्यशाला का आयोजन

इंडिया सावधान न्यूज (संतोष कुमार सिंह)
वाराणसी :- अंतर विश्वविद्यालय अध्यापक शिक्षा केन्द्र आईयूसीटीई बीएचयू वाराणसी द्वारा एआई समर्थित शोध विचार से प्रकाशन तक विषय पर पाँच दिवसीय राष्ट्रीय कार्यशाला का हुआ आयोजन। इस कार्यशाला का मुख्य उद्देश्य उच्च शिक्षा में कृत्रिम बुद्धिमत्ता (एआई) के नैतिक उपयोग और शोध लेखन की दक्षता को बढ़ावा देना है। कार्यक्रम के उद्घाटन सत्र में प्रो० प्रेम नारायण सिंह निदेशक आईयूसीटीई बीएचयू वाराणसी ने अध्यक्षता की। अपने उद्घोष में प्रो० सिंह ने उच्च शिक्षा एवं शोध में कृत्रिम बुद्धिमत्ता की भूमिका पर प्रकाश डाला उन्होंने कहा कि एआई उपकरण शोध की गुणवत्ता, गति और प्रभाव को बढ़ाने

में सहायक हो सकते हैं तथा ये राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के उद्देश्यों के अनुरूप हैं। उन्होंने यह भी कहा कि तकनीक का प्रयोग सदैव मानवीय रचनात्मकता और चिंतन को सशक्त बनाने के लिए होना चाहिए न कि उसका स्थान लेने के लिए। इसके पश्चात दो और महत्वपूर्ण सत्र आयोजित किए गए जिनमें प्रथम सत्र में प्रो० आशीष श्रीवास्तव, संकाय प्रमुख (शैक्षणिक एवं शोध), आईयूसीटीई द्वारा हूएनईपी 2020, उच्च शिक्षा में शोध और एआई की भूमिका विषय पर व्याख्यान दिया गया उन्होंने राष्ट्रीय शिक्षा नीति 2020 में प्रौद्योगिकी समर्थित एवं नवाचार आधारित उच्च शिक्षा की दृष्टि को समझाते हुए बताया कि एआई उपकरण शोध की



योजना, समीक्षा और विश्लेषण में अत्यंत उपयोगी हैं। प्रो० श्रीवास्तव ने शोध में प्रयुक्त होने वाले टूल्स को बताते हुए कहा कि ये उपकरण हमारे मौलिक चिंतन को सहायता करने के लिए हैं तथा एआई उपकरणों को प्रयोग करते हुए हमें यह ध्यान रखना होगा कि हमारी मौलिकता तथा रचनात्मकता बनी रहे अगर हमने शोध कार्य में

नैतिकता नहीं बरती तो इसके गंभीर परिणाम भी हो सकते हैं। दूसरे सत्र में प्रो० गौरव सिंह, सीआईईटी, एनसीईआरटी, नई दिल्ली ने शैक्षणिक लेखन और शोध शैलियों

विषय पर प्रकाश डाला उन्होंने शोध लेखन की संरचना, विभिन्न शोध विधाओं की समझ और एआई उपकरणों के माध्यम से लेखन की स्पष्टता व प्रभावशीलता बढ़ाने पर चर्चा की। वह कार्यशाला दिनांक 13 से 17 अक्टूबर 2025 तक ऑनलाइन आयोजित की जा रही है जिसमें 19 राज्यों के विश्वविद्यालयों और उच्च शिक्षा संस्थानों से 127 शिक्षक एवं शोधार्थी भाग ले रहे हैं। यह सत्र शिक्षकों और शोधकर्ताओं को कृत्रिम बुद्धिमत्ता (एआई) का जिम्मेदारीपूर्वक उपयोग कर शोध की गुणवत्ता, दक्षता और वैश्विक पहूँच को सुदृढ़ करने के लिए सक्षम बनाने के उद्देश्य से आयोजित किया जा रहा है। कार्यक्रम का संयोजन डॉ० राजा पाठक और डॉ० दीपिका गुप्ता द्वारा किया जा रहा है।

India Savdhan News , Pg-03 Date: 14.10.2025

विश्वविद्यालय अध्यापक शिक्षा केन्द्र (आईयूसीटीई), बी.एच.यू., वाराणसी द्वारा एआई-समर्थित शोध : विचार से प्रकाशन तक विषय पर पाँच दिवसीय राष्ट्रीय कार्यशाला का हुआ



रिपोर्ट एस बी सिंह निडर

वाराणसी। कार्यशाला का मुख्य उद्देश्य उच्च शिक्षा में कृत्रिम बुद्धिमत्ता (एआई) के नैतिक उपयोग और शोध लेखन की दक्षता को बढ़ावा देना है। कार्यक्रम के उद्घाटन सत्र में प्रो० प्रेम नारायण सिंह, निदेशक, आईयूसीटीई, बीएचयू, वाराणसी ने अध्यक्षता की। अपने उद्घोष में प्रो० सिंह ने उच्च शिक्षा एवं शोध में कृत्रिम बुद्धिमत्ता की भूमिका पर प्रकाश डाला। उन्होंने कहा कि एआई उपकरण शोध की गुणवत्ता, गति और प्रभाव को बढ़ाने में सहायक हो सकते हैं तथा ये राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के उद्देश्यों के अनुरूप हैं। उन्होंने यह भी कहा कि तकनीक का

प्रयोग सदैव मानवीय रचनात्मकता और चिंतन को सशक्त बनाने के लिए होना चाहिए, न कि उसका स्थान लेने के लिए। इसके पश्चात दो और महत्वपूर्ण सत्र आयोजित किए गए जिनमें प्रथम सत्र में प्रो० आशीष श्रीवास्तव, संकाय प्रमुख (शैक्षणिक एवं शोध), आईयूसीटीई द्वारा हूएनईपी 2020, उच्च शिक्षा में शोध और एआई की भूमिका विषय पर व्याख्यान दिया गया। उन्होंने राष्ट्रीय शिक्षा नीति 2020 में प्रौद्योगिकी-समर्थित एवं नवाचार आधारित उच्च शिक्षा की दृष्टि को समझाते हुए बताया कि एआई उपकरण शोध की योजना, समीक्षा और विश्लेषण में

अत्यंत उपयोगी हैं। प्रो० श्रीवास्तव ने शोध में प्रयुक्त होने वाले टूल्स को बताते हुए कहा कि ये उपकरण हमारे मौलिक चिंतन को सहायता करने के लिए हैं तथा एआई उपकरणों को प्रयोग करते हुए हमें यह ध्यान रखना होगा कि हमारी मौलिकता तथा रचनात्मकता बनी रहे। अगर हमने शोध कार्य में नैतिकता नहीं बरती तो इसके गंभीर परिणाम भी हो सकते हैं। दूसरे सत्र में प्रो० गौरव सिंह, सीआईईटी, एनसीईआरटी, नई दिल्ली ने शैक्षणिक लेखन और शोध शैलियों विषय पर प्रकाश डाला। उन्होंने शोध लेखन की संरचना, विभिन्न शोध विधाओं की समझ और एआई उपकरणों के माध्यम से लेखन की स्पष्टता व प्रभावशीलता बढ़ाने पर चर्चा की। वह कार्यशाला दिनांक 13 से 17 अक्टूबर 2025 तक ऑनलाइन आयोजित की जा रही है, जिसमें 19 राज्यों के विश्वविद्यालयों और उच्च शिक्षा संस्थानों से 127 शिक्षक एवं शोधार्थी भाग ले रहे हैं। यह सत्र शिक्षकों और शोधकर्ताओं को कृत्रिम बुद्धिमत्ता (एआई) का जिम्मेदारीपूर्वक उपयोग कर शोध की गुणवत्ता, दक्षता और वैश्विक पहूँच को सुदृढ़ करने के लिए सक्षम बनाने के उद्देश्य से आयोजित किया जा रहा है। कार्यक्रम का संयोजन डॉ० राजा पाठक और डॉ० दीपिका गुप्ता द्वारा किया जा रहा है।

Home > पाँच दिवसीय 'एआई-समर्थित शोध : विचार से प्रकाशन तक' कार्यक्रम का दूसरा दिन साहित्य सर्वेक्षण" विषय पर व्याख्यान

पाँच दिवसीय 'एआई-समर्थित शोध : विचार से प्रकाशन तक' कार्यक्रम का दूसरा दिन साहित्य सर्वेक्षण" विषय पर व्याख्यान



By - वृज विहारी दुबे

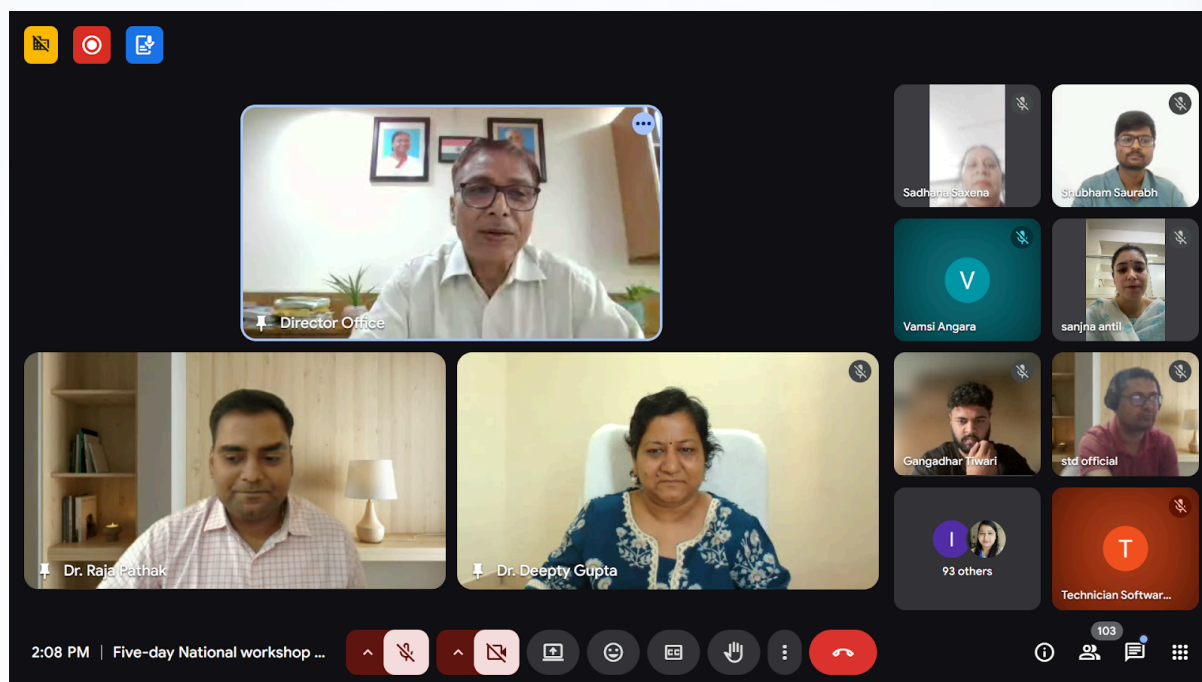
October 14, 2025 2 minute read

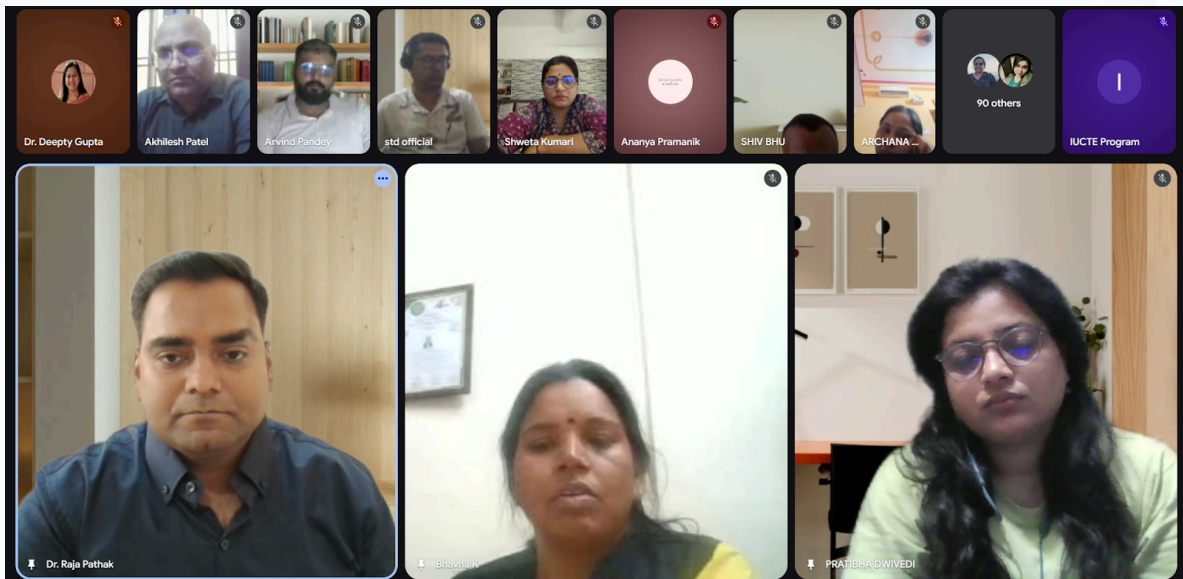


वाराणसी आज दिनांक 14 अक्टूबर 2025, 2025 को अन्तर विश्वविद्यालय अध्यापक शिक्षा केन्द्र, बीएचयू, वाराणसी में 13 से 17 अक्टूबर 2025 तक पाँच दिवसीय 'एआई-समर्थित शोध : विचार से प्रकाशन तक' कार्यक्रम के दूसरे दिन की शुरुआत डॉ० राजा राजा पाठक, सहायक आचार्य, आईयूसीटीई, वाराणसी के 'एआई समर्थित साहित्य सर्वेक्षण" विषय पर व्याख्यान से हुआ। उन्होंने "एआई समर्थित साहित्य सर्वेक्षण" विषय पर प्रकाश डालते हुए बताया कि किस प्रकार कृत्रिम बुद्धिमत्ता आधारित उपकरण जैसे एलिसिट, रिसर्च रैबिट, कनेक्टेड पेपर्स एवं सिमांटिक स्कॉलर शोधार्थियों को प्रासंगिक और नवीनतम साहित्य की खोज में सहायता करते हैं। डॉ० पाठक ने कहा कि इन एआई टूल्स के माध्यम से शोधकर्ता न केवल गुणवत्तापूर्ण स्रोत चुन सकते हैं, अपितु शोध में विद्यमान गैप की पहचान कर अध्ययन की दिशा भी अधिक सटीक रूप से निर्धारित कर सकते हैं। कार्यक्रम का उद्देश्य शिक्षकों और शोधार्थियों को एआई तकनीक के प्रभावी प्रयोग से शोध कार्य की गणवत्ता और उत्पादकता लिए प्रशिक्षित करना है।

Source: http://www.ksfastnews.in/2025/10/blog-post_612.html

Annexure 6: Glimpses of the program







Inter University Centre for Teacher Education

Banaras Hindu University
IUCTE Campus, Sundar Bagiya
Nariya-BLW Road, Varanasi - 221005
Uttar Pradesh

Contact No.: 0542-2368823
Email: directoroffice@iucte.ac.in