

Five-Day Research Methodology Course

With Special Focus on 4th-Year Students under NEP 2020

Organised by
Indian Adult Education Association
In collaboration with
IP College for Women, University of Delhi.

Report

Date: 8-15 September (five working days), 2026, Mode: Blended



Indian Adult Education Association
17-B, IP Estate, New Delhi -110002

I. Course Overview

1. Introduction

The Five Days Research Methodology Course, with a special focus on the fourth-year undergraduate programme under the National Education Policy (NEP) 2020, aimed at providing an overview of how research works and the basic skills required to conduct a research investigation. It enabled participants to understand the basics of research methodology and the practical procedures of conducting academic research.

The NEP 2020 prioritises multidisciplinary, experiential, and research-informed education by encouraging critical thinking and higher-order skills such as innovation, analysis, and creativity. The fourth year of undergraduate education is viewed as a critical juncture for students to begin their research career with research projects, dissertations, field studies, internships, and other related experiential academic activities.

It was in this respect that the academic course presented a comprehensive overview of research with a specific focus on academic research, including identification of a research problem, formulation of research questions and objectives, review of literature, research design, data collection, sampling, qualitative and quantitative methods, data analysis, research ethics, academic writing, referencing, and presentation of research findings.

With a total of five days, the participants engaged with the course material in an interactive mode that progressed from an introduction to research methodology to the basic research skills. The course emphasised participation, practice, discussion, demonstrations and guided activities to facilitate an in-depth understanding of the concepts and practices related to research.

2. Background

Today, higher education is more about learning based on research. Students need to learn not only facts but also to ask questions, to evaluate evidence, to judge sources, and to communicate conclusions.

NEP 2020 encourages multidisciplinary learning, practical learning, research, critical thinking, and skills such as analysis and innovation. Students also have more choices in selecting different subjects to study.

The fourth year is important because students often complete a research project that involves choosing a topic, reviewing previous studies, collecting and analysing information, and writing a report. But it is hard for many students to turn their subject knowledge into a proper research study.

Some of the common challenges are finding a suitable research topic, narrowing a wide area of interest to a focused research problem, formulating research questions, searching for scholarly literature, choosing suitable research methods, preparing research instruments, deciding an appropriate sample size, analysing data, presenting findings in an academically acceptable way, and observing research ethics.

Thus, the course aimed to provide an introduction to the research process while simultaneously building the confidence of the participants to carry out their research projects.

The course also emphasised responsible research by familiarising participants with principles of academic integrity, proper citation and referencing, avoiding plagiarism, ethical treatment of research participants, responsible use of data and appropriate interpretation and presentation of findings.

3. Objectives

The major objectives of the Five Days Research Methodology Course included the following:

- Introduce the significance, nature, scope, importance and significance of research in higher education.
- Expose fourth-year students to the major steps of the research process.
- Develop skills in identification of research problems and formulation of research questions, objectives and hypotheses.
- Know the different research approaches: qualitative, quantitative and mixed methods.
- Introduce students to a diversity of research designs and how they are used.
- Identify relevant scholarly sources and develop skills in systematic literature review.
- Describe sampling techniques and principles for selecting appropriate participants/data sources for research.
- Introduce students to tools and methods of data collection.
- To understand the organisation, analysis, interpretation and presentation of data.
- Develop an awareness of research ethics, academic integrity, plagiarism, informed consent, confidentiality and responsible research practices.
- Improve writing skills and preparation of research reports.

4. Expected Outcomes

At the end of the five days, participants are expected to have developed a deeper understanding of the research process and greater confidence in applying basic research techniques.

The expected outcomes of the course include the following:

- **Conceptual Understanding:** Students would develop a clear understanding of fundamental concepts and terminology associated with academic research and research methodology.
- **Research Problem Identification:** Students would be able to identify a researchable issue and convert a broad area of interest into a focused research problem.
- **Research Questions and Objectives:** Students would be able to formulate appropriate research questions and align them with clearly defined research objectives.

- **Literature Review:** Students would acquire basic skills for locating, reading, organising, evaluating, and synthesising relevant academic literature.
- **Research Design:** Students would develop an introductory understanding of qualitative, quantitative, and mixed-method research approaches and the selection of appropriate research designs.
- **Sampling:** Students would understand the basic principles of population, sample, sampling frame, and commonly used sampling techniques.
- **Data Collection:** Students would become familiar with different methods and instruments of data collection and understand the importance of selecting tools appropriate to their research objectives.
- **Data Analysis:** Students would develop a basic understanding of organising, analysing, interpreting, and presenting research data.
- **Research Ethics:** Students would demonstrate awareness of ethical principles governing academic and social research, including informed consent, confidentiality, academic integrity, and responsible use of information.
- **Academic Writing:** Students would be able to structure a basic research proposal or research report using appropriate academic conventions.
- **Referencing and Citation:** Students would understand the importance of acknowledging sources and applying appropriate citation and referencing practices.
- **Research Communication:** Students would develop the ability to present research ideas, methods, findings, and conclusions in a clear and systematic manner.
- **Research Preparedness:** Students would be better prepared to undertake their fourth-year research projects and other research-orientated academic activities within the framework of undergraduate education.

Overall, the course was expected to contribute to the development of students as independent learners and emerging researchers by combining methodological knowledge with practical research skills.

5. Sessions

The Five Days Research Methodology Course comprised a series of lectures, discussions, demonstrations, individual and group activities, and guided research exercises that were organised in a progressive manner. The sessions started with an introduction to research methodology and progressed to the development of a research plan with an initial research proposal.

Day One: 8.9.2026, Tuesday

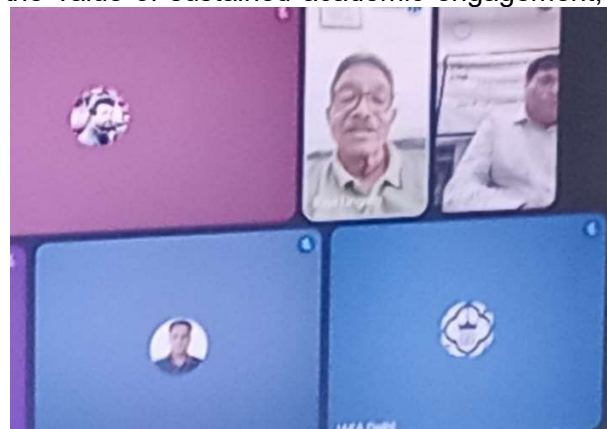
Resource Person - Prof. (Dr.) N K Chadha, Prominent Indian Psychologist, Global Psychometrics Authority, and expert in quantitative research methodology and statistics.

Topic: Research Sutra Formulation to Publication

Time: 2.00 pm – 4.00 pm

The Indian Adult Education Association (IAEA) commenced a five-day Research Methodology Course on research methodology for research scholars, faculty members and other participants interested in strengthening their understanding of research processes, academic writing and scholarly publication. Prof. Rajesh, Director I/c, welcomed the distinguished guests and participants and introduced the purpose and scope of the course. He highlighted that the programme had been designed to support research scholars, faculty members and other learners in developing a clearer and more systematic understanding of research methodology. His remarks set the context for the course and emphasised the value of sustained academic engagement, discussion and learning throughout the programme.

In his address, Prof. L. Raja, President, IAEA, underlined the importance of interdisciplinary collaboration and the need to develop multicultural skills in contemporary academic and social contexts. He stressed that meaningful education and research should extend beyond institutional boundaries through positive engagement with non-governmental organisations, communities and diverse forms of knowledge, including arts literacy. He also drew attention to the central role of youth in the present era and emphasised their contribution



to social progress, innovation and nation-building. The panel discussion focused on the interconnected theme of people, planet and prosperity. The speakers highlighted the importance of active societal participation, responsible exercise of individual rights and the constructive use of digital platforms for awareness, engagement and collective action. The discussion stressed that education becomes most meaningful when it is transformative and when learners remain connected with society and its real concerns. The panel further emphasised dialogical and participatory approaches to education, where learning is strengthened through interaction, reflection and shared involvement. Participants were encouraged to develop basic practical knowledge of ecological systems and to recognise the close relationship between social responsibility, environmental awareness and sustainable development. A recurring idea throughout the discussion was that meaningful learning and research must remain rooted in society and responsive to its changing needs.



The inaugural session of the five-day research methodology course, led by Prof. (Dr.) N. K. Chadha, focused on the fundamentals of planning research, maintaining methodological rigour, and navigating academic publications. Prof. Chadha structured the entire research process into three main phases, moving systematically from the initial identification of a research problem to the analytical journey of finding concrete answers and ultimately drawing

meaningful conclusions. Throughout this framework, he highlighted how deliberate strategic planning from the outset ensures that a study remains coherent and impactful.

A primary focus of the discussion was the critical role of reliability and validity in empirical research. Prof. Chadha emphasised that research findings are only as strong as the integrity of the instruments used to generate them. He detailed how reliability ensures consistency and replicability across measurements, while validity guarantees that tools accurately capture the specific phenomena under investigation. Ensuring both parameters are rigorously met is essential for producing high-quality work that withstands academic scrutiny.

Transitioning to academic dissemination, Prof. Chadha provided practical insights into the requirements for publishing in international journals. He highlighted the importance of adhering to global standards of peer review, ethical reporting, and meticulous reference formatting. Further, he encouraged participants to view publishing not merely as a final output but as a key catalyst for academic advancement. Securing publications early in one's career significantly expands opportunities for higher education, research fellowships, and institutional selection on a global scale.

Drawing from his personal life experiences and professional journey, Prof. Chadha concluded the session on an inspiring note. He urged participants to look beyond academic metrics and engage in research as a vehicle for broader social contribution. His insights offered a practical and motivating foundation for the remaining days of the course, framing research as both a rigorous discipline and a vital civic responsibility.

Prof. (Dr.) N. K. Chadha presented a structured understanding of the research process by explaining three broad stages: identification of the research problem, selection and application of an appropriate methodology, and drawing conclusions together with their implications. This framework helped participants understand research as a connected process in which each stage must logically support the next. He further explained the concepts of reliability and validity with relatable examples, enabling the participants to understand the finer distinctions and practical significance of these concepts in research. The session also covered the formatting of references and included discussion on the importance of journal publications, academic writing and the wider significance of conducting rigorous and meaningful research. The interaction provided participants with practical insights into moving from research formulation towards publication. The sessions collectively reinforced that high-quality research is not only methodologically sound but also socially connected, interdisciplinary and purposeful. The opening day brought together perspectives on research skills, collaboration, youth engagement, participatory education, ecological awareness and scholarly publication, thereby establishing a strong foundation for the remaining days of the course.

Day Two: 9.9.2026, Wednesday

Resource Person - Dr. JP Singh, Assistant Professor, IP College for Women, DU

Topic: Challenges of NEP 2020

Time: 2.00 pm – 3.00 pm

Dr. JP Singh conducted the first session on “Challenges of NEP 2020”, wherein he provided an overview of the National Education Policy, its major provisions and challenges associated with its implementation. He elaborated on the changing role of teachers in educational institutions and discussed the introduction of the fourth year of undergraduate education as a voluntary research year. The distinction between curriculum and syllabus, the significance of research and participant observation, and the relevance of stakeholder perspectives, particularly those of teachers and policymakers, were also highlighted. The session further addressed the right to education, elementary education, real-time observation and needs-based assessment, with emphasis on understanding the evolving needs of youth. Dr. Singh also underscored the significance of value systems in strengthening family and society, particularly in the context of increasing technological influence, and stressed the need for sensitisation of faculty members regarding the various facets of NEP 2020 for its effective implementation.



Resource Person - Dr. Neha Nainwal, Associate Professor, Jamia Millia Islamia

Topic: Data Collection and Tools for Research

Time: 3.00 pm – 4.00 pm



The second session was conducted by Dr. Neha Nainwal, who deliberated upon key principles of field-based research and research ethics. She discussed ten essential principles, illustrated through relevant examples to facilitate conceptual clarity and demonstrate their application in field settings. Particular emphasis was placed on the ethical conduct of research, appropriate methodological choices, and the need to engage with participants sensitively while understanding the social and cultural nuances underlying their experiences. The session concluded with reflections from her academic and research journey, including her work with Northeastern communities, underscoring the importance of humility, sensitivity and responsible engagement in research. Overall, the sessions provided significant insights into the implementation of NEP 2020 and the methodological and ethical considerations essential for meaningful and responsible educational research.

Day Three: 10.9.2026, Thursday

Resource Person - Prof. S. C. Rai, Professor, Department of Geography, DSE, University of Delhi.

Topic: Formulation of Research Problem.

Time: 2.00 – 3.00 pm

Prof. S. C. Rai conducted the first session on the formulation of the research problem. He began by discussing eight types of research and subsequently focused on the process of formulating a research problem. He explained three important criteria involved in this process, namely problem identification, problem selection, and problem definition. The session further addressed the formulation of a problem statement and highlighted the importance of collecting and analysing relevant data and implementing appropriate solutions in relation to the identified problem. He also discussed the purpose of a research problem, emphasising that it introduces the reader to the topic, helps in selecting appropriate parameters, and provides a framework for the research. Prof. Rai further elaborated on the do's and don'ts in selecting a research problem. He emphasised that topics that have already been extensively researched should be avoided, controversial problems should be approached with caution, and research questions should be clear and precise. He also discussed the steps involved in identifying and formulating a research problem, including the process of moving from a broad research area towards a more specific and focused problem. The importance of ensuring that the research problem is SMART, referring to sustainable, measurable, attainable, reasonable, and time-framed, was also highlighted. The session additionally covered guidelines for evaluating a research problem and the ethical issues that need to be considered during its formulation. The session concluded with Prof. Rai addressing doubts and questions raised by the participants.



Resource Person - Prof. Asoke Bhattacharya, Vice President, IAEA

Time: 3.00 – 4.00 pm

The second session was conducted by Prof. Asoke Bhattacharya, Vice President, IAEA. He began by emphasising that the formulation of a research problem holds an essential place in the research process, as it provides the foundation from which the research originates and develops. He discussed the growing importance of research publications in academic work, particularly the relevance and recognition of publications and peer-reviewed journals. He explained aspects of the publication and review process, including how research manuscripts proceed through the review process and subsequently undergo peer review, highlighting the significance of peer-reviewed journals in contemporary academic research. Prof. Bhattacharya also referred to Paulo Freire's Pedagogy of the Oppressed and discussed its focus on adult education and educational psychology. He further highlighted the increasing relevance of research publications and their importance in academic development, making connections with the evolving expectations associated with the fourth year of undergraduate education. Overall, the session reinforced the



foundational importance of research problem formulation while highlighting the growing academic relevance of research publications, peer review, and scholarly engagement.

Day Four: 14.9.2026, Monday

Resource Person – Prof. Hemant Khandai, Dean & Head, Bharkatulla Vishwavidyalaya, Bhopal

Topic: Research Process and Methodology

Time: 2.00 – 3.00 pm

In the first session, on the theme of research publications, Prof. Hemant began with the premise that RESEARCH is a systematic and organised process, one that continues until satisfactory answers to the researcher's questions are found. The seven-stage research process – problem, literature review, objective, design, sample, data and analysis – was outlined, alongside the progression from a broad topic to a problem, objective, question and finally a study. A key distinction was drawn between research methodology, understood as the overall logic guiding the choice of approach and design, and methods, the practical techniques such as questionnaires, interviews, observation, tests and document analysis actually used to collect data. The discussion then turned to research design as the blueprint of a study, covering the relationship between population and sample, the use of research instruments such as questionnaires, and probability and random sampling techniques, before moving to the qualities of good research objectives – that they should be specific, measurable and realistic. The session closed with an emphasis on research ethics, namely consent, privacy, integrity and confidentiality, and noted that in social science research, where the human subject is central and data is situational rather than purely numerical, bias can never be entirely eliminated, though appropriate use of methods improves the reliability of findings.



Resource Person - Dr. Aakash Upadhyay, Assistant Professor, Department of Geography, DU

Title of Presentation: Planning Your Dissertation: A Guide to Writing a Good Research Proposal

Time: 3.00 – 4.00 pm



The second session situated the undergraduate research project within the framework of the National Education Policy, which emphasises student-centred and inquiry-driven learning multidisciplinary orientation, experiential learning and flexibility of topic choice, while stressing that research quality and ethics remain central. Dr. Upadhyay described a research proposal as “a contract with oneself” that must answer what will be studied, why it matters, what is already known, how it will be

studied, and whether it is feasible within a year, and introduced the “dropdown approach” and “5 filters” for narrowing a broad topic into a researchable problem. He outlined the recommended structure of a proposal — title, background, problem statement, literature review, research gap, objectives, research questions, methodology, ethics, expected outcomes and a twelve-month

work plan — and discussed how to frame an effective title, organise a literature review around three to five themes, and state aims and objectives using observable action verbs. Considerable emphasis was placed on research ethics and integrity, including informed consent, confidentiality, honest reporting and responsible use of AI tools, alongside a detailed twelve-month timeline and Gantt chart built on a “one-year rule” with contingency built in, a fair division of work among student, supervisor and peer group, and a ten-point checklist for reviewing a proposal before submission. The session concluded that the strongest proposal is not the one built around the biggest idea but the one offering the clearest, most ethical and most feasible answer to a worthwhile question.

Day Five: 15.9.2026, Tuesday

Resource Person - Prof Harpreet Bhatia, Renowned Psychologist and Expert in Research Methodology and Visiting Professor

Time: 2.00 – 3.00 pm



The fifth day of the Research Methodology Course commenced with a session from 2:00 PM to 3:00 PM, facilitated by Prof. Harpreet Bhatia. The session focused on the essential steps involved in conducting and presenting quality research. Prof. Bhatia provided an overview of APA 7th edition formatting and discussed other referencing and formatting styles, including Chicago and MLA, highlighting that the requirements may vary across journals and publications. She also emphasised the importance of maintaining

a Certificate of Originality along with a plagiarism report as part of responsible research practices. The role and significance of an ethics committee in research were discussed, with emphasis on its presence across various institutions in India and the need for appropriate ethical oversight within academic and research settings.

The session further covered the key stages and intricacies of the research process, beginning with the formulation of the research title and extending to the abstract, introduction, review of literature, methodology, results, discussion and references. Particular emphasis was placed on appropriate in-text citation, basic citation styles, formatting of tables according to APA 7th edition guidelines, and the use of the IMRAD framework while preparing abstracts. Prof. Bhatia facilitated the session in a clear and systematic manner, addressing the queries and doubts raised by scholars, students and other participants. Overall, the session provided practical insights into the various components of research and highlighted the importance of accuracy, ethical practices, appropriate formatting and coherence for ensuring a systematic and smooth research journey.

The valedictory session that followed was conducted under the guidance of Prof. Rajesh, Director I/c. The session was attended by Prof. Harpreet Bhatia, Prof. L. Raja, President, IAEA, Prof. S. Y. Shah, Patron, IAEA, and Dr. J. P. Singh, with participants joining both online and offline. Prof. Rajesh invited feedback from the scholars and students regarding the conduct and implementation of the course and provided an open platform for participants to share their views and suggestions for improving future courses and sessions. The feedback was received positively and was discussed with the objective of facilitating more effective and meaningful academic programmes in the future. Prof. L. Raja subsequently addressed the participants and expressed

his appreciation for their valuable feedback. He acknowledged the suggestions received and expressed gratitude to all the members who participated in the programme through both online and offline modes. He highlighted the critical role of youth as changemakers and emphasised the importance of co-learning between learners and faculty members. He further expressed the vision of organising more productive and enriching research methodology courses in the future and congratulated all participants on the successful completion of the course.

The programme concluded with the distribution of certificates to all attendees by Prof. S. Y. Shah. The valedictory session concluded on a positive note, with an assurance that IAEA would continue to remain an open space for young and innovative minds, encouraging collaboration, continuous learning and meaningful academic engagement. The successful completion of the Research Methodology Course marked a constructive step towards strengthening the research capacities of the participating scholars and students.



Although our respected Shri Suresh Khandelwal, General Secretary, IAEA, could not be present with us, we sincerely acknowledge and appreciate his valuable support and contribution to this programme. We extend our heartfelt thanks to him.

II. Overall feedback

1. **Course Content & Relevance:** The feedback indicates a highly positive response to the course content and its relevance. 83.3% of participants rated it 'Excellent', and 16.7% of participants rated it 'Very Good', with no participant giving a Good or Fair rating. This suggests that the course content was considered relevant, appropriate, and useful to the participants.

2. **Quality of Lectures:** The quality of lectures received an excellent response, with 83.3% of participants rating it 'Excellent' and 16.7% of participants rating it 'Very Good'. No participant rated the quality as Good or Fair, indicating that the lectures were considered informative, clear, and effective.

3. **Resource Persons:** The resource persons were positively evaluated, with 66.7% of participants rating them Excellent and 33.3% of participants rating them Very Good. No Good or Fair ratings were received, reflecting overall satisfaction with the expertise and delivery of the resource persons.

4. **Practical Usefulness:** The course was considered practically useful by all participants. 33.3% of participants rated it 'excellent', and 66.7% of participants rated it 'very good'. This indicates that the knowledge and skills covered during the course were perceived as applicable to academic and research-related activities.

5. **Interaction & Discussion:** Participants expressed a positive view of interaction and discussion during the course. 50% of participants rated this aspect Excellent, and 50% of participants rated it Very Good. No participant selected Good or Fair, indicating satisfactory opportunities for engagement and discussion.

6. **Overall Organisation:** The overall organisation of the course was rated very positively. 83.3% of participants rated it excellent, and 16.7% of participants rated it very good. This reflects effective planning, coordination, and delivery of the programme.

7. **Overall Usefulness:** The overall usefulness of the course received positive feedback, with 50% of participants rating it 'excellent' and 50% of participants rating it 'very good'. Thus, all participants found the course useful and relevant to their learning needs.

III. Learning Outcomes

The course improved our understanding of research methodology:

The course had a significant impact on participants' understanding of research methodology. 66.7% participants reported that their understanding improved greatly, while 33.3% participants reported considerable improvement. No participant reported only some or very little improvement.

9. **Most Useful Area:** Participants identified several areas as particularly useful. Research Design, Literature Review, Data Collection/Analysis, and Research Ethics were each selected by 83.3% of participants, while Academic Writing was selected by 66.7% of participants. This indicates that the course addressed a broad range of important research competencies.

10. **Has the course increased your confidence in research?**

The course contributed positively to participants' confidence in conducting research. 66.7% of participants reported a significant increase in confidence, and 33.3% of participants reported a moderate increase. No participant reported only a somewhat increased level of confidence.

IV. Comments and Suggestions

Participant Comments: The qualitative feedback was predominantly positive. Participants described the lectures as informative, useful, practically significant, and well-structured. They particularly appreciated the sessions on research design, data collection, analytical methods, and other aspects of research methodology. Some participants suggested that the course could be improved by extending its duration, avoiding repetition of topics, providing study materials, allowing sufficient time for completion of lectures, and incorporating opportunities related to research publication.

Overall Rating: The overall rating was highly positive. 83.3% of participants rated the course as excellent, and 33.3% of participants rated it as very good. Since there were six respondents, the reported counts/percentages appear inconsistent here; the percentages should ideally be checked before inclusion in the final report.

Would you recommend this course?

The response to this question was unanimously positive. 100% participants stated that they would definitely recommend the course, while none selected Probably or Not Sure. This reflects a very high level of participant satisfaction.

Duration of the Course: Participants generally felt that the course duration was short. Feedback included suggestions to extend the duration of the programme, as the limited time made it difficult for some resource persons to complete their sessions and for participants to explore topics in sufficient depth. A longer duration would allow more comprehensive coverage, interaction, practical exercises, and learning.

Overall Conclusion: Overall, the question-wise feedback demonstrates that the Research Methodology course was well received and achieved its intended learning objectives. Participants reported strong satisfaction with the content, lectures, resource persons, organisation, practical usefulness, and learning outcomes. The unanimous willingness to recommend the course further reflects its perceived value. The major area identified for improvement was the duration of the course, along with the need for better scheduling, study materials, reduced repetition, and additional opportunities for practical application and research publication.

The Five Days Research Methodology Course offered a comprehensive introduction to the principles and practices of academic research, with a specific focus on the academic needs of fourth-year undergraduates. By combining conceptual sessions with practical activities, the course aimed to strengthen students' methodological awareness, research skills, academic integrity, and preparedness for undertaking independent research. The course also contributed to the broader objective of promoting research-orientated and experiential learning envisaged within the framework of NEP 2020.

V. Resource Persons:

1. Prof. (Dr.) N K Chadha, prominent Indian Psychologist, Global Psychometrics Authority, and expert in quantitative research methodology and statistics. Topic: Research Sutra Formulation to Publication
2. Dr. J. P. Singh, Assistant Professor, IP College for Women, DU. Topic: Challenges of NEP 2020
3. Resource Person: Dr. Neha Nainwal, Associate Professor, Jamia Millia Islamia. Topic: Data Collection and Tools for Research
4. Prof. S C Rai, Professor, Department of Geography, DSE, University of Delhi. Topic: Formulation of Research Problem
5. Prof. Asoke Bhattacharya, Vice President, IAEA
6. Prof. Hemant Khandai, Dean & Head, Bharkatulla Vishwavidyalaya, Bhopal
7. Dr. Aakash Upadhyay, Assistant Professor, Department of Geography, DU. Topic: Planning Your Dissertation: A Guide to Writing a Good Research Proposal
8. Prof Harpreet Bhatia, Renowned Psychologist and Expert of Research Methodology and Visiting Professor

RMC Schedule**Five Days Research Methodology Course**

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Indian Adult Education Association
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IP College for Women, University of Delhi.

With Special Focus on 4th Year Students under NEP 2020

Date: 8-15 September (five working days), 2026, **Time:** 2 pm – 5 pm, **Mode:** Blended

1. Welcome address: Prof. Rajesh, Director I/c, IAEA
2. Presidential Address: Prof. L. Raja, President, IAEA
3. Certificate Distribution: Prof. SY Shah, Patron, IAEA
4. Programme In Charge: Ms. Neha Gupta, Librarian-cum-Documentation Officer, IAEA and Dr. J. P. Singh, Assistant Professor, IP College for Women, DU

Date/Day	Time	Topic	Resource Person
8.9.2026, Tuesday (Day 1)	2.00 pm – 4.00 pm	Research Sutra Formulation to Publication	Prof. (Dr.) N K Chadha, Prominent Indian Psychologist, Global Psychometrics Authority, and expert in quantitative research methodology and statistics.
9.9.2026, Wednesday (Day 2)	2.00 pm – 3.00 pm	Challenges of NEP 2020	Dr. J. P. Singh, Assistant Professor, IP College for Women, DU
	3.00 pm – 4.00 pm	Data Collection and Tools for Research	Dr. Neha Nainwal, Associate Professor, Jamia Millia Islamia
10.9.2026, Thursday (Day 3)	2.00 – 3.00 pm	Formulation of Research Problem	Prof. S C Rai, Professor, Department of Geography, DSE, University of Delhi.
	3.00 – 4.00 pm		Prof. Asoke Bhattacharya, Vice President, IAEA
14.9.2026, Monday (Day 4)	2.00 – 3.00 pm		Prof. Hemant Khandai, Dean & Head, Bharkatulla Vishwavidyalaya, Bhopal
	3:00 – 4.00 pm	Planning Your Dissertation: A Guide to Writing a Good Research Proposal	Dr. Aakash Upadhyay, Assistant Professor, Department of Geography, DU
15.9.2026, Tuesday (Day 5)	2.00 – 3.00 pm		Prof Harpreet Bhatia, Renowned Psychologist and

			Expert of Research Methodology and Visiting Professor
		Address and feedback	Prof. L Raja, President, IAEA
		Vote of thanks	Prof. Rajesh, Director I/c, IAEA
		Certification Distribution	Prof. SY Shah, Patron, IAEA
		Moderation	Ms. Neha Gupta, Librarian-cum-Documentation Officer, IAEA and Dr. J. P. Singh, Assistant Professor, IP College for Women, DU

Feedback Form

Online:

<https://docs.google.com/forms/d/e/1FAIpQLSd89vnlVVtU6uJ3s76dUUqnkAQNvRuYH47yUfsClfynbz-faA/viewform?usp=header>

List of Participants

1. MR. MD ATHAR, PH.D. SCHOLAR, JAMIA MILLIA ISLAMIA, NEW DELHI
2. MR. RATNA RAJU DEGALA, PH.D. SCHOLAR, SKD UNIVERSITY, ANANTAPURAM, AP
3. MS. KANCHAN, PH.D. SCHOLAR, UNIVERSITY OF DELHI, DELHI
4. MS. ARPITA HAZRA, PH.D. SCHOLAR, VISVA-BHARATI UNIVERSITY, WEST BENGAL
5. MS. RUHANI BHAGAT, UG STUDENT, IP COLLEGE FOR WOMEN, NEW DELHI.
6. MS. PARVATHY AJITH, UNDER GRADUATE STUDENT, SHYAM LAL COLLEGE, DELHI
7. MRS. RADHIKA R. K., GANDHIGRAM RURAL INSTITUTE, DINDIGUL, TAMIL NADU
8. MS. RICHA MISHRA, RESEARCH SCHOLAR, UNIVERSITY OF DELHI, DELHI
9. MS. JAPNEET KAUR, RESEARCHER, UNIVERSITY OF DELHI, DELHI
10. MS. KHUSHALI BATRA, RESEARCHER, UNIVERSITY OF DELHI, DELHI
11. MR. YASH JADIA, DR.HARISINGH GOUR VISHWAVIDYALAYA, SAGAR.
12. MS. ANAMICA SINHA, UNIVERSITY OF DELHI, DELHI
13. MS. SONAL, RESEARCH SCHOLAR, UNIVERSITY OF DELHI, DELHI
14. MS. ROSHNI SAKET, DR. BHIM RAO AMBEDKAR COLLEGE, DELHI
15. SHRI VIVEK KUMAR CHAHR, PH.D. SCHOLAR, UNIVERSITY OF DELHI, DELHI
16. SHRI PERVEZ, PH.D. SCHOLAR, UNIVERSITY OF DELHI, DELHI
17. SHRI SIYA BIHARI, PH.D. SCHOLAR, UNIVERSITY OF DELHI, DELHI

Certificate

