

RESEARCH METHODOLOGY PROGRAMME REPORT

Programme Title: Research Methodology

Resource person: Dr. Nagendra Kumar, Professor, Faculty of Education (K), Banaras Hindu University, Varanasi, Uttar Pradesh.

Date: 29 June 2026

Time: 10:30 a.m.

Venue: Seminar Hall, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam

Programme Schedule

Programme Item	Details
Prayer	Ms. Subha, M.Ed. Student
Welcome Address	Sri. Suresh, Research Scholar, School of Pedagogical Sciences
Presidential Address & Introduction of the Resource Person	Prof. (Dr.) Sajna Jaleel, Professor & Head of the department, School of Pedagogical Sciences
Technical Session	Research Methodology
Resource Person	Dr. Nagendra Kumar, Professor, Faculty of Education (K), Banaras Hindu University, Varanasi, Uttar Pradesh
Interactive Session	Question & Answer Session with Participants
Vote of Thanks	Ms. Prijitha, Research Scholar, School of Pedagogical Sciences
National Anthem	



MAHATMA GANDHI UNIVERSITY
KOTTAYAM
SCHOOL OF PEDAGOGICAL SCIENCES



RESEARCH METHODOLOGY

A FOUNDATIONAL CLASS FOR EDUCATIONAL RESEARCH EXCELLENCE



DATE
29 JUNE 2026



TIME
10:30 AM



VENUE
School of Pedagogical Sciences,
Mahatma Gandhi University,
Kottayam

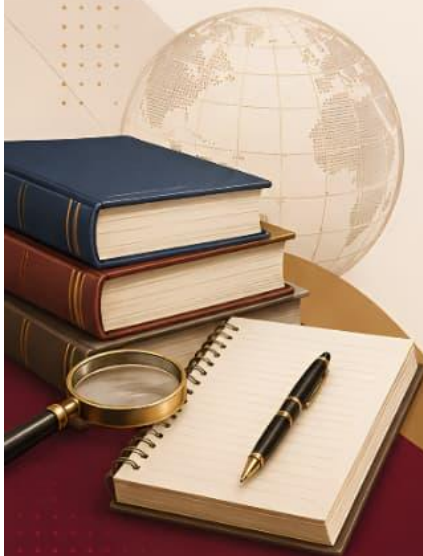
RESOURCE PERSON



Dr. NAGENDRA KUMAR

Professor,
Faculty of Education (K),
Banaras Hindu University,
Varanasi – 221005 (U. P.) India

“ Empowering Educators through
Rigorous Research and Evidence-Based Practice ”



Report

The School of Pedagogical Sciences (SPS), Mahatma Gandhi University, Kottayam, organized a foundational academic programme on "Research Methodology" on 29 June 2026 at 10:30 a.m. in the SPS Seminar Hall. The programme was conducted with the objective of strengthening research competencies among postgraduate students and research scholars by providing a comprehensive understanding of the principles, philosophy, and methodology of educational research. The session aimed to familiarize participants with the scientific process of research, various research approaches, and the importance of conducting systematic and ethical investigations that contribute meaningfully to society. Head of the Department, Faculty members, M.Ed. students, research scholars from School of Pedagogical Sciences, other departments of Mahatma Gandhi University, and affiliated colleges actively attended the programme.

The programme commenced at 10:30 a.m. with a melodious prayer song rendered by Ms. Subha, M.Ed. student, invoking blessings for the successful conduct of the academic session.



The programme was formally welcomed by Sri. Suresh, Research Scholar, School of Pedagogical Sciences, who warmly greeted the distinguished resource person, faculty members, research scholars, M.Ed. students, and all the participants. In his welcome address, he highlighted the growing



importance of research competency in higher education and emphasized the need for researchers to develop scientific thinking, critical inquiry, and methodological rigor in addressing contemporary educational issues.



The presidential address was delivered by Prof. (Dr.) Sajna Jaleel, Professor and Head, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam. While introducing the resource person, she acknowledged the rich academic and research contributions of Dr. Nagendra Kumar, Professor, Faculty of Education (K), Banaras Hindu University, Varanasi, Uttar Pradesh.



Following the presidential address, the technical session was led by Dr. Nagendra Kumar, who delivered an engaging, interactive, and thought-provoking lecture on various dimensions of research methodology. He began the session by introducing the concept of research through different scholarly definitions, explaining that research is a systematic and scientific process undertaken to generate new knowledge, verify existing knowledge, and solve practical problems. He emphasized that research is not merely the collection of information but a disciplined process involving careful planning, observation, analysis, interpretation, and reporting.



To make the concept of research more meaningful and memorable, the resource person explained the word RESEARCH using an acronym. According to him, R stands for Rationally, emphasizing logical thinking and systematic reasoning throughout the research process. E represents Evolving, indicating that research is a continuous process of developing knowledge. S denotes Solution, highlighting that research ultimately aims at solving problems. The second E signifies Employing Advanced Methods, Tools and Techniques, reminding researchers of the need to utilize appropriate scientific procedures. A refers to the application of advanced methodologies that ensure the reliability and validity of findings. The second R represents Refining or Rejudging, emphasizing that research continuously re-examines and improves existing knowledge. C stands for Control Conditions, stressing the importance of controlling variables wherever necessary to ensure accuracy, while H signifies Honest Reporting of Results, reminding researchers that integrity and ethics form the cornerstone of quality research. This innovative explanation created considerable interest among the participants and laid a strong conceptual foundation for the rest of the session.



Dr. Nagendra Kumar then discussed the motivation for research, explaining that genuine research originates from intellectual curiosity, the desire to solve problems, the need to improve existing practices, and the aspiration to contribute to the growth of knowledge. He observed that every meaningful research begins with a questioning mind and a commitment to discovering evidence-based solutions. He emphasized that research should not merely satisfy academic requirements but should produce outcomes that benefit individuals, institutions, and society. The resource person further elaborated on the characteristics of good research. The interactive nature of the discussion helped participants reflect upon their own research practices and aspirations.

Moving forward, Dr. Nagendra Kumar explained the concept of a research problem using another meaningful acronym based on the word PROBLEM. He described P as Probable, suggesting that a research problem should emerge from a possibility worth investigating. R stands for Research-Oriented, indicating that the problem must be suitable for scientific inquiry. O denotes Oriented, emphasizing clarity of focus. B represents Background,

highlighting the importance of reviewing existing literature before identifying a research problem. L stands for Logically Emerged, suggesting that research problems should arise logically from observations, theoretical gaps, or previous studies. E signifies Emerged, indicating that research problems evolve from real-life situations and academic inquiry, while M refers to Mystical or Metaphysical Questions, which should generally be avoided in scientific research because they cannot be empirically investigated. This creative explanation enabled participants to understand the essential characteristics of a well-formulated research problem.



The resource person subsequently discussed the basic elements of research, explaining that every research study involves an idea, a subject matter, and human beings or living systems depending on the nature of the investigation. He stressed that identifying meaningful ideas and translating them into researchable problems requires careful observation, critical reflection, and scholarly reading.

The session then focused on the types of research, including basic research, applied research, and action research. Dr. Nagendra Kumar explained that basic research seeks to generate theoretical knowledge without immediate practical application, whereas applied research attempts to solve practical problems encountered in real-life situations. Action research, he explained, is conducted by practitioners, especially teachers, to improve their own professional practices and solve immediate classroom or institutional issues. Through relevant examples, he illustrated how each type of research serves different purposes while contributing to the advancement of knowledge and educational practice.

Further enriching the session, the resource person explained the motive of research, emphasizing that researchers should strive not merely to repeat existing studies but to contribute something new to the academic community. In this context, he introduced the

concepts of construction, deconstruction, and reconstruction of knowledge. He explained that knowledge is continuously constructed through new discoveries, critically examined through deconstruction, and further refined through reconstruction. This continuous cycle ensures the growth and advancement of every academic discipline. An important highlight of the lecture was the discussion on the philosophy of research. Dr. Nagendra Kumar explained that research originates from the desire to gather knowledge. According to him, curiosity gives rise to questioning, questioning leads to mental unrest, and this intellectual unrest motivates researchers to seek answers through systematic investigation. He emphasized that research should ultimately generate knowledge that is novel, meaningful, and socially beneficial. Unless research contributes something original or provides valuable insights for society, it cannot fully achieve its purpose. His philosophical perspective inspired participants to view research not merely as an academic requirement but as a social responsibility.

The resource person also provided a comprehensive overview of different research designs, including historical research, descriptive research, experimental research, qualitative research, and quantitative research. He explained the distinguishing characteristics of each approach and discussed the situations in which they are most appropriately applied. Historical research focuses on interpreting past events through documentary evidence, descriptive research examines existing conditions without manipulating variables, experimental research establishes cause-and-effect relationships through controlled experimentation, qualitative research explores human



experiences and meanings through detailed observation and interpretation, while quantitative research emphasizes measurement, statistical analysis, and hypothesis testing. His systematic comparison enabled participants to appreciate the strengths and limitations of different research methodologies.

Towards the concluding part of the technical session, Dr. Nagendra Kumar discussed the preparation of a research proposal. He explained the essential components of a proposal, including the title, statement of the problem, objectives, research questions, hypotheses, review of literature, methodology, sampling procedures, tools, data collection techniques, analysis,

expected outcomes, and references. He emphasized that a well-prepared proposal serves as the blueprint for successful research and reflects the researcher's clarity of thought and planning. The lecture concluded with an interactive discussion session .

The programme concluded with the Vote of Thanks delivered by Ms. Prijitha, Research Scholar, School of Pedagogical Sciences. She expressed sincere gratitude to the resource person for delivering an insightful and inspiring lecture that significantly enhanced the participants' understanding of research methodology. She also thanked Prof. (Dr.) Sajna Jaleel, faculty members, organizers, research scholars, M.Ed. students, and all participants for their wholehearted support and active participation in making the programme a grand success. The programme came to a close with the singing of the National Anthem.

Overall, the Research Methodology programme proved to be highly informative, intellectually stimulating, and academically enriching. It successfully achieved its objective of enhancing participants' understanding of the philosophy, concepts, and methodologies of research while encouraging them to pursue systematic, ethical, and socially relevant scholarly inquiry. The practical examples, interactive discussions, and thought-provoking explanations provided by the resource person greatly benefited the participants and strengthened their motivation to undertake quality research in the field of education.