ICSSR SPONSORED
TEN DAYS RESEARCH METHODOLOGY COURSE IN SOCIAL SCIENCES AND PHILOSOPHY AND WITH ADVENT OF ARTIFICIAL INTELLIGENCE: STRATEGY, PLANNING AND CONTENT

(09th to 18th March, 2026)

Call for Application

School of Buddhist Studies & Civilization, Gautam Buddha University, invites applications from the enrolled Research Scholars belonging to in Social Science disciplines from the UGC recognized university/deemed University/Colleges/ Institutes of national importance and ICSSR research institutes to participate in Ten Days "Research Methodology Course in Social Sciences and Philosophy and with advent of Artificial Intelligence: Strategy, Planning and Content". The course aims to improve the methodological and writing skills of the Research scholars and develop their potential as future academicians in the field of Social Sciences. Candidates desirous may apply on the prescribed registration from available at www.gbu.ac.in and submit the form with other details by filling the Google form in the following QR Code Link, by 4th, March,2026.

Venue: International Convention Centre, GBU.

Date: 9th to 18th March, 2026

Time: 10AM to 5PM

Registration Form

Registration Link QR

Concept Note on

TEN DAYS RESEARCH METHODOLOGY COURSE IN SOCIAL SCIENCES AND PHILOSOPHY AND WITH ADVENT OF ARTIFICIAL INTELLIGENCE: STRATEGY, PLANNING AND CONTENT

Introduction: A Ten-day workshop on research methodology in Social Sciences and Philosophy integrated with the advent of Artificial Intelligence (AI) in research, equips participants with cutting-edge tools for rigorous inquiry. This proposal outlines a structured program blending qualitative, quantitative, and AI-enhanced methods to foster innovative social science research. Participants, such as doctoral scholars and early-career researchers, gain hands-on skills for ethical, data-driven analysis.

IMPORTANCE OF CAREFUL CHOICE OF TOPIC:

Choosing the right topic for research is an integral part of research. The right topic is one which suit (1) the taste and training of the student, (2) the purpose of research, and (3) the product intended. Random and haphazard decision on a topic may lead to unforeseen difficulties. Careful and systematic selection on a topic will contribute to successful completion. The time spent on choosing a topic should not be regarded as wasted.

The prospective research worker may not be able to formulate his topic in precise academic terms – in this he will, in most cases, require the help of a research supervisor. But he must at least be able to identify and express a suitable area and problem – suitable to himself, suitable for research, and suitable for the product. In fact, to come out with a suggestion of this kind is itself a test of the student's temperament for research. After all, research follows a good deal of basic training in the branch of knowledge, and this basic training wisely exploited should be able to throw up openings for research. Research is largely a matter of personal initiative. A candidate, who is entirely dependent on the research supervisor for a selection of topic in the first instance does not hold promise of research.

About the Research Methodology Training Programme:

Capacity-building on an individual level requires the development of conditions that allow participants to build and enhance existing knowledge and skills. It also calls for the establishment of conditions that allow individuals to engage in the "process of learning and adapting to change." Research is a simultaneous process of thinking, studying, analyzing, and writing. Social science research is characterized by diversity of theoretical perspectives, methodological strategies, data collection

practices, and analysis techniques. This has made it always necessary to provide training and orientation on a continuing basis to young Research Scholars to equip them with methodological skills.

In India, most Ph.D. scholars face difficulty finalizing their Ph.D. thesis and presenting their research in a presentable form. Though the newly initiated pre-Ph.D. Coursework by UGC has provided orientation to Ph.D. scholars. The research scholars are always in a dilemma about how to write different components of Ph.D. work, i.e., synopsis, thesis, summary, and research articles, which are mandatory for completion of a Ph.D. work. Therefore, any researcher must be well-equipped and have control over the research methodology and techniques.

The School of Buddhist Studies & Civilization is organizing a Ten-Day Research Methodology Course for Research Scholars in the social sciences from 09th to 18th, March, 2026. This Research Methodology Course is sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. The Course will include various aspects of research methodology and techniques used in the field of social sciences.

Objectives of the Training Programme:

• The aim of the course is to improve the methodological and writing skills of the Research scholars and develop their potential as future academicians/social science researchers.

• The main objective of the workshop is to provide the research scholars with a set of skills and potential to commence the research in the field of Social Sciences very effectively, so that the students can give the output of their research in a high-quality published work.

• The other important objective is to educate the participants on the use of statistical techniques in data analysis in the field of social sciences and to provide practical/hands-on experience for their Ph.D. research work, with an introduction to basic software knowledge for data Analysis.

Brief Summary of Course content:

The course will be conducted in both lecture and interactive modes. In addition to the interactive classroom lectures, the participants will also be introduced to how to use the software like SPSS and STATA for data analysis. The contents of the course are:- (1) Meaning, Objectives & Types of Research, Research Approaches, Problem identification and formulations of Research Question; (2) Research Design, Selection of research topic, Review of Literature; (3) Concept and history of fieldwork, Stages of fieldwork – selecting a research setting, gaining access, (4) Observation and Case Study, Concept and types of interview, Survey Method and Sampling, Basic Quantitative Analysis, (5) Qualitative and Quantitative Research, Ethics in Social Science Research, (6) Academic Writing, Papers for Journals, Preparation of Reports. (7) Ethics in Academic Writing, Methods for Avoiding Plagiarism, (8) Structure of Paper, Report, and Book, Elements of writing, e-library training (9) Research Proposal,

writing a research proposal, field visit & data collection; (10) Analysis of data using SPSS and STATA software.

Resource Persons:

The resource persons from different parts of the country representing the leading Institutions/Universities will deliver the expertise in the workshop.

Eligibility Criteria:

All registered Research Scholars in Social Science disciplines from the UGC recognized university/deemed university/colleges/institutes of national importance and ICSSR research institutes Candidate will be selected on the basis of (1) the strength of their research proposal (1000) words in English), (2) stage of research (pre-data collection/fieldwork phase), and (3) first-time applicants for Research Methodology/similar workshops.

Intake:

The maximum intake for the Course shall be 30 seats (20 for outstation and 10 for local). Those who have attended any such program sponsored by either the UGC or ICSSR should not apply. The selection committee will select the participants for the Course based on the stage/phase of their research work. The aspects like representation of different Social Science Disciplines, Social Background, Gender, etc., shall also be taken into consideration while selecting the Candidates. Notification for selected candidates will be communicated through the registered email. Attendance for all the sessions is mandatory; otherwise, the certificate shall not be issued.

How to apply:

Interested candidates can apply to the Course Director with a duly filled registration form on or before 4th March 2026. Registration form is enclosed with this notification. Registration form and brochure can also be downloaded from the University website www.gbu.ac.in. The candidates are required to fill the Google form through the link- (https://docs.google.com/forms/d/e/1FAIpQLSeVSk0r-4LAYpkFz4mDh-KBphTtwqc0NjhBH51go39uojADUA/viewform?usp=dialog) with a filled registration form duly forwarded by the supervisor and Head of the Department/Institution.

Registration Fee, Travel Allowances and Accommodation:

There is no registration fee for this Ten Days Research Methodology Course. Boarding and lodging is free. Free food and refreshments for all participants shall be provided. Accommodation will be provided to the outstation participants only. Travelling Allowance would be payable to the selected-out station participants only for second-class/ sleeper class/regular bus fare subject to a maximum of

Rs.1000/- per participant as per ICSSR rules. The participants, to claim TA should present original tickets. No local conveyance would be reimbursed.

Duration of the course, important dates & venue:

- Last date for the receipt of the application form: 4th March, 2026
- Selection to be communicated: 5th March, 2026
- Confirmation to be communicated: 5th March, 2026
- Workshop/Course Dates: 09th to 18th March, 2026
- Venue: International Convention Centre, Gautam Buddha University

Dr. Chintala Venkata Sivasai (Course Director)

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The Ten Days Research Methodology Course, Sponsored by ICSSR, Organized by School of Buddhist Studies and Civilization, Gautam Buddha University, Greater Noida U.P from 9 March 2026 to 18 March 2026 at International Conventional Center

Program Schedule

Sr .No	Date	Session 1 10:00 TO 11:30AM	Session 2 11:45AM To 1:30PM	Session 3 2:30PM To 4:00PM	Session 4 4:00 PM To 5:30PM
1	9/3/2026	Prof. Manoj Kumar Jena , Dean SoSc ,JNU, **Key Notes Address, Outlines of Research Methodology : Challenges and solutions**	Prof. M.V. Ram Kumar Ratnam, CMBS, ANU, Resource Person, **Need for Research :An Indian Philosophical Inquiry**	Prof. M. Vanaja Dean School of Education & Training, MANUU, Resource Person, **Research Questions and Objectives**	Prof. M .Vanaja Dean School of Education &Training, MANUU, Resource Person, **Research Hypothesis**
2	10/3/2026	Prof. M. Vanaja , Dean School of Education & Training, MANUU, Resource Person, **Interdisciplinary Research,**	Prof. C. Upender, Dept of Sanskrit ,JNU, Resource Person, **Issues & Challenges in Social Sciences Research**	Prof. M. Vanaja Dean School of Education & Training, MANUU, Resource Person, **Case Study Method**	Prof. M. Vanaja Dean School of Education & Training, MANUU, Resource Person, **Historical Research Method**
3	11/3/2026	Prof. M. Vanaja, Dean School of Education And Training, MANUU, Resource Person, **Experimental Research, Observation Method, Schedule, Questionnaire**	Prof. M.V. Ram Kumar Ratnam, CMBS,ANU, Resource Person, **Buddhist Psychology and its role in selecting the Object of Meditation**	Prof. Gokhale, Dept of Philosophy ,University of Pune ,Resource Person, **Epistemology of Nyaya Darshana**	Participants Interaction
4	12/3/2026	**Field Trip to National Museum and Gandhi Samskrti Center**			
	13/3/2026	Prof. Gokhale, Dept of Philosophy ,University of Pune ,Resource Person, **Buddhist Epistemology**	Prof. P Keshav Kumar, Dept of Philosophy, DU ,Resource person **Philosophical foundations of Research Methodology**	Dr. Nalanjan Bhowmick ,Dept of Philosophy ,DU, Resource person **Models of Philosophical Inquiry**	Participants Interaction
6	14/3/2026	Prof. K Srinvas ,Dept of Education ,NIEPA, Resource person **Understanding AI in Higher Education**	Prof. Gopal Sahu, Dept of Philosophy, Allahabad University, Resource person **Dialectical method of research in Philosophical research :Catuskoti a case study**	Prof.K.Srinvas ,Dept of Education NIEPA Resource person, **AI for Lesson Planning and Teaching Design**	Prof.K.Srinvas ,Dept of Education NIEPA, Resource person **AI for Experiential and Interactive Pedagogy**
7	15/3/2026	Prof. K Srinvas ,Dept of Education, NIEPA, Resource person **AI for Teaching Resources and Content Creation**	Prof. Gopal Sahu, Dept of Philosophy, Allahabad University, Resource person **Buddha's Madhyamika Marga and Aristotle's Golden Mean**	Prof. K Srinivas ,Dept of Education NIEPA, Resource person **Introduction to AI in Academic Research & Research Ideation**	Prof. K Srinivas ,Dept of Education, NIEPA, Resource person **AI for Literature Review & Research Paper Discovery**
8	16/3/2026	Dr. Lalan Singh Baghal, Chairperson Dept Philosophy, PU, Resource person **Understanding Research Method in Philosophy**	Dr. Lalan Singh Baghal, Chairperson Dept Philosophy, PU, Resource person **Philosophy of Social Science and Method of Social Science**	Prof. Rajneesh Kumar Mishra ,Dean , School of Sanskrit and Indic Studies, JNU, Resource person **Issues in Research Methodology with special reference to Indian civilization**	Prof Madhva Govind, Dean, SoSs, GBU, Resource person, **Measurement and Evaluation**
9	17/3/2026	Prof. R C Pradhan, Ex Member Secretary, ICPR, Resource person, **AI ,Ethics and Moral Resposibilty**	Prof. R C Pradhan, Ex Member Secretary, ICPR Resource person **Ethical use of AI**	Prof. A Natraj, Dept of Philosophy, JNU Resource person **Tradition, understanding and interpretation :Theoretic grounding of IKS**	Prof Sanjay Kumar Sharma, Former Dean, SOICT , GBU, Resource person **Research and publication Ethics**
10	18/3/2026	Research Proposal Presentation of participants	Valedictory Session		

Program Report

Inaugural Session

ICSSR Sponsored Ten-Day Research Methodology Course Inaugurated at Gautam Buddha University

Greater Noida, 9 March 2026: The Indian Council of Social Science Research (ICSSR) sponsored Ten-Day Research Methodology Course (RMC) commenced at Gautam Buddha University (GBU), Greater Noida, on 9 March 2026. The programme is being organised by the School of Buddhist Studies and Civilization (SoBSC) with the objective of strengthening interdisciplinary research approaches in social sciences and philosophy while integrating contemporary research tools such as Artificial Intelligence.



The inaugural session was presided over by Prof. Rana Pratap Singh, Honourable Vice Chancellor of Gautam Buddha University. In his presidential address, he emphasised that social science research must be closely integrated with the empirical problems faced by society. He highlighted the growing role of Artificial Intelligence (AI) in enhancing the quality of human life and stressed the importance of interdisciplinary research methodology in developing holistic and integrated solutions to societal challenges.



The Chief Guest and Keynote Speaker, Prof. Manoj Kumar Jena from Jawaharlal Nehru University (JNU), New Delhi, delivered an insightful lecture on the relevance of social science methodology in the age of Artificial Intelligence. He elaborated on the various stages of research in social sciences and underscored the need to make research more socially relevant and impactful for the betterment of individuals and society.



Prof. Chandra Kumar Singh, Registrar of Gautam Buddha University, highlighted the need for strong interdisciplinary collaboration between social sciences and other branches of science to achieve a deeper understanding of human life and contemporary societal issues.



The programme began with a welcome address by Prof. Rajeev Varshney, Dean Academics and Dean, School of Buddhist Studies and Civilization, who explained the objectives of the Research Methodology Course and the significance of AI-assisted research tools in contemporary academic research.



Dr. Chintala Venkata Sivasai, Course Director, Head of the Department of SoBSC, and Director of International Affairs at Gautam Buddha University, presented the theme and significance of the ten-day course. He explained that the Research Methodology Course aims to provide a comprehensive and interdisciplinary understanding of research methodologies in social sciences and philosophy, while equipping scholars with modern analytical and AI-supported research tools. He also delivered the Vote of Thanks.



The programme witnessed participation from resource persons from various universities, research scholars, faculty members, Deans of different schools, Heads of Departments, and the faculty and staff of the School of Buddhist Studies and Civilization.

The ten-day course will include lectures, discussions, and training sessions focusing on research design, data analysis, academic writing, interdisciplinary perspectives, and the application of AI in social science research.



09/03/2026 Session 1

1. **Prof M V Ram Kumar Ratnam, lecture on Need for Philosophical Inquiry**

Indian philosophy begins with a deep awareness of **dukkha** (suffering) and aims at attaining **moksha**, or freedom from suffering, through knowledge and clarity rather than mere curiosity. Thinkers like **Śaṅkarācārya** and the Sāṃkhya and Yoga philosophers explain suffering as arising from ignorance of the true nature of the self and its false identification with body and mind. Philosophical inquiry is therefore seen as a practical means to destroy ignorance and restore freedom or liberation. **Gautama Buddha** gave this inquiry a more pragmatic and human-centered direction by focusing directly on the lived reality of suffering and its immediate cessation. Through the Four Noble Truths and the Eightfold Path, Buddhism explains suffering

as rooted in craving and ignorance of a permanent self, and liberation (Nibbāna) as freedom from rebirth and all forms of dukkha.



Session 2

Prof M Vanaja delivered a talk on Research Question and Objective

A research question is an inquiry that the research attempts to answer. It is the heart of the systematic investigation. Research questions are the most important step in any research project. In essence, it initiates the research project and establishes the pace for the specific research. A research question is an inquiry that defines the scope and purpose of a research study.

It serves as a roadmap for the entire research process, guiding researchers from the initial idea to the conclusion. A research question is not a statement or a hypothesis but rather an open-ended query that seeks to uncover new knowledge or gain a deeper understanding of a particular topic. It is characterized by its specificity and relevance to the field of study. A good research question should be focused on a specific aspect of the topic, be clear and concise in its phrasing, and be researchable with available resources. A good research question usually focuses on the research

and determines the research design, methodology, and hypothesis. It guides all phases of inquiry, data collection, analysis, and reporting.

Researcher should gather valuable information by asking the right questions

A research question is:

- **Clear**: It provides enough detail that the audience understands its purpose without any additional explanation. **Focused**: It is so specific that it can be addressed within the time constraints of the writing task.
- **Succinct**: It is written in the shortest possible words.
- **Complex**: It is not possible to answer it with a "yes" or "no", but requires analysis and synthesis of ideas before somebody can create a solution.
- Clear and Concise: It should be easy to understand and state the core inquiry of the study directly. Focused: It is specific enough to be manageable within the scope of the project and aims to answer a narrow problem. Open-Ended: It is not answerable with a simple "yes" or "no" or a easily found fact, but requires deeper exploration and analysis. Complex: It demands more than a summary of existing information; it seeks new insights or understanding. Relevant: It is significant and important enough to contribute to the field of study. Feasible: It can be investigated and answered with the available resources and constraints of the research project.



Session 3

Prof M.Vanaja delivered a talk on Hypothesis

Soniya spoke of 7 different types of hypothesis

1. Simple Hypothesis - has a single pair of dependent and independent variable
2. Complex Hypothesis - has one or more dependent and independent variables that change in certain correlation to each other
3. Null Hypothesis - is used to disprove a supposition
4. Alternative Hypothesis - is used in conjunction with a Null Hypothesis to validate an alternative supposition
5. Logical Hypothesis - cannot be evaluated immediately due to lack of an environment for experimentation
6. Empirical Hypothesis - is the working hypothesis where theories are put to test
7. Statistical Hypothesis - is evaluated on a slice of a data that cuts across the actual dataset

Characteristics of Hypothesis
Following are the characteristics of hypothesis:
The hypothesis should be clear and precise to consider it to be reliable.

If the hypothesis is a relational hypothesis, then it should be stating the relationship between variables.
The hypothesis must be specific and should have scope for conducting more tests.
The way of explanation of the hypothesis must be very simple and it should also be understood that the simplicity of the hypothesis is not related to its significance.
Sources of Hypothesis
Following are the sources of hypothesis:
The resemblance between the phenomenon.
Observations from past studies, present-day experiences and from the competitors.
Scientific theories.
General patterns that influence the thinking process of people.

Simple Hypothesis

It shows a relationship between one dependent variable and a single independent variable.
For example –

1) Global Warming causes icebergs to melt.
2) Students who eat breakfast will perform better on a math exam than students who do not eat breakfast.
3) Students who experience test anxiety prior to an English exam will get higher scores than students who do not experience test anxiety.
4) Motorists who talk on the phone while driving will be more likely to make errors on a driving course than those who do not talk on the phone.
5) Drinking sugary drinks daily leads to obesity.
6) Smoking cigarettes daily leads to lung cancer.
7) Getting 8 hours of sleep can lead to more alert students.
8) Directional Hypothesis
9) It shows how a researcher is intellectual and committed to a particular outcome. The relationship between the variables can also predict its nature. For example- children aged four years eating proper food over a five-year period are having higher IQ levels than children not having a proper meal. This shows the effect and direction of effect.
10) Associative and Causal Hypothesis
11) Associative hypothesis occurs when there is a change in one variable resulting in a change in the other variable. Whereas, causal hypothesis proposes a cause and effect interaction between two or more variables.

Null Hypothesis

It provides the statement which is contrary to the hypothesis. It's a negative statement, and there is no relationship between independent and dependent variables. The symbol is denoted by "HO".

1) Water does not affect the growth of a plant.
2) There is no significant change in my health during the times when I drink green tea only or root beer only.
3) There is no significant change in my work habits when I get 8 and when I get 9 hours of sleep.
4) There is no significant change in the growth of a plant if I use distilled water only or vitamin-rich water.



10/03/2026 Session 4 .

Prof M.Vanaja talk on Interdisciplinary research (IDR)

Itis an emerging academic approach that integrates knowledge, methods, and perspectives from multiple disciplines to address complex, real-world problems that cannot be solved by a single field. Unlike multidisciplinary work, IDR emphasizes **integration and synthesis**, leading to novel insights, innovative solutions, and sometimes entirely new fields. Its key features include collaboration, methodological pluralism, reflexivity, and openness to complexity, all of which require strong communication and cognitive flexibility among researchers. According to **Allen F. Repko**, IDR is characterized by heuristic discovery, iterative refinement, and reflexive awareness of disciplinary biases. Successful IDR depends on essential operational factors such as leadership, a shared language, and the "Three C's": collaboration, cooperation, and communication. The process of IDR follows a structured, ten-step framework—from defining a complex problem and justifying interdisciplinarity to integrating insights, resolving conflicts, constructing comprehensive understanding, and finally reflecting, testing, and communicating results.



Session 5

Prof. C.Upender Rao JNU Delhi Issues and Challenges in Social Science Research

Social sciences research plays a crucial role in understanding human society, culture, institutions, and social relationships. Disciplines such as sociology, economics, political science, anthropology, psychology, and human geography help us analyze social problems and design policies for social welfare. In a rapidly changing world, social sciences research has become even more important. It helps governments, organizations, and communities respond to issues like inequality, poverty, climate change, migration, digital transformation, and social conflict.

However, social sciences research also faces many serious issues and challenges. These challenges arise from methodological limitations, ethical concerns, funding constraints, political pressures, and the complexity of human behavior itself. Unlike natural sciences, social sciences deal with human beings who think, feel, and act differently in different contexts. As a result, research in this field is often complex and contested.

Nature and Complexity of Social Reality

One of the biggest challenges in social sciences research is the complex nature of social reality. Human behavior is not fixed or predictable. It changes according to time, place, culture, and social conditions. For example, the same social policy may produce different outcomes in different societies. Social phenomena are influenced by multiple factors such as economic conditions, cultural traditions, political systems, and individual psychology. Because of this, it becomes difficult to isolate variables and establish clear cause-and-effect relationships. Unlike laboratory experiments in natural sciences, social scientists often study real-life situations where full control over variables is not possible.

Moreover, social reality is dynamic. Social norms, values, and institutions continuously change. This makes it difficult to generalize findings over long periods. What was true in one decade may not hold true in another.

Methodological Challenges

Selection of Research Methods

Choosing appropriate research methods is a major issue in social sciences research. Researchers must decide between qualitative methods, quantitative methods, or a combination of both. Each approach has its strengths and limitations.

Quantitative methods provide measurable data and allow statistical analysis, but they may fail to capture the depth of human experiences. On the other hand, qualitative methods provide rich and detailed insights, but they are often criticized for subjectivity and limited generalizability.

Reliability and Validity

Ensuring reliability and validity is another challenge. Reliability refers to the consistency of results, while validity refers to whether the research truly measures what it claims to measure. In social sciences, measuring concepts like happiness, justice, power, or social trust is difficult because they are abstract and culturally influenced.

In addition, respondents may not always give honest answers due to fear, social pressure, or lack of awareness. This can affect the accuracy of data.

Ethical Issues in Social Sciences Research

Ethical concerns are central to social sciences research because it directly involves human participants. Researchers must ensure that their work does not harm individuals or communities.

Informed Consent

Obtaining informed consent is a key ethical requirement. Participants should clearly understand the purpose of the research, the methods used, and the possible risks involved. However, in some cases, especially in field research, it is difficult to explain complex research objectives in simple terms.

Privacy and Confidentiality

Protecting the privacy and confidentiality of participants is another serious issue. Social data often include sensitive information related to personal beliefs, political opinions, income, health, or social identity. If such information is misused or leaked, it can cause serious harm.

Researcher Bias

Researchers themselves may carry personal values, ideological beliefs, or cultural assumptions that influence their interpretation of data. Complete objectivity is difficult to achieve, and this raises questions about neutrality in social sciences research.

Funding and Resource Constraints

Lack of adequate funding is a major challenge in social sciences research, especially in developing countries. Compared to natural and technical sciences, social sciences often receive less financial support. This affects the scale, quality, and continuity of research projects.

Limited funding also restricts access to advanced research tools, software, and databases. Fieldwork, surveys, and long-term studies require significant resources, which are often unavailable.

In addition, researchers may feel pressured to align their research topics with funding agencies' priorities. This can limit academic freedom and discourage critical or unconventional research.

Political and Institutional Pressures

Social sciences research is closely linked to social and political realities. As a result, it may face political interference and institutional constraints.

Governments or powerful institutions may influence research agendas, especially when research findings challenge existing policies or power structures. Researchers working on topics such as human rights, social inequality, caste, gender, or minority issues may face censorship, intimidation, or lack of institutional support.

Academic institutions may also impose bureaucratic restrictions that slow down research processes. Excessive administrative work, rigid evaluation systems, and pressure to publish frequently can reduce the quality of research.

Interdisciplinary Challenges

Modern social problems are complex and interconnected. Therefore, interdisciplinary research has become increasingly important. However, integrating different disciplines is not easy.

Each discipline has its own concepts, methods, and theoretical frameworks. Differences in terminology and research traditions can create communication gaps among researchers. Evaluating interdisciplinary work is also difficult because standard disciplinary criteria may not apply.

Despite these challenges, interdisciplinary research remains essential for addressing issues such as climate change, public health, and sustainable development.

Data Availability and Quality

Reliable data is the foundation of good research. However, social sciences researchers often face problems related to data availability and quality.

In many regions, especially in rural or marginalized areas, reliable data is scarce or outdated. Official statistics may be incomplete or politically manipulated. Moreover, collecting primary data through surveys or interviews is time-consuming and costly.

Digital data from social media and online platforms offers new opportunities, but it also raises concerns about representativeness, privacy, and ethical use.

Global and Cultural Challenges

Social sciences research is often dominated by theories and models developed in Western contexts. Applying these frameworks to non-Western societies can lead to misinterpretation and cultural bias.

Local knowledge systems, indigenous perspectives, and context-specific experiences are sometimes ignored or undervalued. This creates an imbalance in global knowledge production.

Language barriers also pose challenges. Much academic research is published in English, which limits the participation of scholars from non-English-speaking backgrounds.

Conclusion

Social sciences research is essential for understanding and improving society. However, it faces numerous issues and challenges related to methodology, ethics, funding, politics, data, and cultural diversity. These challenges do not reduce the importance of social sciences. Instead, they highlight the need for greater reflexivity, innovation, and collaboration.

To strengthen social sciences research, there is a need for adequate funding, ethical sensitivity, methodological pluralism, and respect for cultural diversity. Encouraging interdisciplinary approaches and protecting academic freedom are also crucial.

Despite its challenges, social sciences research remains a powerful tool for social transformation. By critically examining society and offering informed solutions, it contributes to building a more just, inclusive, and sustainable world.



Session 6

Prof M. Vanaja Case study

A case study is a qualitative research method involving in-depth investigation of a bounded system, such as an individual, group, or event, within its real-life context, using multiple data sources to explain processes and outcomes (as defined by experts like Stake, Yin, and Miles & Huberman). Key characteristics include being descriptive, narrowly focused, combining objective and subjective data, and process-oriented, with types like intrinsic, instrumental, and collective case studies. Researchers should select precise cases, formulate "how/why/what" questions, review literature, triangulate qualitative/quantitative tools (e.g., interviews, observations), and plan flexibly for challenges. In contrast, experimental research tests cause-effect via manipulated independent variables, randomization, control/experimental groups, and

ethical controls, while observation methods—participant, non-participant, or structured—systematically record behaviors in natural settings to minimize bias. Overall, these approaches provide rich, context-specific insights but require careful planning for access, validity, and ethics.



Session 7
Prof M Vanaja Historical Research Method

Subject matter of history constitutes “the significant past,meaning the institutions and individual actions tha taffect the experience and development of whole communities”(Daniels,1996,p.226). Traditionally, it focused in the action of governments, their leaders, and the conflicts among them (named political and diplomatic history).

However,during the past one hundred years or so,scope of history has widened to also include history of ideas,the patterns and trendsin economic and social life, that influence oursociety as awhole as well as characterize it.

History has two dimensions (Powell,1991) that are important for interpretation of historical data.

1)Historical time orchronology. It takes into account the spacing of events and/patterns.It is some times referred to as a time line.

2)Historical space or geographical location of where the events took place Historical research is carried out to serve the following purposes:

1)Tore construct the past: A historian reconstructs the past systematically and objectively, reaching at conclusions that can be defended.

2)To discover unknown events: There are some historical events that occurred in the past that are not known. A historian seeks to discover these unknown events.

3)To understand significance of events: There may be significant events that may be responsible for shaping an organization/ movement/ a situation/ a individual being studied by a historian

4)To discover the context of an organization/ movement/ the situation: In order to explore and explain the past, a historian aims to seek the context of an organization/ a movement/ the situation being studied.

5)To find answers to questions about the past: There are many questions about the past, to which we would like to find answers. Knowing the answer scanned lightens to develop an understanding of the past events.



11/03/2026 Session 8
Prof M. Vanaja Experimental Research and Observation Method

Research Question

Workshop Worksheet: Crafting the Research Question

Focus: The Heart of Systematic Investigation (Page 1)

Phase 1: The Funnel (From Broad to Narrow)

*A good research question is **focused** on a single problem (Page 4). Use this funnel to narrow your scope.*

1. **Broad Interest Area:** (e.g., Education, Technology, Health)
2. **Specific Topic:** (e.g., Online learning in primary schools)
3. **The "Gap" or Problem:** (What is missing or unknown? See Page 16)

Phase 2: Drafting the Inquiry

*A research question is an **open-ended query**, not a statement (Page 2). Start your draft using one of the "Seven Types" from Page 9.*

Draft your question here:

"_____ ?"

Check your "Question Starter":
Does it start with an inquisitive word? (Circle one): **How** | **What** | **Why** | **To what extent** | **Can we predict**

Phase 3: The "FINER" Quality Audit

Evaluate your draft against the core characteristics listed on Pages 3, 4, and 5.

Criterion	Self-Assessment Questions	Pass/F
Clear	Can a non-expert understand the purpose without extra explanation?	
Focused	Is it limited to a **single** problem or issue?	
Succinct	Is it written in the shortest possible words?	

Complex	Does it require **analysis** rather than a simple "Yes/No" or fact?
Researchable	Can you find the answer using data collection/sources?
Feasible	Is it resolvable within your **time limit** and restrictions?

Phase 4: Categorization (The Roadmap)

Identifying the type of question determines your research design (Page 3). Based on Page 14, identify your question's focus:

- **Descriptive:** Identify features, patterns, or characteristics.
- **Comparative:** Examine differences or similarities between two groups.
- **Explanatory:** Analyze cause-and-effect (How does A impact B?).
- **Exploratory:** Explore uncharted areas to generate new insights.
- **Evaluative:** Assess the effectiveness of an intervention or system.

Phase 5: Final Refinement

Review your draft from Phase 2. Apply the "Concise" rule (Page 5) to remove unnecessary jargon.

Your Finalized Research Question:

Peer Review Section (The "Critical Friend")

Swap papers with a partner. Partner, provide feedback based on Page 2:

- **Is it specific enough?** Yes No
- **One suggestion to make it more "Succinct":** _____
  _____

To make your worksheet even more effective, you can print these **"Before & After" Case Studies** on the back. These examples are directly adapted from the criteria on **Pages 2, 3, and 12** of your documents.

Reference Guide: "The Research Question Makeover"

The "Bad" Question	The Problem (Audit)	The "Good" Makeover
"Is technology good for kids?"	**Too Broad & Simple.** Answerable with a "Yes/No" (**Page 3**). No specific population or focus.	**"What are the effects of technology-assisted learning on the academic performance of primary school students in rural areas?"** (**Page 2**)
"How do teachers teach and how do students learn in 2024?"	**Double-Barrelled.** Includes more than a "single problem" (**Page 4**). Too vague to be researchable.	**"To what extent does the use of gamified teaching methods impact student engagement in high school science classes?"**
"Smoking causes cancer."	**Not a Question.** This is a statement/hypothesis, not an inquiry (**Page 2**).	**"How does the frequency of daily cigarette smoking correlate with the stage of lung cancer diagnosis in adults aged 50-70?"**
"Can we predict success?"	**Not Succinct or Specific.** "Success" isn't defined; "predict" needs a basis (**Page 12**).	**"Can we predict students' academic success in university based on their early childhood cognitive development scores?"** (**Page 12**)
"Do students like math?"	**Lacks Complexity.** This is a simple poll, not a systematic investigation (**Page 1**).	**"What present factors contribute most significantly to students' motivation to learn mathematics in urban secondary schools?"** (**Page 10**)

Pro-Tip for Participants: The "Three-Element" Formula

*A high-quality research question (as seen on **Page 2**) usually contains these three elements:*

1. **The Specific Focus:** (e.g., *Technology-assisted learning*)
2. **The Target Population:** (e.g., *Primary school students in rural areas*)
3. **The Outcome of Interest:** (e.g., *Academic performance*)

Quick Troubleshooting: Is your question stuck?

- **If it's too broad:** Add a specific **geographical area** or **demographic group**.
- **If it's too simple:** Change "Do/Is" to **"How"** or **"In what ways."**
- **If it's not researchable:** Ensure you have access to the **data or people** needed to answer it within your time limit (**Page 6**).

The Research Objectives Worksheet

Goal: Convert your "Inquiry" into an "Active Statement" of intent (Image Point 6).

Phase 1: The "Active" Pivot

*An objective is not a question; it is the **action** you take to answer it. Use your finalized Research Question from the previous session to start.*

1. **Your Finalized Research Question:**

1. _____

2. **The Primary Goal:** In one sentence, what is the *main* thing you want to accomplish?

1. _____

Phase 2: The Construction Formula

A professional objective follows this specific 3-part structure (Image Point 4):

[Action Verb] + **[The Specific Variable]** + **[The Target Group/Context]**

- **Draft Objective 1:** To _____
- **Draft Objective 2:** To _____

Phase 3: The SMART Quality Audit

Your slide warns: "If this is not clearly defined, a project can fail!" (Image Point 7). Evaluate your best objective below.

Criterion	Self-Assessment Questions	Pass/Fa
S (Specific)	Does it pinpoint *exactly* what is being studied?	[ ]
M (Measurable)	Is there a clear outcome or "proof" of discovery?	[ ]
A (Active)	Does it start with a strong, definitive **Action Verb**?	[ ]
R (Relevant)	Does it directly help answer your Research Question?	[ ]
T (Trackable)	Is it focused enough to keep the study "on track"?	[ ]

Phase 4: Final Refinement

*Review your draft. Is it **clear and concise**? (Image Point 1). Remove any "I want to" or "I will try to" phrasing.*

Your Finalized Research Objective:

The Research Objectives Cheat Sheet

Header: *"The roadmap that keeps your study focused and on track."*

1. The Golden Formula

To [Action Verb] + [The Variable] + [The Population/Context]

Example: **To evaluate** (Verb) **the impact of sleep hygiene** (Variable) **on high school athletes** (Population).

2. The Action Verb Bank

Choose the verb that matches your research "Type" (Categorized by Page 14 & 30):

Descriptive (What?)	Analytical (Why/How?)	Comparative (Difference?)	Evaluative (Success?
To **Identify**	To **Analyze**	To **Compare**	To **Assess**
To **Describe**	To **Investigate**	To **Contrast**	To **Determine**
To **Outline**	To **Examine**	To **Differentiate**	To **Appraise**
To **Define**	To **Explain**	To **Distinguish**	To **Measure**

3. The "Active Statement" Makeover

Mirroring the "Before & After" from your Research Question sheet:

❌ **The "Passive" Error**	✅ **The "Active" Makeover**
"I want to understand why people quit."	"**To identify** the psychological factors leading to employee attrition."
"Seeing if the new law changed anything."	"**To analyze** the impact of Policy X on urban poverty rates."
"A study of two different teaching styles."	"**To compare** student test scores between Group A and Group B."

4. Pro-Tips for Success (From the Slide)

- **Stated in the Intro:** Place these in your introduction to define the study's aim early.
- **Avoid Vague Verbs:** Never use *understand, study, see,* or *know*. They aren't measurable!
- **Keep it Focused:** If you have multiple objectives, use a bulleted list to ensure each one stays "clear and concise."

The Research Hypothesis Worksheet

Goal: Create an "Intelligent Guess" about the relationship between your variables (Page 35).

Phase 1: Variable Identification

Before writing your prediction, you must identify the "moving parts" of your study. Look at your finalized Objective from the previous session.

1. **Independent Variable (The Cause/Input):**

1. *What are you changing or testing?* _____

2. **Dependent Variable (The Effect/Output):**

1. *What are you measuring for change?* _____

3. **Target Population:**

1. *Who is being studied?* _____

Phase 2: Drafting the Prediction

*A hypothesis is a **formal tentative statement** (Page 35). Use the "If/Then" or "Relationship" structure.*

Draft your hypothesis here:

"_____
_____."

Check your "Prediction Type" (Circle one):

- **Simple:** One Independent + One Dependent variable.
- **Complex:** Multiple variables of each type.

Phase 3: The "Directional" Audit

Does your hypothesis predict a specific outcome? (Page 40).

Type	Self-Assessment	Pass/Fa
Directional	Does it use words like *higher, lower, positive, or negative*?	[ ]
Non-Directional	Does it just say there is a *difference* without picking a side?	[ ]
Null (	Does it state there is *no* relationship at all?	[ ]

)

Phase 4: Final Refinement
Review your draft. Is it a testable statement? Ensure it is not a question.
Your Finalized Research Hypothesis:

The Research Hypothesis Cheat Sheet
Header: *"The intelligent guess that translates your inquiry into a testable prediction."*
1. The Golden Formula
[Independent Variable] + **[Predicted Relationship]** + **[Dependent Variable]**
Example: **Increased daily exercise** (IV) **leads to** (Relationship) **lower stress levels** (DV) **in university students** (Population).
2. The Hypothesis "Nature" Guide
*Use these categories from **Page 40-43** to define your prediction:*

Directional (Specific)	Non-Directional (General)	Null (The Baseline)
"A will **increase** B."	"There is a **difference** between A and B."	"There is **no** relationship between and B."
"Group X will perform **better** than Group Y."	"Group X and Group Y will **differ** in performance."	"Group X and Y will show **equal** performance."

3. The "Intelligent Guess" Makeover
Mirroring the "Before & After" from your previous sheets:

❌ The "Vague" Error	✅ The "Testable" Makeover
"I think the app is helpful."	"**The use of the app** (IV) will result in **higher user retention** (DV) o 30 days."
"Is there a link between food anc mood?"	"**Consuming high-sugar snacks** (IV) is positively correlated with **increased anxiety** (DV)."
"Smoking is bad for you."	"**Daily cigarette smoking** (IV) increases the **risk of lung cancer** (DV in adults over 50."

4. Pro-Tips for Success (From the PDF)
- **Not a Question:** A hypothesis is a *statement* of expectation (Page 35).
- **Logical Link:** It must flow directly from your Research Question and Objectives.
- **Testability:** If you cannot measure both variables, you cannot have a hypothesis!

THE RESEARCH ROADMAP: FROM INQUIRY TO PREDICTION

Researcher: _____ | Date: _____

1. The Heart: My Research Question

Based on the "Focused & Complex" criteria (Page 3). This is the inquiry that defines your scope.

My Question: _____

Type: [ ] Descriptive [ ] Comparative [ ] Explanatory [ ] Exploratory

---

2. The Plan: My Primary Research Objective

Based on the "Action & SMART" criteria (Page 32). This is the active statement of how you will answer the question.

To _____

The Action Verb used: _____

---

3. The Guess: My Research Hypothesis

Based on the "Tentative Statement" criteria (Page 35). This is your testable prediction of the outcome.

My Hypothesis: _____

The Independent Variable (IV): _____

The Dependent Variable (DV): _____

---

4. The "Alignment" Check (Final Audit)

Use this checklist to ensure your three parts are logically connected (Page 15).

- **[ ] Consistency:** Does my **Objective** directly answer my **Question**?
- **[ ] Testability:** Can I actually measure the **Variables** in my **Hypothesis**?
- **[ ] Feasibility:** Can this entire "Roadmap" be completed within my **Timeframe**?
- **[ ] Clarity:** Could a non-expert read this page and understand my study's goal?

---

5. The Elevator Pitch

Combine your roadmap into two clear sentences for your final presentation:

"I am investigating **[Research Question]**. To do this, I will **[Objective]**, with the expectation that **[Hypothesis]**."



Session 9

Prof Ram Kumar Lecture on Personality in Buddhism

Indian philosophical systems link suffering (duhkha) to ignorance (avidya), but differ sharply: Cārvākas see it as believing in a permanent self beyond the body (annihilationism), while orthodox schools and Jainism view it as failing to distinguish the eternal self from the perishable body (eternalism). Buddhism uniquely rejects both extremes, defining avidya as the delusion of any immutable self, instead analyzing "self" as a mere label for the impermanent five aggregates (khandhas)—rūpa (form), vedanā (feeling), saññā (perception), saṅkhāra (formations), and viññāṇa (consciousness)—each inherently dukkha due to their transience, leading to attachment and rebirth. The Milinda-pañha chariot analogy illustrates this: just as "chariot" conventionally names parts without inherent essence (anatta), self is a psycho-physical complex without a core substance. Each khandha fuels suffering—rūpa through attachment to form, vedanā and saññā via fleeting feelings and signs, saṅkhāra by mental conditioning, and viññāṇa as the cognizing

stream perpetuating saṃsāra—demolishing self-identification reveals dukkha root. Overcoming this requires guidance from a kalyāṇamitta (spiritual friend), who tailors meditation objects (like foulness for greed) to one's temperament, fostering insight into impermanence (anicca), essencelessness (anatta), and suffering for liberation.



Session 10

Prof Gohkale on Nyaya Epistemology

His talk explains that Indian epistemology uses the concept of **jnana** in a value-neutral sense, meaning cognition can be true or false, unlike Western epistemology where "knowledge" is by definition true (often framed as justified true belief). A key peculiarity is that Indian systems focus on **episodic cognition** (acts of knowing) rather than dispositional knowledge, a point clarified by scholars like **Bimal N. Matilal**, who notes that the closest Indian analogue of dispositional knowledge is *saṁskāra* rather than *jñāna* or *pramā*. Another major difference lies in propositionality: while Western knowledge is essentially propositional, Indian cognition need not be, leading to diverse theories of truth across systems such as Nyāya, Buddhism, and Advaita Vedānta. The Nyāya system defines knowledge (*pramā*) as true presentative cognition and

develops a detailed correspondence theory of truth along with a sophisticated analysis of perception, inference, error, and universal concomitance. Finally, the plurality of *pramāṇas* across orthodox and heterodox schools reflects deeper differences in worldview, social outlook, and methods of justification, showing that Indian epistemology has its own distinctive framework rather than being a direct counterpart of Western theories.



12/03/2026 Field Trip

Field Trip Report on Visit to National Museum and Gandhi Smriti Museum, New Delhi

A field trip is an important part of academic learning. It helps students to connect theoretical knowledge with real-life experiences. Museums, in particular, play a vital role in preserving history, culture, and heritage. With this objective, a field trip was organized to two important historical institutions in New Delhi, namely the National Museum and the Gandhi Smriti.

Both these museums represent different yet interconnected aspects of Indian history. The National Museum reflects India's ancient and cultural heritage, while Gandhi Smriti

highlights the life, philosophy, and sacrifices of Mahatma Gandhi. The visit was highly informative and inspiring, as it deepened our understanding of Indian civilization, freedom struggle, and moral values.

Objectives of the Field Trip

The main objectives of the field trip were as follows:

1. To gain firsthand knowledge of India's historical and cultural heritage.
2. To understand the contribution of Mahatma Gandhi to India's freedom struggle.
3. To observe historical artifacts, documents, and exhibits directly.
4. To develop historical awareness and national consciousness.
5. To complement classroom learning through experiential education.

Visit to the National Museum, New Delhi

The National Museum is one of the largest and most important museums in India. It houses a vast collection of artifacts ranging from prehistoric times to the modern period. The museum is well-organized, and its galleries are systematically arranged according to historical periods and themes.



Major Galleries and Exhibits

One of the most impressive sections was the Harappan Civilization Gallery. It displayed seals, pottery, tools, and sculptures from the Indus Valley Civilization. These artifacts provided valuable insights into the urban planning, trade, and daily life of one of the world's oldest civilizations. The Mauryan and Gupta period galleries showcased sculptures, inscriptions, and coins. The Ashokan pillars, stone images, and Buddhist relics highlighted the development of art, administration, and religious tolerance in

ancient India. Similarly, the Gupta sculptures reflected artistic excellence and spiritual depth.



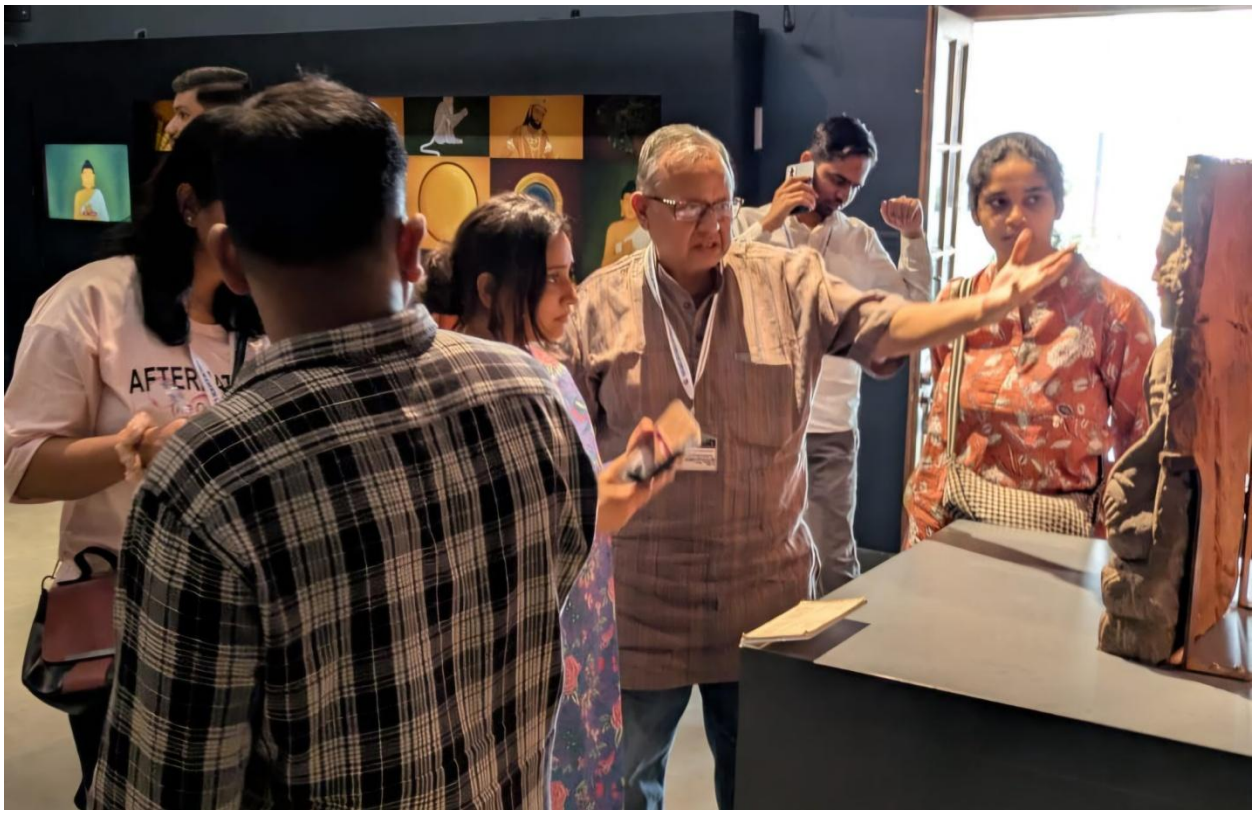
Another important section was the Medieval Indian Art Gallery, which included bronze sculptures, manuscripts, and decorative art. The exhibits demonstrated the influence of different dynasties and cultures on Indian art and architecture.

The Manuscripts and Paintings Gallery was equally fascinating. It contained illustrated manuscripts, miniature paintings, and calligraphic works from various regions of India. These artworks revealed the richness of Indian intellectual and artistic traditions.



Educational Significance

The visit to the National Museum helped us understand the continuity and diversity of Indian culture. It showed how Indian civilization evolved through interaction, adaptation, and creativity. Moreover, observing original artifacts enhanced our appreciation of history beyond textbooks.



Visit to Gandhi Smriti Museum

After visiting the National Museum, we proceeded to Gandhi Smriti, a place closely associated with the final days of Mahatma Gandhi. It is a memorial dedicated to his life, ideals, and philosophy. The calm and peaceful environment of the museum itself reflected Gandhian values of simplicity and non-violence.

Historical Importance

Gandhi Smriti is the place where Mahatma Gandhi spent the last 144 days of his life and where he was assassinated on 30 January 1948. The preserved rooms, personal belongings, and photographs created a strong emotional impact on visitors.One of the most touching features of the museum was the Martyr's Column, which marks the exact spot where Gandhi was shot. The footprints embedded on the pathway symbolically represent his last walk, reminding visitors of his ultimate sacrifice for the nation.

Exhibits and Displays



The museum has several galleries that display photographs, letters, books, and audio-visual presentations related to Gandhi's life. These exhibits chronologically narrate his journey from childhood to becoming the leader of India's freedom movement.Special emphasis is given to Gandhian principles such as truth (Satya), non-violence (Ahimsa), self-reliance, simplicity, and communal harmony. Digital panels and interactive displays made the learning experience more engaging and accessible.

Inspirational Value

The visit to Gandhi Smriti was deeply inspiring. It encouraged us to reflect on moral values, ethical living, and social responsibility. Gandhiji's message of peace and non-violence appeared highly relevant even in the present times of conflict and intolerance.

Comparative Learning from Both Museums

Although both museums differ in theme and approach, they complement each other in many ways. The National Museum presents the long historical journey of Indian civilization, while Gandhi Smriti focuses on a single individual who shaped modern Indian history.Together, they helped us understand that India's strength lies not only in its ancient heritage but also in its moral and spiritual leadership. The field trip thus provided a holistic view of India's past and present.



Conclusion

The field trip to the National Museum and Gandhi Smriti Museum in New Delhi was a highly enriching and memorable experience. It broadened our historical knowledge, strengthened our cultural awareness, and inspired us morally and intellectually. Such educational visits play a crucial role in shaping informed, responsible, and value-oriented citizens. In conclusion, the field trip successfully fulfilled its objectives by combining learning with observation and reflection. It reinforced the importance of preserving heritage and practicing values that promote peace, unity, and humanity.



13/03/2026 Session 11
Prof Gokhale lecture on Buddhist Epistemology

Diṅnāga and Dharmakīrti distinguish Buddhist epistemology from Nāgārjuna's extreme skepticism by positing two primary forms of knowledge—non-conceptual direct perception (pratyakṣa) and conceptual indirect inference (anumāna)—where perception is primary pramāṇa due to its error-free access to particulars, while inference leads to it.

Unlike Nyāya's uniform, judgmental means-to-knowledge model, they view pramāṇas as heterogeneous types of cognition, defined negatively by Dharmakīrti as "non-discordant" awareness tied to an object's causal efficacy, like real fire burning or water quenching thirst. Diṅnāga defines perception as free from conceptualization (kalpanāpoḍham), excluding illusions via concepts, but Dharmakīrti refines it to also exclude sensory errors like double vision from eye disease. For inference, Diṅnāga's three conditions for a valid reason (hetu)—presence in the provable case (pakṣa) and similar cases (sapakṣa), absence in dissimilar cases (vipakṣa)—form the Wheel of Reasons, which Dharmakīrti advances while using metaphors like mistaking a gem's light for the gem itself to show inferential validity through pragmatic success. Verbal testimony (śabda) is subordinate, akin to inference via exclusion (apoha) and speaker intent

(vivakṣā), accepted for the Buddha only if consistent with perception and reason, rejecting absolute scriptural authority.



Session 12

Prof. P Kesav Kumar

Prof Keshav Kumar lecture on Philosophical foundations of Research Methodology

Research philosophy forms the bedrock of research methodology, shaping how researchers perceive reality, knowledge, and values. It guides the selection of methods, ensuring coherence between worldview and practice.

Core Philosophical Branches

Ontology explores the nature of reality—whether it's objective and singular (realism) or subjective and constructed (constructionism). Epistemology addresses how knowledge is acquired, debating between empirical observation (positivism) and interpretive understanding (Interpretivism). Axiology examines the role of values, questioning if research can be value-neutral or inherently biased by ethics and morality.These branches interconnect: ontological

realism often pairs with positivist epistemology, favoring quantifiable data, while constructionism aligns with Interpretivism for nuanced, contextual insights.

Major Research Paradigms

Positivism treats social phenomena like natural sciences, emphasizing hypothesis testing, deduction, and objectivity through tools like surveys and experiments. Interpretivism prioritizes subjective meanings, using inductive methods such as interviews to capture lived experiences from participants' viewpoints. Pragmatism blends both, focusing on practical problem-solving regardless of philosophical purity, often mixing qualitative and quantitative approach.

Paradigm	**Ontology**	**Epistemology**	**Common Methods**	**Strengths**
Positivism	Objective reality	Objective, value-free knowledge via senses	Surveys, experiments	Generalizable, replicable
Interpretivism	Socially constructed	Subjective understanding (Verstehen)	Interviews, ethnography	Depth, context-rich
Pragmatism	Practical reality	Mixed, action-oriented	Mixed methods	Flexible, applicable
Critical Realism	Layered reality (observed/unobserved)	Fallible knowledge	Retroductive analysis	Addresses power structures

Paradigms provide frameworks without which research lacks direction for methods and problem selection.

Linking Philosophy to Methodology

Philosophy dictates methodology: positivists design structured, large-scale studies for causality, while interpretivists opt for flexible, small-sample explorations. Researchers must justify their stance to ensure validity—e.g., a positivist study on employee satisfaction uses statistical models, but an interpretivist one delves into personal narratives research-methodology.

Misalignment risks flawed outcomes; for instance, imposing quantitative metrics on cultural phenomena ignores subjective realities.

Historical Evolution

Roots trace to Enlightenment thinkers like Descartes (rationalism) and Hume (empiricism), evolving through Comte's positivism in the 19th century. 20th-century shifts introduced Interpretivism via Weber's Verstehen and paradigms like those in Burrell and Morgan's framework, critiquing positivism's natural science mimicry.wikipedia+1

Modern views incorporate pragmatism (Peirce, Dewey) and critical paradigms addressing power inequities methods.

Practical Implications for Researchers

Begin by articulating your ontology, epistemology, and axiology in proposals to frame questions and methods. In mixed-methods research, pragmatism resolves paradigm wars by prioritizing "what works.Ethical axiology demands reflexivity—acknowledging biases—to enhance credibility. Educational research, for example, often draws on these foundations to blend theory and practice.

This foundation ensures robust, defensible research, transforming abstract beliefs into methodological action.



Session 13

Dr.Nalanjan Bhowmick delivered a talk on Models of Philosophical inquiry

It provides structured approaches to exploring fundamental questions about reality, knowledge, ethics, and existence. These models guide thinkers from ancient times to modern debates, ensuring rigorous analysis over mere speculation.

Socratic Method

The Socratic method, pioneered by Socrates, uses dialogue and questioning to expose contradictions in beliefs. An interlocutor states a claim, then faces probing questions that test assumptions, often revealing ignorance or refining ideas toward truth.

This cooperative inquiry prioritizes doubt over assertion, as seen in Plato's dialogues where Socrates dismantles flawed definitions of justice or virtue.

Dialectical Approach

Dialectics, advanced by Hegel and rooted in Plato and Aristotle, resolves contradictions through thesis-antithesis-synthesis. Opposing views clash, generating a higher synthesis that integrates insights while transcending originals.philarchive+1

Aristotle's endoxic method, a variant, starts with common opinions (endoxa) from experts or the masses, critiques them dialectically, and arrives at refined truths, as in his Nicomachean Ethics.

Analytical Methods

Conceptual analysis breaks concepts into core elements, testing definitions via open-question tests (e.g., G.E. Moore's approach). If rephrasing "good" as "pleasure" yields an open question ("Is pleasure good?"), the analysis fails.

Ordinary language philosophy, like Wittgenstein's, examines everyday usage to dissolve philosophical puzzles, while common-sense philosophy (Reid, Moore) builds from intuitive beliefs.

Hypothetical and Thought Experiments

Hypothetical reasoning posits scenarios to test principles, as in Plato's Parmenides exploring assumptions both ways. Thought experiments, or "intuition pumps," imagine cases like trolleys or brains-in-vats to probe ethics or epistemology via counterfactuals.philarchive+1

Experimental philosophy empirically surveys intuitions across cultures, challenging armchair methods by revealing biases in concepts like knowledge or free will.

Pragmatist and Reflective Models

Pragmatism (Peirce, Dewey, James) evaluates ideas by practical consequences—what works in experience counts as true. Theories succeed if they guide action effectively.

Reflective equilibrium (Rawls) balances principles, judgments, and background theories iteratively for coherence, common in ethics. Transcendental arguments (Kant) uncover

Preconditions for experience, like space-time for perception

Model	**Key Proponent(s)**	**Process**	**Strengths**	**Example**
Socratic	Socrates	Questioning to refute	Clarifies concepts	Defining piety (*Euthyphro*)

Model	Key Proponent(s)	Process	Strengths	Example
Dialectical	Hegel, Aristotle	Thesis-antithesis-synthesis	Resolves oppositions	Ethical virtues
Conceptual Analysis	Moore, Austin	Decompose/test terms	Precision	"Open question" test
Thought Experiments	Various	Hypothetical scenarios	Tests intuitions	Trolley problem
Pragmatist	Dewey	Practical outcomes	Action-oriented	Scientific inquiry
Reflective Equilibrium	Rawls	Coherence balancing	Ethical consistency	Justice principles

Wonder Model and Others: The Wonder Model frames inquiry with "What if?" questions, blending factual, interpretive, and evaluative probes across critical thinking elements like purpose and evidence. It suits educational philosophy, sparking transformative speculation.

Historical methods review past thinkers dialectically, while speculative inquiry poses radical hypotheticals to shift paradigms.

Applications in Research

Philosophers select models by question type: analysis for metaphysics, dialectics for ethics. Modern hybrids, like experimental philosophy, blend empiricism with intuition-testing for

robust inquiry.These models ensure systematic truth-seeking, adapting to disciplines from ethics to science while demanding logical rigor and reflexivity.



14/03/2026 Session 14

Prof K Srinvas Dept of Education NIEPA

AI for Teaching and Pedagogy

Session 1: Understanding AI in Higher Education

Conceptual Understanding (30 min)

- What is Artificial Intelligence in Education (AIED)
- Generative AI and Large Language Models
- Opportunities and challenges of AI in Higher Education
- AI ethics, bias, privacy, and academic integrity

Tool Demonstration (20 min)

- AI conversational tools
- AI search tools
- AI content generation tools

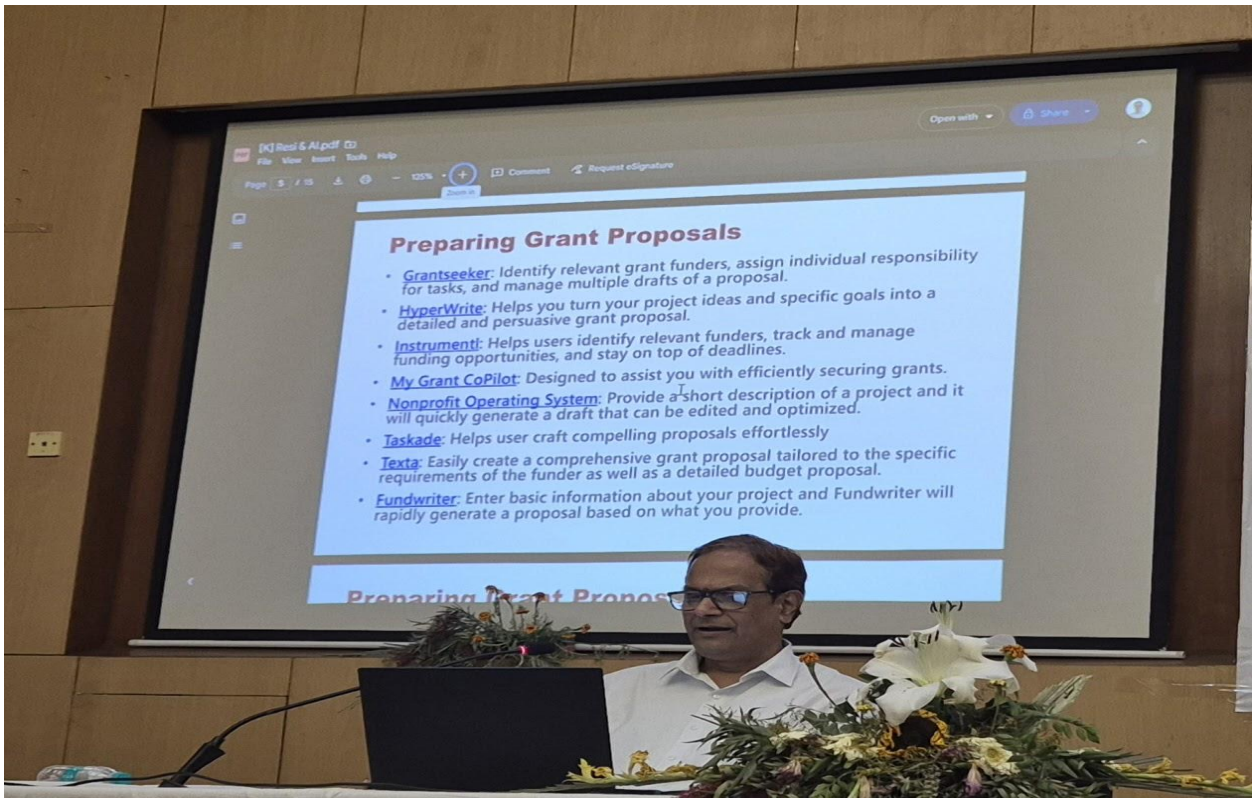
Hands-on Activity (35 min)

Participants will:

- Write **effective AI prompts** for teaching a topic in their discipline.
- Generate:
  - Explanation of a concept
  - Case study
  - Classroom discussion question

Reflection & Discussion (5 min)

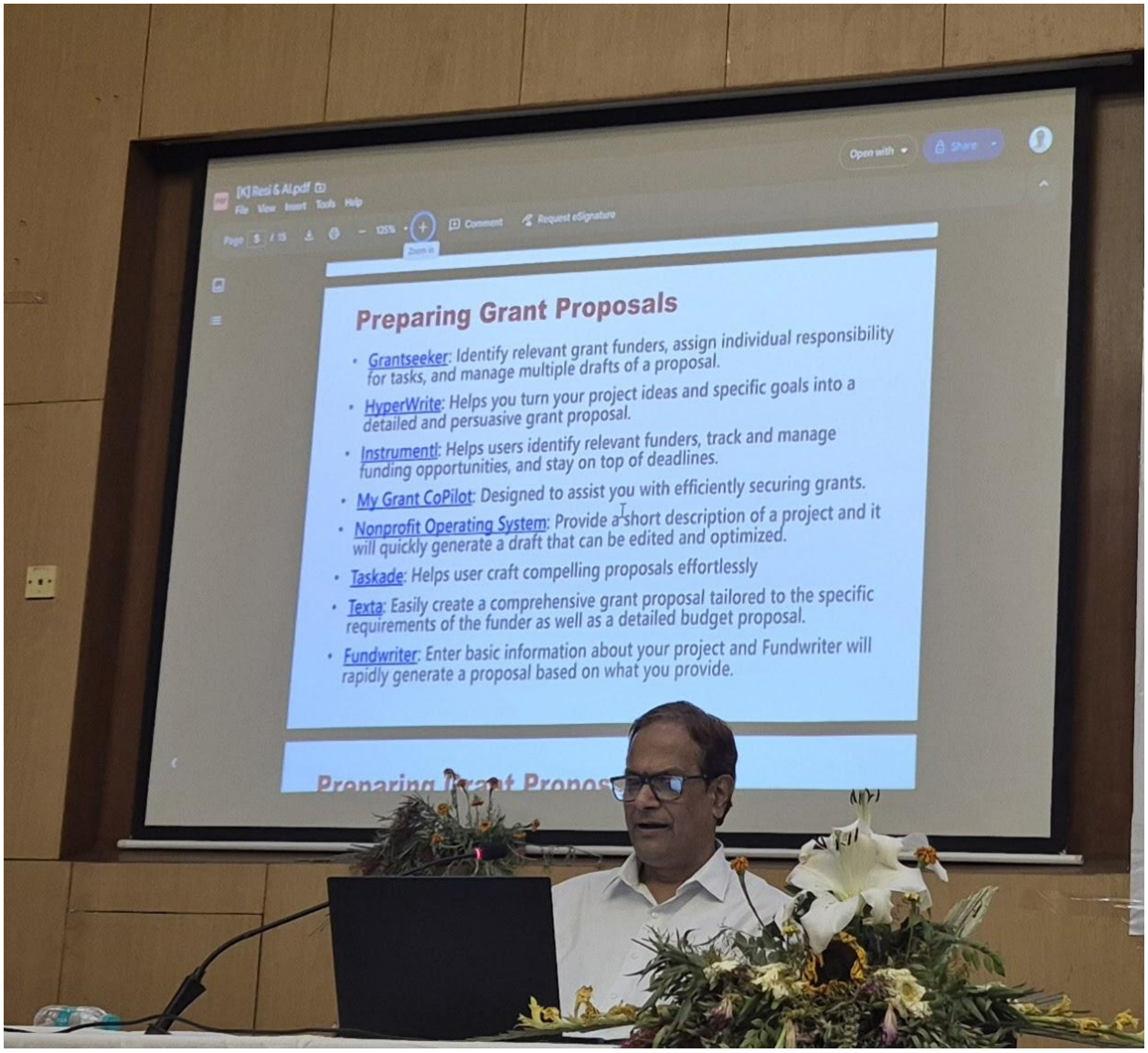
Faculty share one useful AI-generated teaching output.



Session 15
Prof Gopal Sahu delivered lectures on the following topics
Dialectical Method & Ethical Problems in Social Science

Prof. Gopāl Sāhu introduced the dialectical method as a core philosophical research tool for analyzing contradictions and alternatives via steps like thesis-antithesis-synthesis, illustrated by Nāgārjuna's Catuṣkoṭi tetralemma, which examines propositions as true, false, both, or neither to reveal conceptual emptiness.

Dr. Gopāl Sāhu framed research ethics as moral dilemmas across stages like consent and data use, advocating frameworks like care ethics for resolution, while cautioning on AI-related issues such as bias and privacy in human-centered studies.



Session 16 : Prof K Srinvas Dept of Education NIEPA

AI for Lesson Planning and Teaching Design

Conceptual Understanding (25 min)

- AI-assisted lesson planning

min)

Demonstration of tools for:

- Lesson plan generation
- Content summarization
- Slide creation

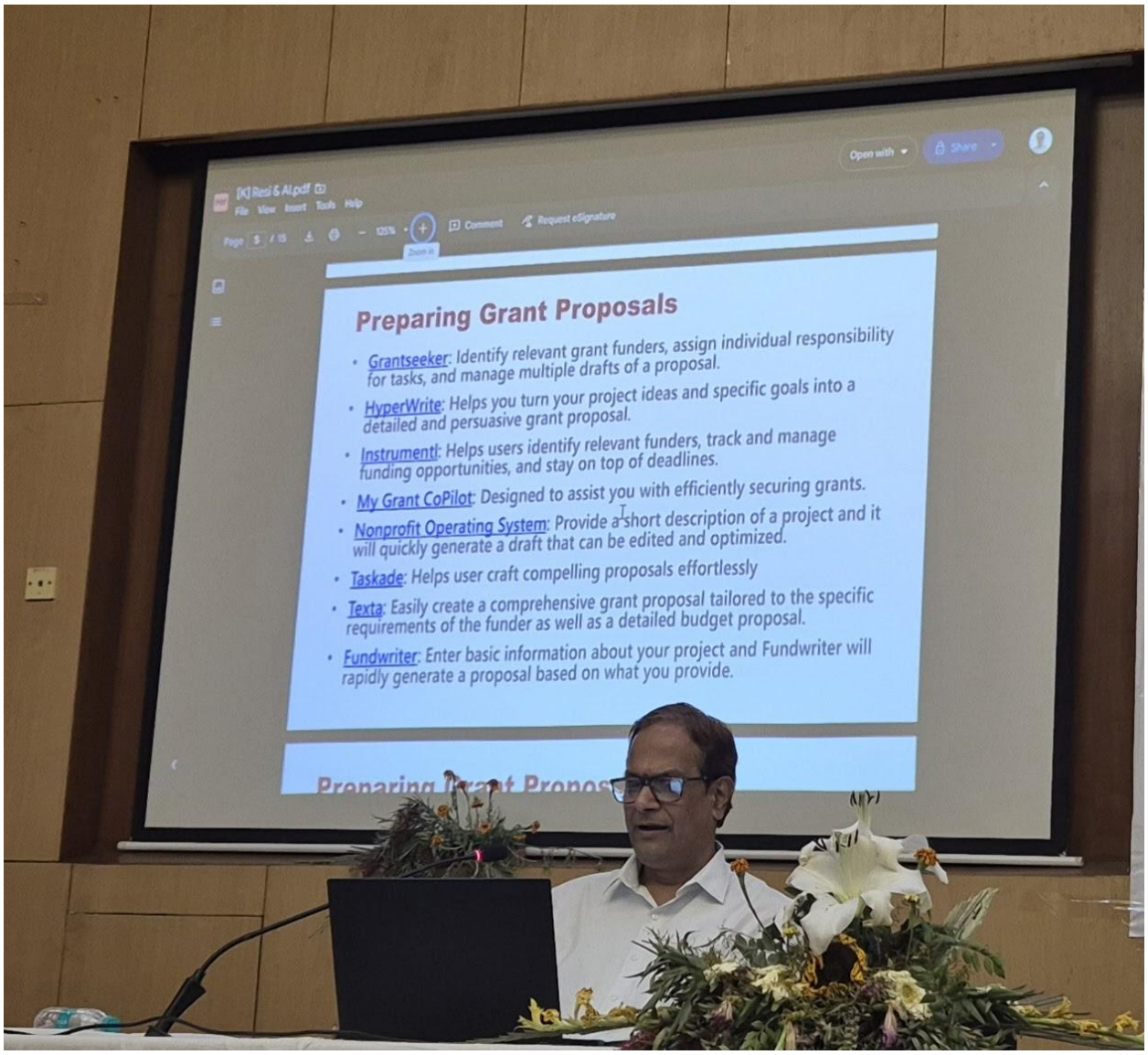
Hands-on Activity (40 min)

Participants design a **AI-assisted lesson plan** including:

- Learning outcomes
- Teaching strategies
- Activities
- Assessment

Reflection (5 min)

Participants discuss how AI improved lesson design.



Session 17

Prof K Srinvas Dept of Education NIEPA

AI for Experiential and Interactive Pedagogy

Conceptual Understanding (25 min)

- AI for experiential learning
- AI-supported inquiry-based learning
- AI in problem-based learning
- Creating simulations and case studies

Tool Demonstration (20 min)

Demonstration of tools for:

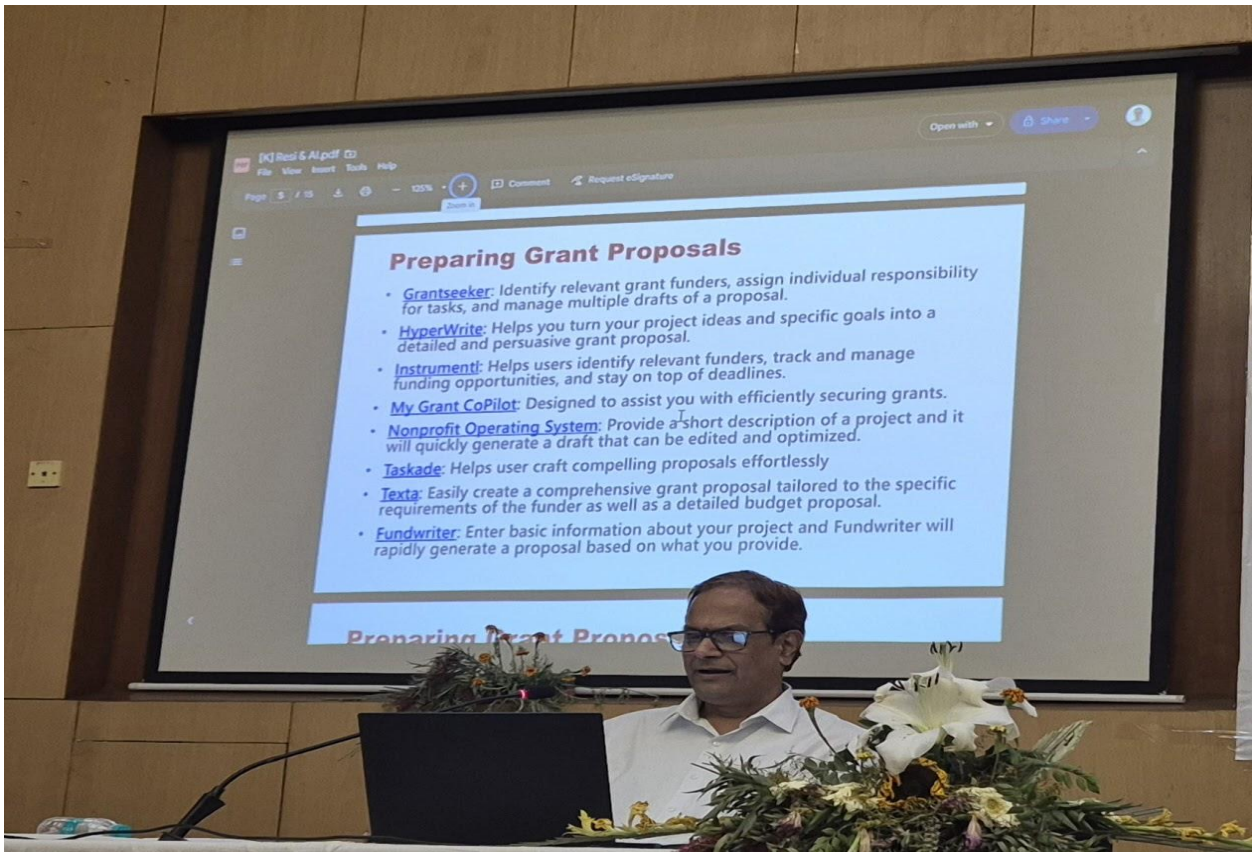
- Case study generation
- Scenario creation
- Interactive activities

Hands-on Activity (40 min)

Faculty create:

- A **real-life case study**
- A **problem-based classroom activity**
- AI-generated discussion prompts

Reflection (5 min)



Session 18 Prof K Srinvas Dept of Education NIEPA

AI for Teaching Resources and Content Creation

Conceptual Understanding (20 min)

- AI for creating teaching materials
- AI for microlearning and digital resources
- Ethical use of AI-generated content

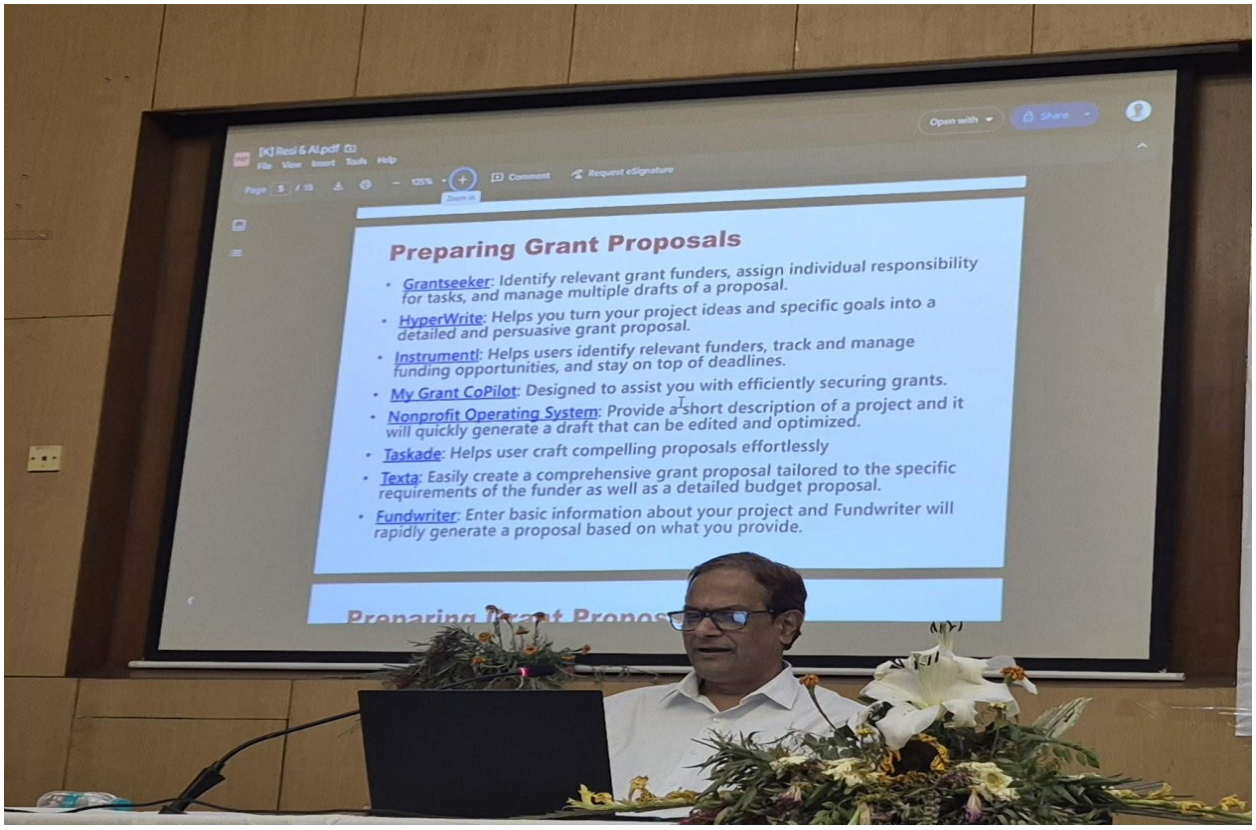
Tool Demonstration (25 min)
Demonstration of tools for:

- Presentation generation
- Image and diagram creation
- Video and animation generation

Hands-on Activity (40 min)
Participants create:

- A **5-slide micro lecture**
- AI-generated visuals
- One short teaching explanation

Reflection (5 min)



Session 19
Comparative Method
Prof. Gopāl Sāhu Dept of Philosophy, University of Allahabad
explained comparative philosophy as systematically contrasting ideas across traditions—e.g., Buddha's Middle Path (avoiding indulgence/asceticism for ethical balance) and Aristotle's Golden Mean (virtue as midpoint between extremes)—to uncover similarities, differences, and intercultural insights.
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Session 21 Prof K Srinvas Dept of Education NIEPA

Introduction to AI in Academic Research & Research Ideation

1. Conceptual Understanding (30 min)

- Role of **AI in the research lifecycle**
- AI-supported **research problem identification**
- AI for **research gap discovery**
- Ethical considerations in using AI in research

2. Tool Demonstration (20 min)

Demonstration of tools for:

- AI assisted **research topic generation**
- Identifying **research gaps**
- Generating **research questions**

Examples:

- ChatGPT / Gemini
- Elicit
- ResearchRabbit

3. Hands-on Activity (35 min)

Participants will:

- Generate **3 research topic ideas** in their discipline
- Identify **one research gap**
- Draft **two possible research questions**

4. Reflection & Discussion (5 min)

Participants share:

- Most promising research idea
- How AI helped refine the idea

Session 22 Prof K Srinvas Dept of Education NIEPA

AI for Literature Review & Research Paper Discovery

1. Conceptual Understanding (25 min)

- Importance of **systematic literature review**
- AI-assisted **paper discovery**
- Mapping **research trends and themes**
- Identifying **high-impact papers**

2. Tool Demonstration (25 min)

Demonstration of:

- Research paper discovery tools
- AI literature mapping

Examples:

- Connected Papers
- Semantic Scholar
- ResearchRabbit
- Elicit

3. Hands-on Activity (35 min)

Participants will:

- Identify **10 relevant research papers**
- Create a **literature map**

- Identify **3 key themes in the literature**

4. Reflection (5 min)

Short discussion:

- How AI improved literature search efficiency



Session 23 Dr Lalan Singh Baghal Topic:- Understanding Research Method in Philosophy



Prof. L. S. Bagal Talk on Understanding Research Methods in Philosophy

Philosophy research methods focus on conceptual analysis, argumentation, and critical inquiry rather than empirical data collection. They emphasize clarity, logic, and systematic exploration of fundamental questions about existence, knowledge, and ethics.

Core Methods

Philosophers use conceptual analysis to break down ideas into basic components, often via thought experiments like the trolley problem to test intuitions. Logical argumentation builds or critiques positions through deductive and inductive reasoning, while textual analysis interprets works by thinkers like Plato or Kant.

- Socratic Method: Dialectical questioning to expose contradictions and refine ideas.

- Phenomenology: Describes lived experiences without preconceptions.

- Hermeneutics: Interprets texts for deeper meaning.

Philosophical Paradigms

Research philosophy divides into ontology (nature of reality), epistemology (theory of knowledge), and axiology (values).

- Positivism: Objective reality, quantitative methods.

- Interpretivism: Subjective understanding, qualitative methods.

- Pragmatism: Flexible, mixed methods.

Key Techniques

Argumentation requires rigorous evidence and evaluation of counterpoints. Thought experiments reveal conceptual limits. Interdisciplinary approaches combine philosophy with scientific methods.

Applications and Challenges

Applied in ethics, metaphysics, and epistemology. Challenges include subjectivity and lack of empirical testing.

Session 24 Dr Lalan Singh Baghal Topic:- Philosophy of Social Science and Method of Social Science



Philosophy of Social Sciences and Methods of Social Sciences

Philosophy of social science examines the foundations, methods, and assumptions of disciplines like sociology, economics, and anthropology.

Core Aims

It clarifies ontological, epistemological, and methodological assumptions. It contrasts positivism with interpretivism.

Major Positions

- Naturalism: Follows natural science methods.

- Interpretivism: Focuses on subjective meanings.

- Critical Theory: Emphasizes social change.

Methods in Social Sciences

- Quantitative: Surveys, statistics, experiments.

- Qualitative: Interviews, ethnography.

- Mixed Methods: Combination of both.

Key Debates

Includes reductionism, normativity, and realism in understanding social phenomena.

Session 25 Prof R.K Mishra Issues in Research Methodology With Sepcial Refrence to Indian Civilization



Prof .R.K. Misra delivered a talk on Issues in Research Methodology with Reference to Indian Civilization

Research methodology refers to the systematic way of studying a subject to discover new knowledge or reinterpret existing knowledge. It includes the methods, tools, techniques, and philosophical foundations used in research. In the context of Indian civilisation, research methodology has a very long and rich history. India has contributed significantly to philosophy, science, medicine, mathematics, linguistics, social thought, and spirituality. However, despite this rich legacy, several issues arise when modern researchers attempt to study Indian civilisation using contemporary research frameworks.

Indian civilisation is not merely historical. It is living, continuous, and deeply rooted in tradition. Therefore, applying modern Western research models without understanding indigenous perspectives often leads to distortions, misinterpretations, and incomplete conclusions. This creates serious methodological challenges.

This note discusses the **major issues in research methodology** with special reference to Indian civilisation. It also highlights the need for integrating **Indian knowledge systems** with modern research approaches.

Nature of Knowledge in Indian Civilization

Indian civilisation views knowledge (*jñāna*) as holistic. Knowledge is not divided strictly into objective and subjective categories. Instead, it includes ethical, spiritual, experiential, and rational dimensions.

Ancient Indian texts such as the **Vedas**, **Upaniṣads**, **Bhagavad Gītā**, and **Arthaśāstra** show that Indian scholars used observation, inference, debate, and introspection as valid sources of knowledge.

However, modern research methodology often emphasizes empirical verification and quantification alone. This creates tension because many aspects of Indian civilisation—such as spirituality, ethics, values, and metaphysical concepts—cannot be measured purely through statistical tools.

Major Issues in Research Methodology Related to Indian Civilization

Dominance of Western Research Paradigms

One of the most serious issues is the dominance of Western research models. Modern Indian research largely follows positivist, empirical, and materialistic frameworks developed in Europe and America. These models are often inadequate to study Indian civilization.

Indian knowledge traditions are based on *śruti* (revealed knowledge), *smṛti* (remembered knowledge), and *anubhava* (direct experience). Western methodologies often dismiss these as unscientific. As a result, indigenous epistemologies are marginalized.

This creates a methodological imbalance where Indian civilisation is interpreted through foreign lenses, leading to partial or biased conclusions.

3. Language and Translation Problems

A major methodological issue arises from language. Most primary sources of Indian civilization are written in Sanskrit, Pāli, Prakrit, Tamil, and other classical languages. Many researchers rely on translations rather than original texts.

Key Indian concepts such as *dharma*, *karma*, *mokṣa*, and *ṛta* have no exact equivalents in English. Translation often distorts their deeper philosophical meanings. This leads to conceptual confusion and methodological errors.

Thus, lack of linguistic competence becomes a serious obstacle in authentic research.

Oral Tradition and Lack of Written Evidence

Indian civilization preserved knowledge through oral traditions for centuries. Texts were memorized and transmitted orally. While this ensured continuity, it creates problems for modern researchers who rely heavily on written documentation.

The absence of precise dates, authorship, and historical chronology makes it difficult to apply modern historical research methods. Oral traditions are often viewed as unreliable, even though they were systematic and disciplined.

This methodological bias undermines indigenous modes of knowledge transmission.

Interdisciplinary Nature of Indian Knowledge

Indian civilization does not compartmentalize knowledge into strict disciplines. Philosophy, science, religion, art, ethics, and politics are interconnected. For example, the **Kautilya** combines economics, politics, sociology, and ethics in the *Arthaśāstra*.

Modern research methodology prefers specialization and narrow focus. This creates difficulty in studying Indian civilization, which requires an interdisciplinary approach. Researchers trained in single disciplines may fail to grasp the holistic vision of Indian thought.

Neglect of Indigenous Research Methods

Ancient Indian scholars developed their own research methods such as:

- *Pratyakṣa* (perception)
- *Anumāna* (inference)
- *Upamāna* (comparison)

- *Śabda* (verbal testimony)

These methods were systematically discussed in schools of logic like Nyāya and Mīmāṃsā. However, modern research methodology rarely incorporates these indigenous tools. The neglect of traditional Indian methodologies leads to epistemic injustice and loss of valuable analytical frameworks.

4. Institutional and Structural Challenges

Colonial Influence on Research Frameworks

Colonial education systems reshaped Indian research according to Western models. Indian civilization was studied as a subject of curiosity rather than a living tradition. This colonial legacy continues to influence curricula and research methods.As a result, Indian civilization is often presented as static, mystical, or irrational, rather than dynamic and rational.

Limited Access to Authentic Sources

Many manuscripts related to Indian civilization remain unpublished or poorly preserved. Ancient centers of learning such as **Nālandā** and **Takṣaśilā** were destroyed, leading to irreversible loss of knowledge.This lack of sources limits empirical verification and poses methodological challenges for researchers.

Lack of Training in Indian Knowledge Systems

Most researchers are trained only in modern research methodology. They lack exposure to Indian epistemology, logic, and textual traditions. This results in superficial analysis and dependence on secondary sources.Without methodological training rooted in Indian civilization, research remains incomplete and externally driven.

Ethical Issues in Research on Indian Civilization

Research methodology also involves ethics. In Indian civilization, ethics (*dharma*) is inseparable from knowledge. However, modern research often prioritizes objectivity over values.

Issues such as misappropriation of indigenous knowledge, commercialization of traditional medicine, and misrepresentation of cultural practices raise serious ethical concerns.

Ignoring ethical dimensions leads to exploitation rather than understanding of Indian civilization.

Need for an Indigenous Research Methodology

To overcome these issues, there is a strong need to develop an indigenous research methodology that integrates Indian and modern approaches. Such a methodology should:

- Respect Indian epistemological traditions

- Encourage interdisciplinary research
- Promote study of original texts
- Balance empirical analysis with experiential knowledge
- Uphold ethical values rooted in Indian civilisation

The National Education Policy (NEP) also emphasizes the revival of Indian knowledge systems, indicating a positive shift.

Conclusion

Research methodology with reference to Indian civilisation faces multiple challenges—epistemological, linguistic, institutional, and ethical. The dominance of Western frameworks, neglect of indigenous methods, and lack of interdisciplinary training limit the depth and authenticity of research. Indian civilisation offers a rich and holistic vision of knowledge. Therefore, research methodology must be adapted to suit its unique nature. A balanced, inclusive, and culturally rooted research approach is essential to do justice to India's civilisational heritage. Only through such an approach can research become meaningful, authentic, and relevant to both academic inquiry and societal development.

Session 26 Prof Madhav Govind Topic:- Measurement and Evaluation

Prof Madhva Govind deleivered a talk on "Issues in Research Measurement and Management with Special Reference to Social Sciences"

Introduction to Research Measurement and Management

In social science research, measurement refers to the process of assigning numbers or categories to phenomena (such as attitudes, income, social capital, or gender identity) according to defined rules. Management of research then involves the systematic planning, organisation, execution, and monitoring of such measurement and analysis so that the study remains credible, valid, and ethically sound.

Unlike the natural sciences, where many variables are directly observable and quantifiable (such as mass or temperature), social science constructs are often latent, complex, and value laden, which makes their measurement especially difficult. Moreover, social science research is typically embedded in diverse cultural, political, and historical contexts, so the same measure may not behave similarly across groups or settings.

Given these conditions, the core issues in research measurement and management in social sciences can be grouped into:

- conceptual and theoretical weaknesses,

- reliability and validity problems,

- context and culture specific biases,
- ethical and political concerns, and
- management challenges in data collection, governance, and dissemination.

Conceptual and Theoretical Issues in Measurement

One major issue in social science measurement is the lack of well developed theories for constructs. Many researchers build scales or tests (for “self esteem”, “social support”, “happiness”) based more on intuition, tradition, or existing questionnaires than on a clear underlying theory of what the construct truly is or how it behaves. This leads to conceptual ambiguity, where different studies use the same term with different meanings, making comparison and replication difficult

Another problem is the theoretical gap between constructs and items. For example, a researcher may claim to measure “social support” with a short list of questions about network size, yet this operationalization ignores the mechanisms (emotional closeness, instrumental help, reciprocity) that theory suggests matter. When theory is weak, statistical models (correlations, factor analyses) are treated as the main source of truth, but no amount of empirical data can compensate for a missing theoretical foundation.

From a management perspective, this means research teams must invest time in conceptual work (defining constructs, reviewing competing theories, justifying operationalisations) rather than rushing into data collection. Without this, project management becomes technically efficient but substantively shallow, increasing the risk of misleading or non replicable findings.

Reliability, Validity, and Methodological Problems

A central concern in social science measurement is reliability and validity. Reliability asks whether scores are consistent across repeated measurements or across similar items; validity asks whether the measure actually captures what it claims to measure. In practice, many studies report only coefficient alpha as a reliability index, even though this statistic is often misinterpreted and does not guarantee accurate measurement of individuals.

Validity problems abound in social science research. For example, in studies on social support and health, composite network scales have been found to contain serious item bias that distorts estimated effects of education, employment status, and income. Such bias occurs when an item’s wording or content is more acceptable or interpretable for some groups than others, yet the scale treats all responses as equivalent. When such flawed measures are embedded in large scale or policy relevant studies, the management of research must confront the risk that decisions are based on invalid or distorted indicators.

Other methodological issues include:

- insufficient scale validation (e.g., failing to test measurement invariance across gender, age, or cultural groups),

- poor translation and adaptation of psychological tests into new languages, where constructs may not be equivalent,

- over reliance on self reports for sensitive topics (e.g., sexual aggression, illicit behaviour), where respondents may under report or misinterpret questions

Managing these issues requires careful instrument development, piloting, and statistical checks built into the research plan, not treated as afterthoughts.

Context, Culture, and Ethical–Political Dimensions

In social sciences, context and culture deeply shape what is measured and how it is interpreted. The same question about "trust in government" or "happiness" may elicit different responses in different societies because of differing political histories, media environments, and norms of expression. Moreover, many social science constructs (e.g., "democracy", "inequality", "well being") are themselves value laden, so measurement choices inevitably reflect theoretical and ideological positions.

This raises ethical and political issues. When researchers translate abstract constructs into operational indicators, they effectively define what counts as important in policy and public discourse. For example, reliance on GDP like metrics for development can marginalise qualitative aspects such as dignity, social cohesion, or environmental sustainability. In applied business or organisational research, the use of "rigorous" or "objective" measures can also influence how reviewers and editors judge work, sometimes privileging quantitative elegance over social relevance.From a management perspective, this means research projects must embed ethical review, reflexivity, and participatory design. Researchers should explicitly acknowledge the limitations of their measures, avoid treating numerical scores as infallible truths, and consider how measurement choices may reinforce or challenge existing power structures.

Management Challenges in Data Governance, Replication, and Policy Use

Beyond the technical quality of measurement, research management in social sciences faces several system level challenges. First, there is a growing recognition that poor measurement contributes to the replication crisis in psychology and other behavioral sciences. When studies rely on short, unvalidated scales, small samples, or selective reporting, even statistically significant findings may not generalise. Managing research therefore requires stronger norms around pre registration, open data, and transparent reporting of measurement decisions.

Second, data governance and privacy become complex when social science research collects sensitive information about individuals (health, income, political views, criminal behaviour). Managing this involves ensuring informed consent, secure storage, anonymisation where possible, and clear communication about how data will be used or shared. At the same time,

overly restrictive data sharing rules can hinder replication and cumulative knowledge growth, so project managers must strike a practical balance between ethics and transparency.

Finally, when social science findings inform policy or public interventions, measurement choices acquire policy weight. A flawed index of "social capital" or "youth vulnerability" can justify interventions that misdiagnose problems or misallocate resources. Effective research management thus includes:

- involving stakeholders (communities, policymakers, practitioners) in defining relevant constructs and indicators,web.iss.u-tokyo.ac+1

- documenting measurement decisions transparently, and

- cautioning users about the limits and uncertainties attached to any social science metric.

In sum, issues in research measurement and management in social sciences are not merely technical; they are theoretical, ethical, and organizational, requiring constant reflection and careful planning at every stage of the research cycle.



Session 27 Prof. R.C Pradhan Topic:- AI, Ethics and Moral Philosophy

MACHINES, INTELLIGENCE AND THE EXTENDED MIND

AI (Artificial Intelligence) is the new technology that has revolutionized our dealings with machines. It has defined the new age of human progress that has ushered in the emergence of the new phenomenon called machine intelligence. The new phenomenon is a human creation and also an extension or augmentation of human intelligence.

The man-made machines called AI systems have emerged as those that enhance human capabilities in thinking, planning and decision making in many spheres of human concern.

AI is a tool of immense possibilities extending from simple acts of thinking, computing, and solving problems to those of use in
machine learning, natural language processing, communication, and other related activities in domains like healthcare, education,finance and trade.

AI is an extension of human intelligence in the sense that AI systems simulate the latter to the extent of being alike the human intelligence. AI therefore does not replace human intelligence but enhances it and makes it more efficient in performing many complicated tasks.

Session 28. Prof.RC Pradhan, Former Member Secretary, ICPR,

ETHICS, MORAL RESPONSIBILITY AND AGENCY

Since AI is used in multiple domains, and since it deals with human life, the question of ethics or morality is bound to arise. Human beings are moral beings, to say the least, since they are expected to follow moral rules in performing their actions. Therefore, human actions are morally

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either good **or** bad. Ethics, broadly, deals with moral values and virtues which human beings realize in their lives.
AI systems as mechanical systems, perform various activities, and so they attract moral evaluation. Being like human agents, AI systems assume agency and so they must follow moral rules, and so be subjected to moral evaluation.

But the question is: Are AI systems moral agents like human beings having freedom of the will? Evidently, as mechanical systems, they lack the agency that is embedded in human nature, and so lack the ability to follow moral **rules** and injunctions.

AI systems cannot therefore directly be responsible morally for their actions. Ultimately, moral responsibility lies with the human agents who have free will and who possess consciousness including moral consciousness. AI systems can have agency in the borrowed or secondary sense, as they are dependent on human agents, and so cannot be on par with the latter who are moral agents ***per se***.



Session 29 Prof. A Natraj Topic:- Tradition, Understanding and interpretation: Theoretic grounding of IKS

The Indian Knowledge System (IKS) represents one of the oldest and most continuous traditions of knowledge in human history. It is not confined to a single discipline or period. Rather, it is a living and evolving system that encompasses philosophy, science, art, ethics, medicine, governance, language, and spirituality. The thematic grounding of the Indian Knowledge System rests on three interrelated pillars: tradition, understanding, and interpretation. Unlike modern knowledge systems that often emphasize fragmentation and specialization, Indian knowledge emphasizes wholeness, continuity, and integration. Knowledge is not viewed merely as information but as wisdom (jñāna) that transforms human life. Therefore, tradition is not seen as rigid or static, understanding is not merely intellectual, and interpretation is not arbitrary. Instead, all three are deeply connected. This article explores how tradition functions as a carrier of knowledge, how understanding emerges through disciplined inquiry, and how interpretation allows the Indian Knowledge System to remain dynamic and relevant across time. Tradition (Paramparā) in the Indian Knowledge System Meaning of Tradition in Indian Thought In the Indian context, tradition (paramparā) does not mean blind adherence to the past.

It refers to an unbroken transmission of knowledge from teacher to student across generations. Tradition ensures continuity while allowing scope for reinterpretation and renewal. Texts such as the Vedas were preserved primarily through oral transmission. This method required precision, discipline, and ethical responsibility. Hence, tradition in India is both intellectual and moral. Tradition serves as the foundation upon which understanding and interpretation are built. Without tradition, knowledge loses its depth and context.

Oral Tradition and Living Knowledge One of the distinctive features of the Indian Knowledge System is its strong oral tradition. Knowledge was memorized, recited, debated, and internalized. This made learning a participatory and experiential process.

The Upaniṣads emerged as dialogical texts, where teachers and students engaged in questioning and reflection. This dialogic tradition shows that Indian knowledge was never dogmatic. Instead, it encouraged inquiry within the framework of tradition. Thus, tradition in India is not opposed to critical thinking. Rather, it provides a stable ground for it.

Tradition as a Dynamic Continuum

Indian tradition recognizes time as cyclical rather than linear. Knowledge is revisited, reinterpreted, and renewed in every age. The Bhagavad Gītā itself is a reinterpretation of Vedic and Upaniṣadic ideas in the context of human action and ethical dilemmas. This shows that tradition in the Indian Knowledge System is dynamic. It adapts to changing social and historical conditions while preserving core principles. Understanding (Bodha) in the Indian Knowledge System Nature of Understanding Understanding in Indian thought goes beyond intellectual comprehension. It involves inner realization, ethical clarity, and experiential insight. True understanding (bodha) transforms the individual.Indian epistemology recognizes multiple sources of knowledge, such as perception (pratyakṣa), inference (anumāna), and verbal testimony (śabda). These are not isolated tools but complementary means of understanding reality. Understanding is therefore holistic and multidimensional.

Role of the Teacher–Student Relationship

The guru–śiṣya tradition plays a central role in shaping understanding. Knowledge is transmitted through personal interaction, dialogue, and lived example. The teacher does not merely transfer information but guides the student toward insight.Ancient centers of learning such as Nālandā exemplified this model. Scholars from different traditions engaged in debates, discussions, and collaborative inquiry.This shows that understanding in Indian knowledge is communal and dialogical, not isolated or mechanical.

Ethical and Spiritual Dimensions of Understanding In the Indian Knowledge System, understanding is inseparable from ethics (dharma). Knowledge without moral responsibility is considered incomplete. This is evident in texts dealing with governance, medicine, and philosophy.For example, the Arthaśāstra integrates political strategy with ethical responsibility. This demonstrates that understanding in Indian civilisation includes social and moral awareness.

Interpretation (Vyākhyā) in the Indian Knowledge System Importance of Interpretation Interpretation is essential for keeping knowledge relevant across time. Indian civilization developed sophisticated methods of interpretation to engage with complex texts and ideas. Schools such as Mīmāṃsā and Vedānta evolved detailed interpretative techniques to understand sacred and philosophical texts. Interpretation was not seen as distortion but as clarification. YThus, interpretation is a creative yet disciplined process.

Commentarial Tradition (Bhāṣya)

One of the most remarkable features of Indian knowledge is the rich commentarial tradition. Scholars wrote commentaries (bhāṣyas), sub-commentaries, and independent interpretations of foundational texts.Thinkers like Śaṅkarācārya reinterpreted Upaniṣadic teachings to address philosophical debates of their time. This shows that interpretation was rooted in tradition but responsive to contemporary challenges. The commentarial tradition ensured continuity without stagnation.

Plurality of Interpretations

Indian civilization accepts the coexistence of multiple interpretations. Truth is approached from different perspectives. This pluralism is reflected in the coexistence of various philosophical schools.Rather than seeking a single authoritative interpretation, the Indian Knowledge System values dialogue and debate. This pluralistic approach strengthens intellectual freedom and tolerance.

Thematic Grounding of the Indian Knowledge System Holism and Integration

The core theme of the Indian Knowledge System is holism. Knowledge is interconnected. Science, philosophy, art, and spirituality are not separate domains but different expressions of the same quest for truth. This holistic vision challenges modern fragmented approaches to knowledge.

Continuity and Adaptability

Another key theme is continuity. Indian knowledge has survived invasions, colonialism, and modernity because it adapts without losing its essence. Tradition, understanding, and interpretation work together to ensure this continuity.

Knowledge as Liberation

In Indian civilisation, the highest goal of knowledge is liberation (mokṣa). Knowledge is not pursued merely for utility or power but for freedom from ignorance and suffering. This ethical and spiritual grounding distinguishes the Indian Knowledge System from purely instrumental approaches to knowledge.

Contemporary Relevance of the Indian Knowledge System

In the present age of environmental crisis, ethical decline, and fragmented knowledge, the Indian Knowledge System offers valuable insights. Its emphasis on harmony, responsibility, and holistic understanding is deeply relevant. Reviving Indian methods of understanding and interpretation can enrich modern education and research methodologies.

Conclusion

Tradition, understanding, and interpretation together form the thematic foundation of the Indian Knowledge System. Tradition provides continuity, understanding ensures depth, and interpretation allows adaptability. None of these can function in isolation.The Indian Knowledge System is not a relic of the past. It is a living tradition that continues to guide human thought and action. Recognizing and engaging with its thematic grounding can lead to more inclusive, ethical, and meaningful knowledge systems in the modern world.



Session 30 Prof Sanjay Kumar Sharma Topic:- Research and Publication Ethics

Prof Sanjay Kumar Sharma delivered a talk on Research and Publication Ethics In recent years, research output has increased rapidly. Publications, citations, impact factors, and rankings have become central to academic life. While this growth is positive, it has also brought serious ethical challenges. Research ethics concerns the moral principles that guide research, while publication ethics focuses on honesty, transparency, and responsibility in publishing research findings. Together, they ensure that knowledge production serves truth, society, and humanity. Without ethics, research loses credibility. Without integrity, publications lose value. Therefore, understanding research and publication ethics is not optional; it is essential for every scholar.

Meaning and Scope of Research Ethics Research ethics refers to the standards of conduct that researchers must follow while planning, conducting, and reporting research. It ensures that research is honest, objective, respectful, and responsible.

Ethical research protects:

- The dignity and rights of participants
- The integrity of data
- The credibility of the researcher
- The trust of society in science and scholarship

Research ethics applies to all disciplines—science, social sciences, humanities,

medicine, and technology.

Core Principles of Research Ethics

Some universally accepted ethical principles include:
1. Honesty – Reporting data, methods, and results truthfully
2. Objectivity – Avoiding bias in design, analysis, and interpretation
3. Integrity – Keeping promises and acting consistently
4. Respect for participants – Protecting privacy, consent, and dignity
5. Accountability – Taking responsibility for one's work
These principles form the moral backbone of research practice.

Ethical Issues in the Research Process

Ethical challenges may arise at every stage of research.

Ethics in Research Design and Data Collection

Researchers must ensure that:
 Research objectives are genuine and meaningful
 Methods are appropriate and transparent
 Data collection does not harm individuals or communities
In human-subject research, informed consent is crucial. Participants must know the

purpose, risks, and benefits of the study and must participate voluntarily.In medical and

health research, international guidelines such as the Declaration of Helsinki

emphasize participant safety and well-being.

Data Fabrication and Falsification

One of the most serious ethical violations in research is data fabrication (making up

data) and data falsification (manipulating data).

Such practices:
 Mislead the academic community
 Waste resources
 Damage public trust
 Can cause real-world harm

Ethical research demands that negative or unexpected results must also be reported

honestly.

Conflict of Interest

A conflict of interest occurs when personal, financial, or institutional interests influence research outcomes. Researchers must disclose any such conflicts openly. Transparency is the key ethical principle here. Publication Ethics: Meaning and Importance Publication ethics refers to the moral standards governing the writing, submission, peer review, and publication of research work. Publishing is not merely about career advancement. It is about contributing reliable knowledge to the academic community. Organizations such as the Committee on Publication Ethics provide guidelines to maintain ethical standards in scholarly publishing. Plagiarism: A Major Ethical Concern Plagiarism is the act of presenting someone else's work, ideas, or words as one's own without proper acknowledgment. Types of plagiarism include:Direct plagiarism; Self-plagiarism; Mosaic plagiarism Improper citation Plagiarism violates academic honesty and intellectual property rights. Even unintentional plagiarism is considered unethical. Proper citation and referencing are essential ethical practices.

Authorship Ethics

Authorship must reflect actual contribution to the research. Ethical issues arise when:

 Non-contributors are listed as authors (gift authorship)

 Actual contributors are excluded (ghost authorship)

 Order of authorship is manipulated unfairly

Authorship should be decided transparently and collectively before submission.

Duplicate and Predatory Publications

Duplicate publication refers to publishing the same research in multiple journals without disclosure. This distorts academic records and inflates research output unfairly.

Predatory journals exploit researchers by charging publication fees without proper peer review. Publishing in such journals harms academic credibility. Researchers must verify the authenticity of journals before submission.

Peer Review and Ethical Responsibility

Peer review is the backbone of academic publishing. It ensures quality, originality, and relevance.

Ethical responsibilities of reviewers include:

 Maintaining confidentiality

 Avoiding personal bias

 Declaring conflicts of interest

 Providing constructive feedback

Similarly, editors must ensure fairness, transparency, and independence in editorial decisions.

Institutional and Regulatory Frameworks

In India, research and publication ethics are supported by regulatory bodies such as the University Grants Commission, which mandates courses on Research and Publication Ethics (RPE) for PhD scholars. Institutions also establish ethics committees to review research proposals involving human or animal subjects. Such frameworks promote a culture of ethical awareness and accountability.

Ethics in the Digital and AI Era

With the rise of digital tools, open-access platforms, and artificial intelligence, new

ethical challenges have emerged.

Issues include:
 Misuse of AI-generated content
 Data privacy violations
 Manipulation of images and results
 Over-reliance on metrics like impact factor
Ethical research in the digital age requires responsible use of technology,

transparency, and continuous ethical reflection.

Why Research and Publication Ethics Matter

Ethics in research and publication:
 Protects the credibility of knowledge
 Builds trust between researchers and society
 Ensures fairness and justice
 Encourages genuine innovation
 Preserves the dignity of academia

Ethical research contributes not only to academic excellence but also to social well-being.

Conclusion

To conclude, research and publication ethics are the foundation of responsible scholarship. They guide researchers in choosing the right methods, reporting truthfully, respecting others' work, and contributing meaningfully to knowledge.In an era of intense competition and pressure to publish, ethics must not be compromised. Integrity is more valuable than numbers. Quality is more important than quantity. Let us remember that research is not only about what we discover, but also about how we discover it.



Valedictory Session of ICSSR-Sponsored 10 Days Research Methodology Course at Gautam Buddha University, Greater Noida, Uttar Pradesh

The valedictory session of the ICSSR-sponsored 10 Days Research Methodology Course (RMC) was successfully आयोजित at Gautam Buddha University (GBU), marking the culmination of an intensive academic engagement aimed at enhancing research capabilities in social sciences and interdisciplinary studies.



The program report was formally presented by the Course Director, Dr. Chintala Venkata Sivasai, who highlighted the objectives, structure, and outcomes of the course. He emphasized that the program provided scholars with comprehensive exposure to research design, methodological tools, data analysis, academic writing, and the integration of emerging technologies such as Artificial Intelligence in research.



Delivering the special address, Prof. S. Dhanalakshmi, Dean, School of Biotechnology, expressed her appreciation for the successful organization of the course and extended her best wishes for its continued impact in nurturing quality research and academic excellence.



In the presidential address, Prof. Chander Kumar Singh, Registrar, Gautam Buddha University, elaborated on the growing significance of Artificial Intelligence (AI) in contemporary academia. He underscored the transformative role of AI in social sciences and philosophy, highlighting its potential to reshape research methodologies and knowledge production in the present scenario.



The keynote address was delivered by Prof. R. C. Pradhan, Former Member Secretary, Indian Council of Philosophical Research (ICPR). He provided deep insights into the role of Artificial Intelligence in research while critically examining its limitations. He also emphasized the importance of AI ethics, stressing the need for a balanced and responsible integration of technology in academic inquiry.



The session witnessed active participation from research scholars representing various universities across different states of India, reflecting the program's national outreach and interdisciplinary relevance.



The event concluded with a formal Vote of Thanks by Dr. Chintala Venkata Sivasai, HoD, School of Buddhist Studies and Civilization, and Director, International Affairs, GBU, who expressed gratitude to all dignitaries, participants, and organizers for their valuable contributions. The MC of the program Dr. Arnandar.



कार्यक्रम के उद्घाटन सत्र की अध्यक्षता विश्वविद्यालय के कुलपति प्रो. राणा प्रताप सिंह ने की। अपने अध्यक्षीय संबोधन में उन्होंने कहा कि सामाजिक विज्ञान का शोध समाज की वास्तविक समस्याओं से जुड़ा होना चाहिए। उन्होंने कहा कि आज के समय में कृत्रिम बुद्धिमत्ता मानव जीवन की गुणवत्ता को बेहतर बनाने में महत्वपूर्ण भूमिका निभा रही है और सामाजिक चुनौतियों के समाधान के लिए अंतर्विषयक शोध पद्धतियों को अपनाना आवश्यक है।

कार्यक्रम के मुख्य अतिथि और मुख्य वक्ता Jawaharlal Nehru University, नई दिल्ली के प्रो. मनोज कुमार जेना ने कृत्रिम बुद्धिमत्ता के युग में सामाजिक विज्ञान की शोध पद्धति की प्रासंगिकता पर विस्तृत व्याख्यान दिया। उन्होंने सामाजिक विज्ञान में शोध की विभिन्न प्रक्रियाओं पर प्रकाश डालते हुए कहा कि शोध को अधिक सामाजिक रूप से प्रासंगिक और प्रभावी बनाने की आवश्यकता है, ताकि इससे समाज और व्यक्तियों के जीवन में सकारात्मक बदलाव आ सके।

विश्वविद्यालय के रजिस्ट्रार प्रो. चंद्र कुमार सिंह ने कहा कि सामाजिक विज्ञान और अन्य वैज्ञानिक क्षेत्रों के बीच मजबूत अंतर्विषयक सहयोग से ही मानव जीवन और समकालीन सामाजिक समस्याओं को बेहतर ढंग से समझा जा सकता है।

कार्यक्रम की शुरुआत प्रो. राजीव वर्शनी, डीन अकादमिक और डीन, स्कूल ऑफ बुद्धिस्ट स्टडीज एंड सिविलाइजेशन, के स्वागत भाषण से हुई। उन्होंने रिसर्च मेथडोलॉजी कोर्स के उद्देश्यों और आधुनिक शोध में एआई आधारित उपकरणों के महत्व पर प्रकाश डाला।

कोर्स डायरेक्टर और विभागाध्यक्ष डॉ. चिंतला वेंकट शिवासाई ने दस दिवसीय पाठ्यक्रम की थीम और महत्व पर विस्तार से जानकारी दी। उन्होंने बताया कि यह कोर्स शोधार्थियों को सामाजिक विज्ञान और दर्शन में शोध पद्धतियों की व्यापक समझ प्रदान करने के साथ-साथ आधुनिक विश्लेषणात्मक और एआई समर्थित शोध उपकरणों के उपयोग से भी परिचित कराएगा। अंत में उन्होंने धन्यवाद ज्ञापन भी प्रस्तुत किया।

कार्यक्रम में विभिन्न विश्वविद्यालयों के संसाधन विशेषज्ञ, शोधार्थी, संकाय सदस्य, विभिन्न स्कूलों के डीन, विभागाध्यक्ष तथा स्कूल ऑफ बुद्धिस्ट स्टडीज एंड सिविलाइजेशन के शिक्षक और कर्मचारी उपस्थित रहे।

यह दस दिवसीय कोर्स व्याख्यान, चर्चा और प्रशिक्षण सत्रों के माध्यम से रिसर्च डिजाइन, डेटा विश्लेषण, अकादमिक लेखन, अंतर्विषयक दृष्टिकोण तथा सामाजिक विज्ञान के शोध में एआई के उपयोग जैसे महत्वपूर्ण विषयों पर केंद्रित रहेगा।

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वीजीआईपी कार्यक्रम को लेकर नोएडा इंटरनेशनल एयरपोर्ट पर हाई अलर्ट, अफसर मुख्य सचिव ने तैयारियों का लिया जायजा March 21, 2026

कल का पंचांग, 22 मार्च 2026, जानिए शुभ एवं अशुभ मुहूर्त March 21, 2026

ग्रेटर नोएडा-जेवर- दादरी में कड़ी सुरक्षा के बीच ईद की नमाज अदा, अमन-चैन की दुआएं March 21, 2026

इंडिया एक्सपो मार्ट में "मिराज सिनेमा" की शुरुआत, ग्रेटर नोएडा को मिला नया मल्टीप्लेक्स March 21, 2026

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जेवर एयरपोर्ट उद्घाटन को लेकर भाजपा की मंडलों में मैराथन बैठकें, ऐतिहासिक जनभागीदारी का आह्वान March 21, 2026

तेंदुए से भिड़े बच्चों को सीएम योगी ने किया सम्मानित, "अरण्य समागम" का भव्य शुभारंभ March 21, 2026

50 लाख के 220 गुम मोबाइल बरामद, पुलिस ने लोगों के चेहरे पर लौटाई मुस्कान March 21, 2026

उमंग 2083 में सिटी पार्क खचाखच, प्रतियोगिताओं और सांस्कृतिक कार्यक्रमों ने बांधा समां March 21, 2026

घुंघरूओं की गूंज और चक्करदार लंघ ने बांधा समां, उमंग मेले में कथक प्रस्तुति ने दर्शकों को किया मंत्रमुग्ध March 20, 2026

फेथ फिजियोथैरेपी एण्ड रिहैब सेंटर



ग्रेटर नोएडा | शिक्षा

गौतम बुद्ध विश्वविद्यालय में 9 मार्च से एआई आधारित शोध कार्यप्रणाली पर 10 दिवसीय पाठ्यक्रम

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By Tenteam_hindi — Last updated Mar 5, 2026

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कार्यक्रम का उद्घाटन सत्र 9 मार्च को आयोजित किया जाएगा। उद्घाटन समारोह में विश्वविद्यालय के कुलपति प्रो. राणा प्रताप सिंह मुख्य संरक्षक के रूप में उपस्थित रहेंगे और कार्यक्रम का शुभारंभ करेंगे।

यह शोध कार्यप्रणाली पाठ्यक्रम कोर्स डायरेक्टर डॉ. चिंतला वेंकट शिवासाई के निर्देशन में आयोजित किया जा रहा है, जो विश्वविद्यालय में अंतरराष्ट्रीय मामलों के निदेशक होने के साथ-साथ स्कूल ऑफ बौद्ध स्टडीज एंड सिविलाइज़ेशन के अध्यक्ष भी हैं।

विश्वविद्यालय प्रशासन के अनुसार इस पाठ्यक्रम का उद्देश्य शोधार्थियों, युवा शोधकर्ताओं और संकाय सदस्यों की शोध क्षमता को मजबूत करना है। कार्यक्रम के दौरान प्रतिभागियों को सामाजिक विज्ञान और दर्शन के क्षेत्र में आधुनिक शोध पद्धतियों से परिचित कराया जाएगा। साथ ही अकादमिक अनुसंधान में आर्टिफिशियल इंटेलिजेंस के बढ़ते उपयोग और उसके व्यावहारिक पहलुओं पर भी विशेष प्रशिक्षण दिया जाएगा।

दस दिनों तक चलने वाले इस गहन प्रशिक्षण कार्यक्रम में प्रतिभागियों को गुणात्मक और मात्रात्मक शोध विधियों, शोध प्रारूप (रिसर्च डिजाइन), डाटा विश्लेषण और अकादमिक लेखन की विस्तृत जानकारी दी जाएगी। इसके अलावा शोध समस्या की पहचान, दार्शनिक शोध पद्धतियों की समझ, शोध नैतिकता, संदर्भण शैली और शोध रिपोर्ट व शोध प्रबंध लेखन से जुड़े महत्वपूर्ण पहलुओं पर भी विशेषज्ञों द्वारा सत्र आयोजित किए जाएंगे।

कार्यक्रम के दौरान भारतीय ज्ञान परंपरा, उपनिवेश-विमर्श आधारित शोध दृष्टिकोण, पुस्तकालय और ई-लाइब्रेरी संसाधनों के प्रभावी उपयोग तथा शोध प्रक्रिया में एआई उपकरणों के जिम्मेदार और नैतिक उपयोग जैसे विषयों पर भी व्याख्यान होंगे।

इस पाठ्यक्रम में देश के विभिन्न विश्वविद्यालयों और संस्थानों से जुड़े प्रतिष्ठित विद्वान और विशेषज्ञ मुख्य वक्ता के रूप में भाग लेंगे। कार्यक्रम में मुख्य व्याख्यान, आमंत्रित लेक्चर, पैनल चर्चा और इंटरैक्टिव सत्र आयोजित किए जाएंगे, जिससे प्रतिभागियों को विषय की गहन समझ मिल सके।

इसके साथ ही प्रतिभागियों को साहित्य समीक्षा, डाटा विश्लेषण और डाटा विज़ुअलाइज़ेशन के लिए एआई समर्थित उपकरणों का व्यावहारिक प्रशिक्षण भी दिया जाएगा। विशेषज्ञ शोध में डिजिटल तकनीकों के जिम्मेदार उपयोग और अकादमिक ईमानदारी के महत्व पर भी मार्गदर्शन देंगे।

कार्यक्रम का समापन 18 मार्च 2026 को वैलिडिक्टरी सत्र के साथ होगा। इस दौरान प्रतिभागी एआई आधारित उपकरणों और उन्नत शोध पद्धतियों का उपयोग करते हुए तैयार किए गए अपने शोध प्रस्ताव या लघु शोध परियोजनाओं की प्रस्तुति देंगे।

कोर्स डायरेक्टर डॉ. चिंतला वेंकट शिवासाई ने बताया कि यह पहल सामाजिक विज्ञान और दर्शन के क्षेत्र में शोध की गुणवत्ता को बेहतर बनाने की दिशा में महत्वपूर्ण कदम है। उनके अनुसार इस कार्यक्रम के माध्यम से शोधकर्ताओं को आधुनिक पद्धतिगत कौशल और अंतःविषय दृष्टिकोण प्राप्त होगा, जिससे भारत में नवाचारी और प्रभावशाली अनुसंधान को प्रोत्साहन मिलेगा।

प्रिय पाठकों एवं दर्शकों, प्रतिदिन भारत सरकार , दिल्ली सरकार, राष्ट्रीय एवं दिल्ली राजनीति , दिल्ली मेट्रो, दिल्ली पुलिस तथा दिल्ली नगर निगम, NDMC, नोएडा, ग्रेटर नोएडा, यमुना एक्सप्रेसवे क्षेत्र की ताजा एवं बड़ी खबरें पढ़ने के लिए hindi.tennews.in : **राष्ट्रीय न्यूज पोर्टल** को विजिट करते रहे एवं अपनी ई मेल सबमिट कर सब्सक्राइब भी करे। विडियो न्यूज़ देखने के लिए TEN NEWS NATIONAL यूट्यूब चैनल को भी ज़रूर सब्सक्राइब करे।

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कार्यक्रम की विस्तृत रिपोर्ट निदेशक डॉ. चिंतला वेंकट शिवसाई द्वारा प्रस्तुत की गई। उन्होंने पाठ्यक्रम के उद्देश्यों, संरचना तथा उपलब्धियों पर प्रकाश डालते हुए बताया कि इस कार्यक्रम के माध्यम से शोधार्थियों को शोध रूपरेखा निर्माण, अनुसंधान पद्धतियों, आँकड़ा विश्लेषण, शैक्षणिक लेखन तथा कृत्रिम बुद्धिमत्ता जैसी उभरती तकनीकों के उपयोग की व्यापक जानकारी प्रदान की गई।

विशिष्ट संबोधन में प्रोफेसर एस. धनलक्ष्मी, अधिष्ठाता, स्कूल ऑफ़ बायोटेक्नोलॉजी ने कार्यक्रम के सफल आयोजन की सराहना करते हुए इसके माध्यम से गुणवत्तापूर्ण शोध एवं शैक्षणिक उत्कृष्टता को बढ़ावा मिलने की कामना की।

अध्यक्षीय संबोधन में प्रोफेसर चंदर कुमार सिंह, कुलसचिव, गौतम बुद्ध विश्वविद्यालय ने समकालीन शिक्षा जगत में कृत्रिम बुद्धिमत्ता के बढ़ते महत्व पर विस्तार से चर्चा की। उन्होंने सामाजिक विज्ञान एवं दर्शन के क्षेत्र में कृत्रिम बुद्धिमत्ता की परिवर्तनकारी भूमिका को रेखांकित करते हुए कहा कि यह वर्तमान समय में शोध पद्धतियों एवं ज्ञान सृजन को नई दिशा प्रदान कर रही है।

मुख्य वक्तव्य प्रोफेसर आर. सी. प्रधान, पूर्व सदस्य सचिव, भारतीय दार्शनिक अनुसंधान परिषद द्वारा दिया गया। उन्होंने शोध में कृत्रिम बुद्धिमत्ता की भूमिका पर गहन विचार प्रस्तुत करते हुए इसकी सीमाओं का भी आलोचनात्मक विश्लेषण किया। साथ ही उन्होंने कृत्रिम बुद्धिमत्ता के नैतिक पहलुओं पर बल देते हुए शैक्षणिक अनुसंधान में तकनीक के संतुलित एवं जिम्मेदार उपयोग की आवश्यकता पर जोर दिया।

इस सत्र में देश के विभिन्न राज्यों के विश्वविद्यालयों से आए शोधार्थियों ने सक्रिय सहभागिता की, जो कार्यक्रम की राष्ट्रीय पहुंच एवं अंतर्विषयी प्रासंगिकता को दर्शाता है।

कार्यक्रम का समापन धन्यवाद ज्ञापन के साथ हुआ, जिसे डॉ. चिंतला वेंकट शिवसाई, विभागाध्यक्ष, बौद्ध अध्ययन एवं सभ्यता विद्यालय तथा निदेशक, अंतरराष्ट्रीय संबंध, गौतम बुद्ध विश्वविद्यालय ने प्रस्तुत किया। उन्होंने सभी अतिथियों, प्रतिभागियों एवं आयोजकों के प्रति आभार व्यक्त किया।

RANA PRATAP SINGH GBU

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पुलिस कमिश्नर गौतमबुद्धनगर श्रीमती लक्ष्मी सिंह के निर्देशन में प्रभारी डीसीपी महिला सुरक्षा श्रीमती अनुकृति शर्मा द्वारा एसीपी महिला सुरक्षा श्रीमती दीक्षा सिंह के साथ महिला थाना का औचक निरीक्षण किया गया।

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Greater Noida News (19/03/2026): A ten-day Research Methodology Course (RMC), sponsored by the Indian Council of Social Science Research, concluded on a high note at Gautam Buddha University with a formal valedictory session, marking the successful completion of an intensive academic initiative focused on advancing research skills in social sciences and interdisciplinary domains.

The programme was designed to enhance participants' understanding of contemporary research practices and methodologies. Presenting the course report, Course Director Dr. Chintala Venkata Sivasai elaborated on the structure and objectives of the programme. He highlighted that the participants underwent rigorous training in research design, methodological frameworks, data analysis techniques, and academic writing. He also emphasized the integration of emerging tools, including Artificial Intelligence, in modern research practices.

Delivering the special address, Prof. S. Dhanalakshmi, Dean of the School of Biotechnology, commended the successful execution of the programme. She expressed optimism that such initiatives would significantly contribute to strengthening academic research standards and fostering a culture of innovation and excellence.

In his presidential address, Registrar Prof. Chander Kumar Singh underscored the increasing relevance of Artificial Intelligence in higher education and research. He pointed out that AI is playing a transformative role across disciplines, including social sciences and philosophy, by reshaping traditional research methodologies and influencing knowledge creation.

The keynote address was delivered by Prof. R. C. Pradhan, former Member Secretary of the Indian Council of Philosophical Research. He provided a balanced perspective on the use of Artificial Intelligence in academic research, acknowledging its potential while also drawing attention to its inherent limitations. He stressed the importance of ethical considerations and called for a responsible and thoughtful adoption of technology in scholarly work.

The programme saw enthusiastic participation from research scholars representing institutions from across the country, highlighting its national outreach and interdisciplinary importance.

The event concluded with a formal vote of thanks by Dr. Chintala Venkata Sivasai, who also serves as Head of the School of Buddhist Studies and Civilization and Director of International Affairs at the university. The valedictory session was conducted by Dr. Anand, who efficiently anchored the proceedings as the Master of Ceremonies.

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Some Glimpses of Photos in Ten Days RMC














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