

<b>Course title: Research Methodology</b>				
<b>Course code:</b> RPR 271		<b>No. of credits:</b> 3	<b>L-T-P:</b> 36-0-12	<b>Learning hours:</b> 42
<b>Pre-requisite course code and title (if any):</b> None				
<b>Department:</b> Policy Studies				
<b>Course coordinator(s):</b> Dr Swarup Dutta			<b>Course instructor(s):</b>	
<b>Contact details:</b> <a href="mailto:swarup.dutta@terisas.ac.in">swarup.dutta@terisas.ac.in</a>				
<b>Course type:</b>			<b>Course offered in:</b>	
<b>Course description</b> Research Methodology course has been designed to impart the fundamentals of methods and techniques of academic research among the research scholars. The scholars will be trained and oriented with various components of research – starting from philosophy of research to review of literature, problem definition, research design, data collection, data analysis, report writing, and presentation. It will also discuss the validity, reliability, limitations, benefits, appropriateness, and challenges of using qualitative and quantitative research. The students will be writing a concept note based on their areas of research and will develop full length research proposal subsequently.				
<b>Course objectives</b>				
<ul style="list-style-type: none"> <li>▪ To widen students' perspective by providing them an exposure to basics of research methodology</li> <li>▪ To develop students' analytical skills and ability to think logically in addressing issues and challenges related to their own field of research</li> </ul>				
<b>Course content</b>				
<b>Module</b>	<b>Topic</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.	<b>Research Philosophy</b> The focus of this module is to give an overview of research philosophy including research paradigm, methodology and methods. The basic concepts of quantitative and qualitative research methodology will be discussed under three philosophical approaches like positivism, interpretivism and critical. Apart from these philosophical approaches, there is a rise of mixed method approach. After knowing the pros and cons of each approach, the students will be able to decide which approach should be adopted and why. Hence, they will be oriented with the research paradigms like – <ul style="list-style-type: none"> <li>▪ Positivism</li> <li>▪ Interpretivism</li> <li>▪ Critical</li> <li>▪ Mixed Method</li> </ul>	2		
2.	<b>Review of Literature</b> Purpose of this module is to make the students to know the significance and the process of review of existing literature, critical review of literature and identification of gaps and identification of various sources of information. At the end of the module, the students will be able to understand and write the literature review systematically. The following topics will be covered under this module: <ul style="list-style-type: none"> <li>▪ Types of literature review (Argumentative, integrative, methodological, theoretical review)</li> <li>▪ Steps of review process</li> <li>▪ Writing literature review</li> </ul>	4		4
3.	<b>Designing Research</b> Purpose of this module is to make the students understand how to reach at conceptual and theoretical framework and determine correct research questions. Through this module the students will be competent enough to understand what research problem is and what is not. Eventually, they will be	6		4

	<p>able to formulate hypothesis, objectives, and research questions. The following topics will be covered under this module:</p> <ul style="list-style-type: none"> <li>- Types of Research Design</li> <li>- Research process: Defining research problem, variable, objectives, hypothesis, Developing research questions</li> </ul>			
4.	<p><b>Research Method and Tools:</b></p> <p>The purpose of this module is to understand various tools and techniques of data collection. It starts with the nature of data and the collection secondary and primary data, etc. Hence, the researcher requires respective tools or techniques to serve the purpose of the research. Tools may vary in complexity, interpretation, design, and administration. Each tool is suitable for the collection of certain type of information. One must select from the available tools those which will provide data s/he seeks for testing hypothesis or answering specific research questions. The following topics will be covered accordingly:</p> <ul style="list-style-type: none"> <li>▪ <b>Nature of data</b> (primary and secondary data, qualitative and quantitative data)</li> <li>▪ <b>Collecting secondary data:</b> (types, suitability of data, authentication and credibility)</li> <li>▪ <b>Collecting primary data:</b> <ul style="list-style-type: none"> <li>▪ <b>Sampling design</b> (census and sample survey, implications of a sample design, steps in sampling design, criteria of selecting a sampling procedure/ types of sample design – probability and non-probability)</li> <li>▪ <b>Data collection methods:</b> <ul style="list-style-type: none"> <li>▪ Questionnaire and Schedule</li> <li>▪ Interviews (structured, semi-structured and unstructured)</li> <li>▪ Observation (participant and non-participant);</li> <li>▪ Focus group discussion</li> <li>▪ Ethnography</li> <li>▪ Case Study Method</li> </ul> </li> <li>▪ <b>Validity and reliability/triangulation</b></li> </ul> </li> </ul>	10		4
5.	<p><b>Quantitative Data Analysis</b></p> <p>The aim of this module is to introduce students with the basics of the quantitative methods for research. The primary objective is to build a sense of quantitative techniques among the scholars. This module would describe the following quantitative methods under various research problems –</p> <ul style="list-style-type: none"> <li>▪ Methods of descriptive data analysis – various methods of central tendency and dispersions</li> <li>▪ Concept of theoretical distribution – discrete and continuous</li> <li>▪ Concept of hypothesis testing</li> <li>▪ Correlation &amp; causality – relationship between/among variables</li> <li>▪ Regression – simple &amp; multiple, forecasting &amp; determinants</li> </ul>	8		
6.	<p><b>Qualitative Data analysis</b></p> <p>The purpose of this section is to understand the procedures to analyse the qualitative information that has been collected during empirical data collection. The analysis is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data. In this module various steps of qualitative data analysis will be covered:</p> <ul style="list-style-type: none"> <li>▪ Steps in analysing qualitative data</li> </ul>	4		

	<ul style="list-style-type: none"> <li>▪ Analysis of text, documents, and discourse</li> </ul>			
7.	<p><b>Research Proposal and thesis writing</b></p> <ul style="list-style-type: none"> <li>▪ In this section students will be oriented with the various steps of research proposal writing and thesis writing. The students will be given hands on training for writing research proposal by taking a topic from their respective research areas.</li> </ul>	2		
	Total	36		<b>12</b>
<p><b>Evaluation criteria (min 3):</b></p> <p><b>Test 1: Submission of Concept Note on the topic of students' research interest (20 %)</b></p> <ul style="list-style-type: none"> <li>▪ (1) Identification of Research Paradigm; (2) Identification of Research Problem (3) formulating the objectives and hypothesis</li> </ul> <p><b>Test 2: Submission of Research Proposal -- 80%</b></p> <p><b>i) Structure:</b> 1) Research problem statement and background 2) Research rationale 3) Review of Literature and identification of research gaps (4) Research objectives and questions (5) Research methods (6) Research limitation (7) Reference</p> <p><b>ii) Indicators for assessment:</b> (a) Identification of research problem; (b) Identification of research objectives and questions and methodology; (c) Structure and form; (d) Content, language, clarity (Academic Merit); (e) Sincerity and timely submission (f) number and types of literatures cited</p>				
<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>– <b>From the Assignment 1</b>, the students will be able to conceptualize the research idea and initiate a process for carrying out independent research pertaining to any specific issue.</li> <li>– <b>From the Assignment -2</b>, students will be enabled to write a full-fledged research proposal.</li> </ul>				
<p><b>Pedagogical approach</b></p> <ul style="list-style-type: none"> <li>– In order to support active learning, the lectures in this course will be supplemented with practical work. The emphasis of these practical hours (reviewing literatures, formulating research problem, research questions and objectives, preparing interview schedule, conducting FGD etc.) will be to encourage active involvement of students in undertaking tasks that help them better understand concepts / methods / tools in social research. Students will practice and learn by conducting interviews, focus groups, participatory exercises and survey methods. Role-plays, in-class activities and group exercises will be extensively used.</li> </ul>				
<p><b>Course Reading Materials</b></p> <p><b>Module 1 Research Philosophy</b></p> <ul style="list-style-type: none"> <li>▪ Bryman, Alan. (2012) Social Research Methods, Oxford University Press, New Delhi (Chapter 2 and 5)</li> <li>▪ Corbetta P. (2003) Social Research, Theory, Methods and Techniques, Sage Publication, New Delhi (Chapter 1)</li> <li>▪ Walliman, N. (2011) Research Methods, The Basics. Routledge: UK (Chapter 1 &amp; 2)</li> <li>▪ Sarantakos, S. (1998) Social Research. Macmillan Press: Australia (Chapter 2)</li> <li>▪ Cresswell JW (2014) Research Design, Qualitative, Quantitative and Mixed Method Approach, Sage: New Delhi (Chapter 1)</li> </ul> <p><b>Module 2 Review of Literature</b></p> <ul style="list-style-type: none"> <li>▪ Bryman, Alan. (2012) Social Research Methods, Oxford University Press, New Delhi (Chapter 5)</li> <li>▪ Cresswell JW (2014) Research Design, Qualitative, Quantitative and Mixed Method Approach, Sage: New Delhi (Chapter 2)</li> <li>▪ Walliman, N. (2011) Research Methods, The Basics. Routledge: UK (Chapter 4 &amp; 5))</li> </ul>				

### **Module 3 Designing Research**

- Bryman, Alan. (2012) Social Research Methods, Oxford University Press, New Delhi (Chapter 3, 4, 5 & 6)
- Kothari CR (2004) Research Methodology, Methods and Techniques, New Age International Publication Limited: New Delhi (Chapter 2 & 3)
- Sarantakos, S. (1998) Social Research. Macmillan Press: Australia (Chapter 3, 4, 5 & 6)
- Walliman, N. (2011) Research Methods, The Basics. Routledge: UK (Chapter 3)

### **Module 4 Research Method and Tools:**

- Bryman, Alan. (2012) Social Research Methods, Oxford University Press, New Delhi (Chapter 8, 9, 10, 11, 12)
- Corbetta P. (2003) Social Research, Theory, Methods and Techniques, Sage Publication, New Delhi (Chapter – 9, 10 & 11)
- Czaja, R. and Blair, J., (2005) Designing surveys: A guide to decisions and procedures, 2nd edition, Thousand Oaks and London: Pine Forge.
- Grosh, M. and Glewwe, P., (2000) eds., Designing household survey questionnaires for developing countries: Lessons from 15 years of the living standards measurement study. Washington, D.C.: World Bank.
- Kothari CR (2004) Research Methodology, Methods and Techniques, New Age International Publication Limited: New Delhi (Chapter 4 & 6)
- Pandey P. & Pandey MM (2015) Research Methodology: Tools and Technique, Bridge Centre, Romania (Chapter 7 & 8)
- Pandey P. & Pandey MM (2015) Research Methodology: Tools and Technique, Bridge Centre, Romania (Chapter 2 to 7)
- Sarantakos, S. (1998) Social Research. Macmillan Press: Australia (Chapter 6, 7, 8, 9, 10, 11, 12 & 13)
- Walliman, N. (2011) Research Methods, The Basics. Routledge: UK (Chapter 7 & 8)
- Groves, RM., Floyd Fowler J. Jr., Couper MP., Lepkowski James M., Singer E., Tourangeau R. (2009) Survey methodology, 2nd edition, Hoboken: Wiley.
- Hammersley, M., (1992) What's wrong with ethnography? London: Routledge. Scheyvens R. and Storey, D., (2003) eds., Development fieldwork: A practical guide, London: Sage (chapter 4).

### **Module 5 Quantitative Data Analysis**

- Kothari CR (2004) Research Methodology, Methods and Techniques, New Age International Publication Limited: New Delhi (Chapter 7, 8 & 12)
- Sarantakos, S. (1998) Social Research. Macmillan Press: Australia (Chapter 15, 16, 17, 18)
- Walliman, N. (2011) Research Methods, The Basics. Routledge: UK (Chapter 9)
- Sirkin RM. (2005) Statistics for the Social Sciences, 3<sup>rd</sup> edition, SAGE Publications, USA.

### **Module 6 Qualitative Data analysis**

- Bryman, Alan. (2012) Social Research Methods, Oxford University Press, New Delhi (Chapter 2)
- Walliman, N. (2011) Research Methods, The Basics. Routledge: UK (Chapter 10)
- Sarantakos, S. (1998) Social Research. Macmillan Press: Australia (Chapter 14)
- Robson C., (1993) Real world research: A resource for social scientists and practitioner-researchers. Oxford: Blackwell (chapter on analysing qualitative data).

### **Module 7 Research Proposal and thesis writing**

- Pandey P. & Pandey MM (2015) Research Methodology: Tools and Technique, Bridge Centre, Romania (Chapter 14 & 15)
- Sarantakos, S. (1998) Social Research. Macmillan Press: Australia (Chapter 19)
- Walliman, N. (2011) Research Methods, The Basics. Routledge: UK (Chapter 11)

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| <ul style="list-style-type: none"><li>▪ <b>Student responsibilities:</b> The students are expected to submit assignments in time and come prepared with readings when provided.</li></ul> |

**Prepared by**

Dr Swarup Dutta

**Course reviewers:**

1. **Prof Ragini Sahay**, Associate Professor, Amity Institute of Anthropology, Amity University
2. **Dr Mercian Daniel**, Program Manager - Mental Health, The George Institute for Global Health,