



DS01: Research Methodology

Learning Objectives: The objectives of this paper are: to introduce scholars to the aspects of social science research, to imbibe in scholars logical concerns, to expose the scholars to the relevance of research design in addressing a research problem, to make the scholars aware of appropriate ethical issues relevant for conducting research, to inculcate in scholars the importance of existing literature in contextualizing a research problem, to introduce scholars to some methodological concerns.

1: Introduction to Social Science Research

1.1: Meaning, types and characteristics of research; Research: its scope, limitation and application to the society. 1.2: Research methods v/s methodology. 1.3: Factors and importance of social science research. 1.4: Relevance of creativity, innovation, originality and advancement of knowledge in research; Inter-disciplinary/multi-disciplinary research approaches.

2: Logical Concerns

2.1: Basic scientific principles: principle of falsification. 2.2: Logical fallacies. 2.3: Causality in social science. 2.4: Structure of scientific revolution.

3: Research Design

3.1: What is research design? Types of research design. Need of a good research design. 3.2 Design Flaws to avoid. 3.3: Formulating a research problem. 3.4: Developing a research plan/proposal.

4: Ethics in Research

4.1: Why care about ethics? Ethical principles and guidelines for social science research. 4.2: Risk and Benefit Evaluation. 4.3: Research integrity, Plagiarism. 4.4: Informed Consent, Confidentiality.

5: Methodological Concerns

5.1: Subjectivity versus Objectivity in Research. 5.2: Methodological Individualism. 5.3: Historical Method. 5.4: Mixed Method (assumes the knowledge of Quantitative and Qualitative methods through the course DS02)

Learning Outcomes: In the context of social science research, the scholar will learn logical and ethical concerns, be familiar with research design and be introduced to some methodological concerns.

Requirement/Evaluation: This paper will be evaluated on the basis of the scholars applications of the methods learnt. The scholar will be evaluated on the following heads: an open review of a movie/poem/painting/song/dance selected by the researcher with the approval of the instructor, and at least one books review. There will be regular assignments, as decided by the instructor(s). They will also be evaluated on the basis of their participation in the classroom as also through social media for this as also other papers of their coursework. Each module will carry 20 marks and the scholar has to pass in each of the five modules.

Readings (* indicates essential readings, if related readings, others could be tangential)

- 1.1a: Flick, Uwe (2012) *Introducing Research Methodology*, New Delhi: Sage, pp.1-16
- 1.1b: Chandrai, S.S. et al. (2014) *Research Methodology: Tools and Techniques*, New Delhi: S.K. Book, pp.19-27
- 1.2: Kothari, C.R. (2004) *Research Methodology: Methods and Techniques*, New Delhi: New Age, pp.1-29.
- 1.3.4: Shiu, Eric (2014) *Creativity Research*, London and New York: Routledge, pp.1-66
- 1.4a: Hossein, Eshkaye Shekawat (1905) *Sultana's Dream*, UPenn Digital Library, (accessed 28 August 2016).



- 1.4 b: Bajpai, S.R. (1989) *Methods of Social Survey and Research*, Kitab Ghar, pp.136-143.
- 2.1a: *Popper, Karl (1963) *Conjectures and Refutations*, Routledge, (accessed 26 August 2016).
- 2.1b: *Popper, Karl (2005) *The Logic of Scientific Discovery*, London and New York: Routledge, Ch 1,4, (accessed 2 September 2016)
- 2.2: *Hansen, Hans, (2015) *Fallacies*, in Edward N. Zalta (ed.) *The Stanford Encyclopedia of Philosophy*, (accessed 26 August 2016).
- 2.3a: *Hicks, John (1979) *Causality in Economics*, Basic Books, New York. (Ch 1, 2)
- 2.3b: #Mackie, J.L (1965) *Causes and Conditions*, *American Philosophical Quarterly*, 2(4), pp 245-264.
- 2.3c: Anderson, T, Burton, J and Torrance, T (1984) *Causation, Social Science and Sir John Hicks*, *Oxford Economic Papers*, 36(1): 1-11.
- 2.4: *Kuhn, Thomas (1970) *The Structure of Scientific Revolutions*, University of Chicago Press (accessed 2 September 2016).
- 3.1a: *de Vaus, D.A. (2001) *Research Design in Social Research* London: Sage, Ch.1: *What is Research Design?* (accessed 2 September 2016).
- 3.1b: #Latour, Bruno (2004) *A Prologue in the Form of a Dialog between a Student and his (somewhat) Socratic Professor*, (Accessed 26 August 2016).
- 3.1c: Gupta, Santosh (2007) *Research Methodology and Statistical Techniques*, New Delhi: Deep and Deep, pp.75-81.
- 3.1d: *Labaree, Robert V. *Research Guides: Organizing Your Social Sciences Research Paper* (particularly, *Types of Research Designs*, *Design Flaws to Avoid*, *The Research Problem/Question*, and *Writing a Research Proposal*). University of Southern California (accessed 28 August 2016).
- 3.2: Trochim, William M. *The Research Methods Knowledge Base*, 2nd edition (Version: 20 October 2006; accessed 2 September 2016).
- 3.3: Kothari, C.R. (2004) *Research Methodology: Methods and Techniques*, New Delhi: New Age, pp. 40-44.
- 3.4: 3.4: Kumar, Ranjit (2011) *Research Methodology*, 3rd edition, New Delhi: Sage, pp. 43-58,91-101, 217-236.
- 4.1a: *Israel, Mark and Hay, Iain (2006) *Research ethics for social scientist: Between ethical conduct and regulatory compliance*, London: Sage, Ch 1-3, 5-6.
- 4.1b: *Emanuel, EJ; Wendler, D; Killen, J and Grady, C (2004) What Makes Clinical Research in Developing Countries Ethical? The Benchmarks of Ethical Research, *Journal of Infectious Diseases*, Vol.189, No.5, pp.930-937.
- 4.1c: Jesani, Amar and Barai-Jaitley, Tejal (ed.) (2005) *Ethics in health research: A social science perspective*, Mumbai: Centre for Studies in Ethics and Rights, (accessed 28 August 2016)
- 4.1d: *Johnson, Craig E (2006) *Organizational Ethics: A Practical Approach*, Thousand Oaks, Sage, Ch.1: *Ethical Perspectives* (accessed 28 August 2016).
- 4.1e: Petrini, Carlo; Gainotti, Sabina (2008) *A personalist approach to public-health ethics*, *Bulletin of the World Health Organization*, Vol.86, pp.624-629.
- 4.1f: #Weber, Max (1949) *The Method of Social Sciences*, Glencoe, IL: The Free Press.
- 4.2a: *Campbell, Richard T. (2003) *Risk and Harm Issues in Social Science Research*, Position Paper Prepared for Human Subjects Policy Conference, University of Illinois at Urbana-Champaign, (accessed 28 August 2016)
- 4.2b: *Singer, Eleanor (2004) Risk, Benefit and Informed Consent in Survey Research, *Survey Research*, Vol.35, No.2-3, pp.1-6.
- 4.3a: *Cahn, Steven M (2011) *Saints and Scamps: Ethics in Academia* (25th Anniversary Edition), Chapter 3: Scholarship and Service, Plymouth: Rowman & Littlefield.
- 4.3b: *COPE council (2011) How should editors respond to plagiarism? COPE Discussion Document. Available at publicationethics.org.
- 4.3c: *COPE council (2014) What constitutes authorship? COPE Discussion Document. Available at publicationethics.org.
- 4.3d: Koreman, Stanley G (undated) Teaching the responsible conduct of research in humans. Available online at ori.hhs.gov.
- 4.4a: Carrel, Margaret & Rennie, Stuart (2008) *Demographic and health surveillance: longitudinal ethical considerations*, *Bulletin of the World Health Organization*, Vol.86, pp.612-616.



- 4.4b: Osrin, David; Azad, Kishwar; Fernandez, Armida; Manandhar, Dharma S; Mwansambo, Charles W; Tripathy, Prasanta & Costello, Anthony M (2009) Ethical challenges in cluster randomized controlled trials: experiences from public health interventions in Africa and Asia, *Bulletin of the World Health Organization*, Vol.87, pp.772-779.
- 4.4c: *Wiles R, Health S, Crow G, and Charles V (2005) Informed consent in social research: A literature review, ESRC National Centre for Research Methods, NCRM Methods Review Paper/001.
- 4.4d: *Easter, Michele M.; Davis, Arlene M. & Henderson, Gail E. (2004) Confidentiality: More than a linkage file and a locked drawer, *IRB: Ethics & Human Research*, Vol.16, No.2, pp 13-17, (accessed 28 August 2016).
- 4.4e: *Molyneux, C.S.; Wassenaar, D.R.; Peshu, N.; & Mars, K. (2005) 'Even if they ask you to stand by a tree all day, you will have to do it (laughter)...!': Community voices on the notion and practice of informed consent for biomedical research in developing countries, *Social Science & Medicine*, Vol. 61, pp.443-454.
- 5.1a: Kalzema, April (2014) Objective vs. Subjective Writing: Understanding the Difference, UdeMY Blog (accessed 3 September 2016)
- 5.1b: Mulder, Dwayne H. (undated), Objectivity, The Internet Encyclopedia of Philosophy, (accessed 3 September 2016).
- 5.1c: Ratner, Carl (2002) Subjectivity and Objectivity in Qualitative Methodology, *Forum: Qualitative Social Research*, 3(3), Art. 16 (accessed 3 September 2016)
- 5.2a: Heath, Joseph (2015) Methodological Individualism, in Edward N. Zalta (ed.) *The Stanford Encyclopedia of Philosophy* (accessed 3 September 2016)
- 5.2b: Hodgson, Geoffrey M. (2007) Meanings of Methodological Individualism, *Journal of Economic Methodology*, 14(2): 211-226, see pre-print [version](#).
- 5.2c: Little, Daniel (2008) Methodological Individualism in Understanding Society Blogpost (accessed 3 September 2016)
- 5.3a: Carr, E.H. (1961) What is History?, Cambridge University Press; also see related [write-up](#) in Wikipedia. In addition, an useful resource is [Writing on History](#) from the History Department at Queens College New York (in particular the Critical Reading on [Historiography](#)).
- 5.3b: Hicks, John (1969) A Theory of Economic History, Oxford: Clarendon Press.
- 5.3c: Kosambi, D.D. (1975) An Introduction to the Study of Indian History, Bombay: Popular Prakashan (particularly, Chapter 1), see open source [archive](#).
- 5.4a: Mertens, Donna M. (2015) Mixed Methods and Wicked Problems, *Journal of Mixed Methods Research*, 9(1): 3-6.
- 5.4b: Mertens, Donna M.; Bazeley, Pat; Bowleg, Lisa; Fielding, Surrey, Nigel; Maxwell, Joseph; Molina-Azorin, Jose F.; & Niglas, Katrin (2016) The Future of Mixed Methods: A Five Year Projection to 2020, MMIRA Task Force Report.
- 5.4c: Mishra, Srijit (2014) Farmers' suicides in Maharashtra, India: A mixed method study leading to policy suggestions, Sage Research Methods Cases.
- 5.4d: International Institute for Qualitative Methodology (2016) Mixed Methods Webinar Schedule 2016.



DS02: Computer Application in Development Studies

Learning Objectives: The objectives of this paper are: to acquaint the scholars about the methods of sampling and data collection, to make scholars familiar with various statistical tools and techniques, to introduce the scholar to various databases, to train the scholars with some basic applications of spreadsheet with an approach to 'Learning by Doing', to familiarize scholars with some of the social science software packages, and to expose scholars to the method of content analysis.

1: Methods and techniques of data collection

1.1: Types of data: cross section, time series, panel and pooled data; sources of data: primary and secondary. 1.2: Qualitative methods: ethnography, participant observation, case study; focus group discussions (FGD), key Informants; PRA (Participatory Rural Appraisal). 1.3: Quantitative methods: survey, Delphi method, experiment, questionnaire, interview schedule, archival method. 1.4: Sampling techniques, sampling and non-sampling errors.

2: Use of Statistics in research

2.1: Measures of central tendency, measures of dispersion, correlation, regression. 2.2: Probability and probability distribution functions, testing of hypothesis, 2.3: Econometrics and its applications. 2.4: Multivariate methods - factor analysis, cluster analysis, conjoint analysis, multi-dimensional scaling, and attitudinal scale.

3: Application of spreadsheet

3.1: Fundamentals of spreadsheet. 3.2: Formatting and workbook application. 3.3: Data entry, analysis and interpretation. 3.4: Creating tables, charts, and graphs.

4: Statistical packages - at least one from the four given below
4.1: SPSS. 4.2: EViews. 4.3: STATA. 4.4: R-package.

5: Content analysis

5.1: Fundamentals of content analysis. 5.2: Methods of content analysis: counting frequencies, arrangement, or locating and usage of words and phrases. 5.3: Scope and limitations of content analysis. 5.4: Computer application

Learning Outcomes: scholars will have a first-hand experience in quantitative and qualitative methods of data collection, will be able to use statistical tools and techniques, will know the use of spreadsheet and some suitable statistical packages for data analysis and be able to analyze actual text contents through the content analysis method.

Evaluation: The scholars will work in a team to identify a research problem to which they will apply both quantitative and qualitative methods of data collection and submit a report. The scholar will make a presentation and submit a write-up by applying statistical tools and techniques through a statistical package and/or spreadsheet to a data set. There will be regular assignments, as decided by the instructor(s). Each module will carry 20 marks and the scholar has to pass in each of the five modules.

Readings (* indicates essential readings, # related readings, others could be tangential)

- 1.1 & 2.2: Gujarati, D.N. (2003) *Basic Econometrics*, 4th edn, New Delhi: Mc-Graw Hill
- 1.1, 1.4 & 2.2: Gupta, S.C. (2014) *Fundamentals of Statistics*, 7th edn, New Delhi: Himalaya
- 1.2a: Flick, Uwe (2010) *An Introduction to Qualitative Research*, 4th edn, New Delhi: Sage, Ch.26; Using computers in qualitative analysis, pp.358-369
- 1.2b: Silverman, D (2012) *Qualitative Research*, 3rd edn, New Delhi: Sage, pp.15-31 (for Ethnography)
- 1.2c: Cavestro, Luygi (2003) *P.R.A. - Participatory Rural Appraisal Concepts Methodologies and Techniques*, pp.3-16 (accessed 26 August 2016).



- 1.3a: Helmer, Olaf (1967) Analysis of the Future: The Delphi Method, (accessed 30 August 2016)
- 1.3b: Linstone, Harold A & Turoff, Murray (eds.) (2002) The Delphi Method: Techniques and Applications (accessed 30 August 2016)
- 2.1a: Gupta, S.P. (2014) Statistical Methods, 43rd edn, New Delhi: Sultan Chand and Sons
- 2.1b: NCERT (2006) Statistics for Economics, New Delhi: NCERT, Ch.2, 5-7, 9, <http://epathshala.nic.in/> (Class XI, accessed 30 August 2016)
- 2.3: Hair, J.E.Jr.; Anderson, R.E.; Tatham, R.L.; Black, W.C. (1998) Multivariate data analysis (5th ed.), Upper Saddle River, NJ: Prentice-Hall.
- 2.4a: Likert, (1932) A Technique for the Measurement of Attitudes, *Archives of Psychology*, Vol.22, p.5-55, (accessed 30 August 2016)
- 2.4b: University of Kansas (undated) The Community Tool Box (Ch 37, Sec 7: Collecting and using Archival Data), (accessed 30 August 2016)
- 3.1a: Yanusauskas, Vincent J. (2015) Introduction to Microsoft excel 2010: Creating a basic spreadsheet (accessed 24 August 2016)
- 3.1b: Microsoft excel 2007 to 2016 course (accessed 24 August 2016)
- 3.2-3.4: Tips and tutorial on excel (accessed 24 August 2016)
- 4.1a: Field, Andy (2009) Discovering Statistics Using SPSS, 3rd edn, London: Sage (accessed 24 August 2016)
- 4.1b: SPSS statistics base 17.0 User's guide (accessed 24 August 2016)
- 4.1b: SPSS basic tutorials (accessed 24 August 2016)
- 4.2a: EViews 7 User's Guide I (accessed 24 August 2016)
- 4.2b: EViews 7 User's Guide II (accessed 24 August 2016)
- 4.2c: EViews Illustrated for Version 8 (accessed 24 August 2016)
- 4.3a: Stata user's guide release 13 (accessed 24 August 2016)
- 4.3b: Stata tutorial (accessed 24 August 2016)
- 4.4a: The R manuals (accessed 24 August 2016)
- 4.4b: Books related to R (accessed 24 August 2016)
- 5.1-5.3a: Franzosi, Roberto (2014) Content Analysis: Objective, Systematic, and Quantitative Description of Content (accessed 24 August 2016)
- 5.1-5.3b: Flick, Uwe (2012) Introducing Research Methodology, New Delhi: Sage, pp 133-140
- 5.1-5.3c: Anonymous (2012) Know Your Audience: Chapter 16 Content analysis (accessed 3 August 2016)
- 5.4: Lowe, Will (2001) Software for Content Analysis – A Review, Harvard (accessed 26 August 2016)



RM

DS03: Review of Literature (Sources and Reviewing)

-100 marks

Learning Objectives: The objectives of this paper are to inculcate in scholars the importance of existing literature in contextualizing a research problem, and train them in referencing literature.

Course Content

- 1: Meaning and objectives of literature review
- 2: Strategies and issues in conducting a review; Scope and limitation of literature review
- 3: Locating literature (Books, journal articles, newspapers, internet sources, thesis, conference papers, working paper, government reports, movies, poems and other relevant resources).
- 4: Critical analysis of literature
- 5: Methods of preparing a reference list, bibliography and citation style

Learning Outcomes: The scholar would know the importance of contextualizing literature.

Requirement/Evaluation: Each scholar would be required to prepare a review article on his/her broad area of research and also make a presentation. Both presentation and write-up will be evaluated for 50 marks each. The presentation has to be in front of the Subject Research Committee (SRC) who may direct the student to amend the review and ask a second or third presentation. The write-up is to be evaluated by a faculty or a member of SRC to be allotted by the Chairperson, SRC.

Readings (* indicates essential readings, # related readings, others could be tangential)

- 1&2.2: Flick, U. (2012) *Introducing Research Methodology*, 2nd edn, New Delhi: Sage, Ch.5
- 2.1&4: Jesson, J. et al. (2011) *Doing Your Literature Review: Traditional and Systematic Techniques*, 1st edn, London: Sage.
- 3: KKumar, R. (2011) *Research Methodology*, 3rd edn, New Delhi: Sage publication, pp. 34-37
- 4: Booth, A. et al. (2011) *Systematic Approaches to a Successful Literature Review*, 1st edn, London: Sage
- 5: *Mott-Smith, Jennifer, A. (2011) Establishing Textual Authority and Separating Voices. A New Approach to Teaching Referencing, *English Teaching Forum*, 49(2): 16-33.

CST

Total marks - 100 marks

1. Introduction to the subject

2. Review of literature



DS04: Seminar Presentation (Research Communication)

Learning Objectives: The objectives of this paper are: to train scholars in research communication, to improve the scholars presentation skills, to introduce the scholars to nuances of academic writing.

Course Content

- 1: Techniques of effective oral communication, listening skills, participating in conversation and group discussion.
- 2: Communication ways: one-to-one communication (student-student or student-teacher), small-group or team-based oral work, full-class discussions (teacher- or student-led), in-class debates.
- 3: Speech and Presentations,
- 4: Written communication: assignment, proposal, report, and review.
- 5: Use of social media and blogs to debate, discuss and share ideas.

Requirement/Evaluation: Each candidate would prepare two submissions: each will have a write-up and a presentation/seminar before the Subject Research Committee (SRC). Each submission would carry 50 marks. The SRC would evaluate this. The SRC can direct the scholar to revise the write-up and make a fresh presentation. A research proposal chosen by the scholar that is likely to lead to a PhD thesis will be one of the submissions.

Readings (* indicates essential readings, # related readings, others could be tangential)

- 1,2&3: Woodcock, Bruce (undated) Communication Skills: Speaking and Listening, and Communication Skills: Writing (accessed 29 August 2016).
- 1: Government of Canada (undated), Oral Communication tip sheet, (accessed 29 August 2016).
- 2a: University of Pittsburg (undated) Six Types of Oral and Communication Activities, (accessed 29 August 2016).
- 2b: University of the Sciences (undated) Student Participation/Active Learning, (accessed 29 August 2016).
- 3a: Adams, K. (2004) Modelling success: enhancing international postgraduate research students' self-efficacy for research seminar presentations, *Higher Education Research & Development*, Vol.23, No.2, pp.115-130.
- 3b: *BBC (2014) Key Skills: Effective Presentations, (accessed 29 August 2016).
- 3c: Plymouth University (2010), Presentations, Learning Development with Plymouth University, (accessed 29 August 2016).
- 4a: *Murray, Rowena & Moore, Sarah (2006) The Handbook of Academic Writing: A Fresh Approach, Maidenhead: Open University Press, (accessed 29 August 2016).
- 4b: *Story, Geraint W. (c. 2006) Writing Your First Year Report, Researcher Development Programme, University of Cambridge, (accessed 29 August 2016).
- 4c: *The Centre for Writing Studies (undated) Writers Workshop: Writer Resources, University of Illinois at Urbana-Champaign, (accessed 29 August 2016).
- 5a: Powell, J. (2015) How good are you at Research uptake? New tool helps assess Capacity, Research to Action
- 5b: Constant, L. (2015) Visual Note taking at Conferences, Research to Action