



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade

O.P. JINDAL GLOBAL UNIVERSITY
OFFICE OF DOCTORAL STUDIES
SONIPAT

COURSE INFORMATION

PROGRAMME	:	Ph.D.
SEMESTER	:	SPRING SEMESTER
SESSION	:	SPRING 2020
SUBJECT CODE	:	DS-C-001
NO. OF CREDITS	:	3
SUBJECT	:	QUALTATIVE RESEARCH METHODS
MEETINGS	:	4 HOURS / WEEK
LOCATION	:	NTH & JGU CAMPUS

INSTRUCTOR INFORMATION

INSTRUCTORS	:	Dr. Manjushree Palit, Dr Laknath Jayasinghe, Dr Hadi, Dr Bhuvaneswari Raman, Dr Keerty Nakray, Dr Tithi Bhatnagar
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O. P. JINDAL GLOBAL UNIVERSITY

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COURSE MANUAL

COURSE DESCRIPTION & AIM

Qualitative Research Methodology introduces students to fundamental values undergirding qualitative research, focusing on four methods: ethnography, narrative research, grounded theory and case study method. This course uses an experiential learning method to enable student learning of research methods by providing in class participative learning pedagogies; guiding students to design research proposals; and guidance in conducting interviews & observation (field research is not mandatory for PhD students). It will enable students to understand differences in episteme between the different qualitative methods and guide them in choosing the appropriate methods for their research. PhD students who enroll in this course will be guided in terms of their research projects. It will engage in diverse forms of material that inform the social realm, including textual, oral and visual material and teach students to sift through, organize and use this material to strengthen their research. Students will be able to understand the theoretical underpinnings of qualitative research and the different methods available by experiencing the research process themselves and will learn to evaluate and choose between different methodologies for different types of qualitative research.

PREREQUISITES: Basic and conceptual understanding of Qualitative Research course.

COURSE LEARNING OUTCOMES

On successful completion of this course students will be able to develop the following competencies:

Core Skills:

1. Identify the philosophical approach suitable to their research.
2. Achieve clarity of research aspects such as epistemology, ontology, methodology and methods.
3. Draw out scientifically sound and complex research designs.
4. Engage with more delicate nuances of ethical dilemmas faced by researchers.

Transferable Skills:

1. Formulate appropriate research questions.
2. Select the most appropriate research design to address a specific research problem.
3. Demonstrate knowledge of common research designs and methods used in qualitative research (interviews, focus groups and observation).
4. Design and administer a brief topic guide and critically discuss its strengths and weaknesses.
5. Analyse qualitative data using simple coding
6. Demonstrate the ability to design and conduct a small original quantitative/ qualitative research project.

7. Demonstrate the ability to structure a written qualitative research report.

PEDAGOGY

- ✓ *Interactive approach during the study. (Students shall be advised in advance to prepare the topics for discussion in the class)*
- ✓ *Work in small groups and personalized teaching (Student counseling, tutoring, and individual projects/ assignments, exercises)*
- ✓ *Presentations, Case Study, Quizzes, Brainstorming, Random Questioning, Video Sessions, Whiteboard Marker, Problem solving using NVIVO and ATLAS.Ti.*

EVALUATION RUBRIC

Criteria (Course Objectives)	1 (Unsatisfactory)	2 (Emerging)	3 (Proficient)	4 (Exemplary)
Learn how to Formulate research problem, research process, Classify research designs & types of research	Student cannot formulate research problem & can't Classify research designs & types of research. Student	Student can formulate research problem, Classify research designs & types of research somewhat.	Student can formulate research problem, Classify research designs & types of research most of the time.	Student can formulate research problem, Classify research designs & types of research all the time.
Understand the concept of data collection process, Construct Sampling design, Measurement & scaling techniques and Questionnaire Design.	Student cannot conceptualize data collection process, Sampling & Questionnaire design.	Student can conceptualize data collection process, Sampling & Questionnaire design somewhat.	Student can conceptualized data collection process, Sampling & Questionnaire design most of the time	Student can conceptualized data collection process, Sampling & Questionnaire design all the time.
Handling software packages for Qualitative Research like ATLAS.ti, NVivo.	Student cannot Handling software packages for Qualitative Research like ATLAS.ti, NVivo.	Student can Handling software packages for Qualitative Research like ATLAS.ti, NVivo.	Student can Handling software packages for Qualitative Research like ATLAS.ti, NVivo. most of the time.	Student can Handling software packages for Qualitative Research like ATLAS.ti, NVivo. most of the time.
Learn how to Construct research proposal & reports	Student cannot Construct research proposal & reports.	Student can Construct research proposal & reports somewhat	Student can Construct research proposal & reports most of the time.	Student can research proposal & reports all time.

EVALUATION & GRADING

Description	Weightage	Schedule
Formative Assessment	50%	Detailed Below
Summative Assessment	50%	Course Calendar

FORMATIVE ASSESSMENT BREAKUP

First Component	50% weightage	Individual/ Group Assignment (Tentatively in 3rd week of course)
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Second Component	50% weightage	Group Project, Class Test/ Quiz (During mid of course)
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QUIZZES & ASSIGNMENTS: Written quizzes containing short theory questions/MCQ. Cooperation among the students is encouraged and the students must try the home work/assignments individually. Late assignments will not be accepted (mark of zero).

SUMMATIVE ASSESSMENT

Summative assessments are quizzes and tests that evaluate how much someone has learned throughout a course. This assessment will be done through cases & analytical questioning methodology.

PASSING CRITERIA

As per JGU guidelines for Doctoral Courses.

ATTENDANCE

Daily participation is part of your grade in this class, so it is to your advantage to attend class regularly. Failure to attend class consistently will result in a failing grade. If you are absent, ask a classmate or your instructor about the work that you missed. Please try not to come to class late. The rule for ODS is as follows:

- When you are less than 10 minutes late, you are marked “late.”
- Three times “late” equals one time “absent.”
- You are also marked “absent” if you arrive more than ten minutes late.

As per ODS rules students are required to have minimum attendance of 75%. Students with less than said percentage shall not be allowed to appear in final examination.

Cell Phones: Cell phones and other electronic communication devices are not permitted in classes. Such devices MUST be turned off and left at the front or back of the room. Please turn off your cell phone and do not answer it during class. This will help the class work together without disruption.

Missed Classwork: You must be ready with assignments on the scheduled day. If you are absent, your grade will probably be 0. If you are absent due to a situation beyond your control, your teacher may or may not allow you to make up the missed work.

E-Mail: Generally important information related to the class will be transmitted via e-mail/LMS. The best way to arrange meetings with us or ask specific questions is by email.

Statement of Ethical and Professional Conduct: The JGU faculty, staff and students will follow the highest level of ethical and professional behavior. We will strive to be recognized as a community with legal, ethical and moral principles and to teach and practice professionalism in all that we do. In an academic environment we will endeavor to not only teach these values but also to live them in our lives and daily work. Faculty and staff will be held to the same standards and expectations as our students. Failure to abide by these principles will result in sanctions up to and including dismissal.

Actionable Conduct: These are five different types of actions that will bring sanction. They are:

1. **Illegal activity:** Violation of any local, state or country laws that prohibit the offender from performance of his or her duty.
2. **Dishonest conduct:** Seeking or obtaining unfair advantage by stealing or receiving copies of tests or intentionally preventing others from completing their work. In addition falsifying of records to enter or complete a program will also be considered dishonest conduct.
3. **Cheating:** using someone else's ideas and not giving proper credit.
4. **Plagiarism:** using someone else's ideas and not giving proper credit.

SUGGESTED READINGS

TITLE	AUTHOR	PUBLISHER
Social Research Methods	Alan Bryman	Oxford University Press
Foundations of Behavioral Research	Fred N Kerlinger; Howard B Lee	Fort Worth, TX : Harcourt College Publishers
The science question in feminism. (Ch. 1& 2)	Harding, Sandra G	Cornell University Press
"Rethinking standpoint epistemology: What is" strong objectivity?"(49-75)	Harding, Sandra.	The Centennial Review 36.3 (1992):
The discovery of grounded theory: Strategies for qualitative research. (p. 1-18).	Glaser, Barney G., and Anselm L. Strauss.	Transaction publishers
Tricks of the trade: How to think about your research while you're doing it. Ch3	Becker, Howard S.	University of Chicago Press

DETAILED SESSION PLAN

Module	Topic	Course Intended Learning Outcomes	Topic Guide	Hours/ Class	Teaching and Learning Activities	Assessment/Activities
I	Introduction to Qualitative Research					
	Overview of Qualitative Research		Dr Mohamad Hadi Ghasemi Nejad	2	<ul style="list-style-type: none"> Class discussions In class and in campus group learning activities 	<p>This is an experiential learning course with students assessed on a range of activities such as:</p> <p>a. Participation in class discussions</p> <p>b. Regular presentations of research proposal</p> <p>c. Participation in group activities & team learning experiences</p> <p>d. Use of research tools and reflexive analysis of research experience</p> <p>e. Writing up a research proposal with detailed methodology</p> <p>f. Performance in exams</p>
	Critical Theory	Reflective assessment & critique of society and culture by applying knowledge from the social sciences and the humanities.	Dr Bhuvanewari Raman	1		
	Positivism and Falsification	Growth of scientific knowledge through unending process of trial and error	Dr Keerty Nakray	1		
	The Social Construction of Reality	Human interactions within a social System created over a period of time and space	Dr Keerty Nakray	2		
Research Design						
II	Sampling Ethics	Sampling & Elements of a Research Proposal, Literature Review	Dr Bhuvanewari Raman	3	<ul style="list-style-type: none"> Group/individual presentations Group activities to enhance peer to peer evaluation 	
	Standardizing of Qualitative Research	Triangulation, Trustworthiness, Rigor, Member Checking, Validity Reasoning, Sensitizing Concepts	Dr Tithi Bhatnagar	4		
III	Methods of Qualitative Data Collection					
	Methods of Data Collection	Interviewing techniques (Structured, semi structured, unstructured, open ended, internet based surveys, telephone interviews, interview guides(preparation & testing) , focus group discussions, Observation	Dr Tithi Bhatnagar	5	<p>In class participative learning – consisting of group activities, oriented to enable students to learn by doing research (fish bowl technique)</p>	
		Ethnography	Dr Laknath Jayasinghe	2		
		Institutional Ethnography	Dr Mousumi Mukherjee	2		
		Case Study Method	Dr Mousumi Mukherjee	2		
		Participatory Action Research(PAR)	Dr Keerty Nakray	2		
Qualitative Data Analysis						
IV	Qualitative Data Analysis					

	Making sense of the Data	Coding(Coding Scheme, Coding Schedule & Coding Manual), Content Analysis	Dr Keerty Nakray	6	In class discussions of research conducted and material for analysis	
	Qualitative Data Analysis	Interpretation & Reflexivity	Dr Tithi Bhatnagar	2	In class and campus based learning activities to enhance observation and note taking skills	
		Thematic Analysis, Grounded Theory Approach(GTA),	Dr Keerty Nakray	2		
		Discourse and Critical Discourse Analysis, Narrative Analysis	Dr Keerty Nakray	2		
V	Software Packages for Qualitative Research	ATLAS.ti, NVivo	Dr Keerty Nakray	6	Hands on experience with Software skills	
VI	Writing Qualitative Research	Writing, Evaluating & Disseminating Qualitative Research	Dr Keerty Nakray	2	Periodic presentations of research proposals with in class discussions to enhance learning and self-evaluation of learning	
1 Credit = 15 Hours						