**PhD Programme**

**Core Course: Research Methodology**

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| Course Category: Core Course Credit Structure: 4 CreditsInteractive Lectures: 2 HoursGuided Assignments (Individual and Group): 2 HoursContact Hours: 4 hours per week. Course Code- CVV912Course Instructor: XXX  |

1. **Introduction**

This course is designed to introduce the PhD students with the philosophies, paradigms and theories underlying scientific research. It provides an overview of the research process including major designs in research. Finally, the course provides an overview of ethics in the research process.

1. **Course Objectives**

On completion of this course, students would be able to:

* + Distinguish between scientific and nonscientific methods of inquiry
	+ Explain the scientific research process
	+ Distinguish between empirical and non-empirical assumptions of knowledge and methods of enquiry
	+ Describe major research paradigms and methods in social research
	+ Understand the ethical issues in the research process and its impact on knowledge generation
	+ Write a research proposal
1. **Pre-Requisites**

Registration as a PhD candidate at Chinmaya Vishvavidyapeeth University

1. **References:**
	1. Bahm, Archie J. (1995). *Comparative philosophy: Western, Indian, & Chinese philosophies compared*. Albuquerque, N.M.: World Book.
	2. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th Ed.). London: RoutledgeFalmer.
	3. Danziger, K. (1990). *Constructing the subject*. Cambridge : Cambridge University Press.
	4. Gergen, K. J. (1991). *Toward transformation in social knowledge*. London: Sage
	5. Honer, H. and Okholm (1999). *Invitation to philosophy: Issues and options*. New York: Wadsworth.
	6. Howell, K. (2013). *An introduction to the philosophy of methodology*. Los Angeles, CA: Sage.
	7. Smith, M.J. (1998). *Social science in question: Towards a post disciplinary fram*ework. New Delhi: Sage Publications.
	8. Thomas Kuhn. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.
	9. Cresswell, J.W. (1998).  Qualitative inquiry and research design: choosing among five traditions. Thousand Oaks: CA: Sage.
	10. Denzin, N. K. & Lincoln, Y.S. (2011). The Sage handbook of qualitative research, 4th Ed. Sage. New Delhi.
	11. Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. Beverly Hills: Sage Publications.New Delhi
	12. Max Van Manen (1997). Researching Lived Experience: human science for an action sensitive pedagogy. London, ON: The Althouse Press.
	13. Yin, R.K. (2009). Case study research: Designs and methods (4th ed.). Thousand Oaks, CA: Sage.
	14. Polanyi, Michael (1958). Personal Knowledge. Towards a Post Critical Philosophy. London: Routledge.
	15. Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches. Thousand Oaks, CA: Sage Publications, Inc.
	16. Ganeri, J.(2002). *Ethics and Epics: The collected essays of Bimal Krishna Matilal.* Oxford: Oxford University Press.
	17. Gregory, Ian (2003). *Ethics in research*. London: Continuum.
	18. Ranganathan, Shyam (2007). *Ethics and the history of indian philosophy*, Delhi: Motilal Banarasidass.
	19. Willig, C. (2008). *Introducing qualitative research in psychology* (2nd Ed.). Berkshire, England: Open University Press.
	20. Williams, J.M. (1990). *Style: Toward clarity and grace*. Chicago: University of Chicago Press.
2. **Module wise Topics:**

**Module 1: The Nature of Research (20 Hours)**

* The search for truth
* Ontology, Axiology, and Praxeology
* Epistemology and methodology- Do world-views change how we conceptualize and understand knowledge
* How, and what, can we know?
* Two conceptions of social reality –Realism, Constructivism/Intrepretivism
* Epistemological Stance: Positivism, Empiricism, Post-positivism, pragmatism, action research.
* The assumptions and nature of science
* The tools of science
* The scientific method
* Criticisms of positivism and the scientific method
* Alternatives to positivistic epistemological stance: naturalistic approaches
* The normative and interpretive paradigms
* Phenomenology, ethnomethodology and symbolic interactionism
* Criticisms of the naturalistic and interpretive approaches
* Critical theory and critical research
* Criticisms of approaches from critical theory

**Readings:**

1. Bahm, Archie J. (1995). *Comparative philosophy: Western, Indian, & Chinese philosophies compared*. Albuquerque, N.M.: World Book.
2. Danziger, K. (1990). *Constructing the subject*. Cambridge : Cambridge University Press.
3. Gergen, K. J. (1991). *Toward transformation in social knowledge*. London: Sage
4. Honer, H. and Okholm (1999). *Invitation to philosophy:Issues and options*. New York: Wadsworth.
5. Howell, K. (2013). *An introduction to the philosophy of methodology*. Los Angeles, CA: Sage. Koltko-Rivera, M. E. (2004). The psychology of worldviews. *Review of General Psychology, 8*(1), 3-58.
6. Smith, M.J. (1998). *Social science in question: Towards a post disciplinary fram*ework. New Delhi: Sage Publications.
7. Thomas Kuhn. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.
8. Polanyi, Michael (1958). Personal Knowledge. Towards a Post Critical Philosophy. London: Routledge.

**Module 2: Research in Motion (10 Hours)**

* Ethical Considerations in Research
	+ What does it mean?
	+ Informed consent
	+ Access and acceptance
	+ Ethics of social research
	+ Sources of tension
	+ Voices of experience
	+ Ethical dilemmas
* Problem Identification
* Research Questions/Hypotheses
* Literature Review
* Theoretical and Operational definitions of variables and terms
* The Research Proposal

**Readings:**

1. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th Ed.). London: RoutledgeFalmer.
2. Gregory, Ian (2003). *Ethics in research*. London: Continuum.
3. Ranganathan, Shyam (2007). *Ethics and the History of Indian Philosophy*, Delhi: Motilal Banarasidass.
4. Willig, C. (2008). *Introducing qualitative research in psychology* (2nd Ed.). Berkshire, England: Open University Press.
5. Williams, J.M. (1990). *Style: Toward clarity and grace*. Chicago: University of Chicago Press.

**Module 3: Research Designs: Quantitative (10 Hours)**

* Introduction to quantitative research designs
* Correlational designs
* Experimental designs
* Quasi experimental designs
* Single case experimental designs

**Readings**

1. Willig, C. (2008). *Introducing qualitative research in psychology* (2nd Ed.). Berkshire,

 England: Open University Press.

1. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th Ed.).

 London: RoutledgeFalmer.

**Module 4: Research Design: Qualitative (10 Hours)**

* Introduction to qualitative research designs
* Case studies
* Ethnography
* Grounded theory
* Phenomenological methods
* Action research
* Quality in qualitative research

**Readings**

* Cresswell, J.W. (1998).  Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks: CA: Sage.
* Denzin, N. K. & Lincoln, Y.S. (2011). The Sage handbook of qualitative research, 4th Ed. Sage. New Delhi.
* Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. Beverly Hills: Sage Publications.New Delhi
* Max Van Manen (1997). Researching Lived Experience: human science for an action sensitive pedagogy. London, ON: The Althouse Press.
* Yin, R.K. (2009). Case study research: Designs and methods (4th ed.). Thousand Oaks, CA: Sage.
* Willig, C. (2008). *Introducing qualitative research in psychology* (2nd Ed.). Berkshire, England: Open University Press.

**Module 5: Mixed Methods Research (7 Hours)**

* Introduction to mixed research methods
* Triangulation design
* Embedded design
* Explanatory design
* Exploratory design

**Readings**

* Braud, W., & Anderson, R. (1998). Transpersonal research methods for the social
* sciences: Honoring human experience. Thousand Oaks, CA: Sage.
* Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches. Thousand Oaks, CA: Sage Publications, Inc.
* Willig, C. (2008). *Introducing qualitative research in psychology* (2nd Ed.). Berkshire, England: Open University Press.

**Module 6: Indian Research Methods (3 Hours)**

* First person phenomenological stance; Refining subjectivity and awareness
* Concept of Pramana: Logic and Hermeneutics
* Challenges and opportunities using Indian Research methods

**Readings**:

* Classical Indian Research Methodology-Prof. V.N. Jha

**Pedagogy**

Teaching methods are expected to encourage independent thinking and practice, that allows the development of a research perspective and gaze on the subject. Interactive lectures are utilized only to the extent of introducing advanced concepts and methods in research. Assignments of different types would be integral to course work as guided self-learning would be placed over direct teaching.

**Evaluation Pattern**

Assessment would be continuous and comprehensive. Formative assessment would be conducted through a series of assignments including individual and group assignments. As part of it, each student is expected to maintain a portfolio of all the works done as required by the course work. Summative evaluation will be done through an end semester exam.

The pattern is as below:

1. Individual Assignments- 30 %
2. Group Assignments- 20%
3. End term exam- 50%