**Research Methodology**

**Programme in which it is offered: PhD**

|  |  |
| --- | --- |
| **Course Category**: Core | **Schedule of Offering**: Even |
| **Course code: PSY** | **Course Credit Structure: 4** |
| **Total Number of Hours: 4** | **Contact Hours Per Week: 4** |
| **Lecture: 3** | **Tutorial: 1** |
| **Practical: 0** | **Medium of Instruction:** English |
| **Date of Revision:** | **Skill Focus:** Skill Development |
| **Short Name of the Course: RM** | **Course Stream:** NA |
| **Grading Method:** Pass/Fail | **Repeatable:** Non-Repeatable |
| **Course Level:** Advanced |  |

**Course Introduction**

This course is the first preparatory course for PhD research work. Through this course the student will get equipped to formulate a research problem, design the research accordingly, conduct the research and analyse and interpret the collected data.

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.

**Course Objectives**

* To understand the scientific research process
* To understand the major research paradigms and methods of behavioural science research
* To create a quality research proposal.

**Course Outcomes**

By the end of this course, students will be able to:

* Formulate a research problem
* To design research in their area of interest
* To collect, analyse and interpret the data according to the research problem.

**PO-CO Mapping**

**PO-CO Mapping Matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  |  |  |  |  |  |
| CO2 |  |  |  |  |  |  |
| CO3 |  |  |  |  |  |  |
| CO4 |  |  |  |  |  |  |
| CO5 |  |  |  |  |  |  |

**Prerequisites and other constraints**

Admission to the PhD Programme in Psychology Stream.

**Pedagogy**

This course employs class discussions on each module, tutorial activities, presentation, journal reviews and interaction with experts.

**Suggested Readings:**

* 1. Cresswell, J.W. & Cresswell, J.D. (2018). Research Design Qualitative, Quantitative, and Mixed Methods Approaches 5th Ed. Sage. New Delhi.
  2. Cresswell, J.W. (1998).  Qualitative inquiry and research design: choosing among five traditions. Thousand Oaks: CA: Sage.
  3. Denzin, N. K. & Lincoln, Y.S. (2011). The Sage handbook of qualitative research, 4th Ed. Sage. New Delhi.
  4. Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches. Thousand Oaks, CA: Sage Publications, Inc.
  5. Willig, C. (2008). Introducing qualitative research in psychology, 2nd Ed. Berkshire, England: Open University Press.
  6. Howitt, D & Cramer, D (2011) Introduction to Statistics in Psychology, 5th Ed. New Delhi: Prentice Hall.
  7. Howitt, D & Cramer, D (2011) Introduction to Research Methods in Psychology. New Delhi: Prentice Hall.
  8. Goodwin, C, J. (2010). Research in Psychology Methods and Design, 6th Ed. New York: John Wiley.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Continuous Internal  Assessment (CIA) Components\* | Component Type | Weightage Percentage | Total  Marks | Tentative Dates | Course Outcome Mapping |
| Assignments | 20 | 20 |  |  |
| Proposal preparation | 20 | 20 |  |  |
| Presentations | 10 | 10 |  |  |
| ESE | | 50 | 50 |  |  |

The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Module Sessions**

**Module 1: Research in Motion (10 hours)**

* + Introduction to research
  + Selection of a research approach, research design and research methods
  + Criteria for Selecting a Research Approach
* Literature Review
  + Problem Identification
  + The use of theory
* The Research Proposal- Writing strategies and Writing ideas
* Designing research
* The purpose statement
* The Introduction
* The abstract
* Research Questions/Hypotheses

**Readings:**

* + Cresswell, J.W. & Cresswell, J.D. (2018). Research Design Qualitative, Quantitative, and Mixed Methods Approaches 5th Ed. Sage. New Delhi
  + Howitt, D & Cramer, D (2011) Introduction to Research Methods in Psychology. New Delhi: Prentice Hall.
  + Goodwin, C, J. (2010). Research in Psychology Methods and Design, 6th Ed. New York: John Wiley.

**Activities:**

* Lecture
* Guided reading
* Case analysis
* Assignments
* Individual and group presentation

**Module 2: Scales, measurement and sampling in research (10 hours)**

* Introduction to measurement and levels of measurement (measurement scales)
* Properties of psychological tests- Reliability, validity, norms and test scales
* Psychological scaling methods
* Sampling in research

**Readings:**

* + Singh A K (2019) Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan Publishers. New Delhi.

**Module 3: Research Designs: Quantitative (15 Hours)**

* Quantitative research designs
* Correlational designs
* Experimental designs
* Quasi experimental designs
* Single case experimental designs

**Readings:**

* + Cresswell, J.W. & Cresswell, J.D. (2018). Research Design Qualitative, Quantitative, and Mixed Methods Approaches 5th Ed. Sage. New Delhi
  + Howitt, D & Cramer, D (2011) Introduction to Research Methods in Psychology. New Delhi: Prentice Hall.
  + Goodwin, C, J. (2010). Research in Psychology Methods and Design, 6th Ed. New York: John Wiley.

**Activities:**

* Article review/ Assignment

**Module 4: Research Design: Qualitative (15 Hours)**

* 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.
* Willig, C. (2008). Introducing qualitative research in psychology (2nd Ed.). Berkshire, England: Open University Press.
* Cresswell, J.W. & Cresswell, J.D. (2018). Research Design Qualitative, Quantitative, and Mixed Methods Approaches 5th Ed. Sage. New Delhi

**Activities:**

* Article review/Case Study

**Module 5: Mixed Methods Research (10 Hours)**

* 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.

**Activities:**

* Quizzes
* Presentation

**Annexure A**

**Glossary**

1. **Course Name:** Title of the course.
2. **Course Category:** Mention the various categories applicable to the course. It could have different categories for different programmes.
3. **Lecture:** A formal discussion by a lecturer with the students on a certain topic, during a particular time slot, with a clear purpose behind the discussion.
4. **Practical:** A lesson in which theories and procedures learned are applied to the actual making or doing of something.
5. **Tutorial:** A session focused on individual/small group interaction with the students, helping them to improve their understanding of a particular topic or concept.
6. **Short Name of the Course:** This will be the name used in the transcript. It can contain a maximum of 40 characters including spaces.
7. **Core Course:** A course that comes under the category of courses which enable students to specialise in the core area of their degree and develop expertise for gainful living. It is a series or selection of courses that all students registered in a programme are required to complete before they earn a degree.
8. **Minor Course:** A course that is not related to the core areas under a Bachelor’s degree or Integrated Masters programme but which is meant for enriching and broadening the students’ knowledge base and to give them an interdisciplinary education. Students can opt for any Minor courses of their own interest. To be eligible for the award of a degree, students must successfully complete a fixed number of Minor courses, as determined by the University.
9. **Elective Course:** A course that is related to the core areas under a programme but where students can choose whether to opt for it or not. To be eligible for the award of a degree, students must successfully complete a fixed number of Core Elective courses, as determined by the University.
10. **Foundation Course:** A course that has been identified by the University as being central to the philosophy of enabling students to expand their thinking and discover their specific interests and passions other than “job oriented” learning. These are compulsory courses for all Programmes under which they are offered, and are common across similar degree programme types.
11. **Proficiency Course:** A course which provides useful skills and proficiency in certain areas, thereby equipping the students to face the competitive world as they step out of the portals of the University. A Proficiency course for any Programme is compulsory for all students undergoing that Programme.
12. **Self-Immersion Course:** A course, under any programme, that is determined by the University to be crucial for the overall development and growth of the student. Such a course may not necessarily lead to the award of credits; but it is mandatory for students to attend it and successfully complete it in order to be considered eligible for the award of their degree.
13. **Value Added Course:** A course offered beyond academics across the University/Department/School for improving the life skills of the students.
14. **Readings:** Different types of readings can be listed in the following formats: