



**JINDAL GLOBAL  
BUSINESS SCHOOL**  
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



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

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Jindal Global Business School  
*Course Outline*

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Course Title	Introduction to Qualitative Research Methods
Core or Elective	Core
Program and Batch	BBA 2022
Semester & Academic Year	Fall 2026
Credits	4
Discipline/Area	Social Sciences and Humanities
Name of the Faculty Member/Course Instructor	Dr. Richa Kapoor Mehra
Contact Details of the Faculty Member	Richak.mehra@jgu.edu.in
Contact Details of Support Staff	jgbs-co@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBA

### **Introduction to the Course**

Qualitative research stands as a cornerstone of academic inquiry, offering a profound lens through which to examine the complexities of human behavior, social interactions, and cultural phenomena. Unlike its quantitative counterpart, which seeks to measure and quantify, qualitative research is an interpretive, naturalistic approach concerned with understanding the meanings individuals and groups ascribe to a social or human problem. It is a field of inquiry that crosses disciplines, fields, and subject matter, rooted in the conviction that reality is socially constructed, complex, and ever-changing.

At its core, qualitative inquiry is driven by a desire to explore the "why" and "how" of phenomena rather than simply the "what" or "how many." It acknowledges that human experience cannot always be distilled into variables or statistics. Instead, qualitative researchers operate as the primary instrument of data collection, immersing themselves in the natural settings where the phenomena of interest unfold. This course intends for a holistic understanding, capturing the nuances, contradictions, and depths of the human experience that might otherwise be lost in translation. The course is designed to provide students with knowledge of the general characteristics and logic of qualitative research, demonstrate their understanding of the research process, and show them the interrelationship among philosophy, design, and methods. Throughout the course, the students should acquire skills to analyze and use qualitative research data from secondary sources (scientific journal

papers) and assess their reliability, validity, and usefulness; but also know, understand, and critically evaluate the main qualitative methods to the extent that makes them able to select those methods properly and use them correctly in their own research.

### Course Learning Objectives

**At the end of the course, students should be able to**

1. CLO1- To learn about research and the research process
2. CLO2- To understand the method of formulating a research problem
3. CLO3- Application of research in problem solving
4. CLO4- Learn to conceptualize a study design
5. CLO5- The method of developing a research instrument

### Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)	
		Students will be able to	
1	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues	
		2. Understand global business issues	
		3. Demonstrate sensitivity towards ethical issues	
		4. Demonstrate sensitivity towards social issues	
2	<b>Effective communication:</b> Ability to effectively exchange ideas and information	5. Present their ideas with clarity	
		6. Write in a coherent manner	
		7. Use technology for communication	
3	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems	
		9. Examine information from different sources	
		10. Draw inferences from analysis	
4	<b>Teamwork:</b> Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups	
		12. Contribute effectively in groups	

### PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 3, 4	PCG 1	A1, A2, A3
PLO 5, 6	PCG 2	A4
PLO 8, 9, 10	PCG 3	A1, A2, A3

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1 Class Participation	10%	Individual	Continuous	PLO5, PLO6
A2 Research Proposal	30%	Individual		PLO 3, PLO 4, PLO 9, PLO 10
A3 Proposal Presentation	10%	Individual		PLO 5, PLO 10
A4 Endterm Examination	50%	Individual	In the JGU Examination period/week	PLO 6

### Description of Assessments:

**A1 Class Participation- (10 marks):** Class participation will be based on the discussions in class. This course is discussion-based, and the instructor will regularly ask questions to facilitate discussion. There are three grades of class participation. First, the student provides a comment or starts the discussion. Second, the student asks a question based on what is being taught in class. Third, when the instructor asks a question to be answered in class. The student is expected to participate in all three levels of class participation.

**A2 Research Proposal (30 Marks):** In this assessment, the students are expected to choose a research topic, prepare a research proposal using the qualitative method, and submit it to the instructor.

**A3 Proposal Presentation (10 Marks):** Students must present their research work in class. Presentation dates will be communicated in class.

**A4 End term examination-** The end term examination will be of **30 marks of 1.5 hours duration**. This will be an invigilated exam according to the mode, modalities and process as decided by CoE.

### Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here, the onus for learning will be on the student, and the instructor will serve as a facilitator. Instead of learning ‘what to do’, the cases will also serve as examples of real-world phenomena where issues arise, and good and bad practices are evident. The key to learning this way is to see many examples and situations, and to learn inductively as well as deductively from students’ and managers' different experiences.

**Textbook: Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications Ltd.**

### Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1</b>	Introduction: Research a Way of Thinking	PLO 8
Objective of the session	This session aims to explain some reasons for conducting research. How research can be used to gather evidence to inform your practice. The applications of research. Characteristics and requirements of the research process Types of research from the perspective of applications, objectives, and inquiry modes: Research paradigms	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• <b>Research: an integral part of your practice</b></li> <li>• <b>Research: a way to gather evidence for your practice</b></li> <li>• <b>Applications of research</b></li> <li>• <b>Research: what does it mean?</b></li> <li>• <b>The research process: characteristics and requirements</b></li> <li>• <b>Types of research</b></li> </ul>	
Readings	<b>Chapter 1: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N.A	
Pedagogy	Lecture and Discussion	

<b>Session 2</b>	The Research Process: A Quick Glance	PLO 9
Objective of the session	The research process is very similar to undertaking a journey. As with your drive, there are also two important decisions to make on a research journey. The first is to decide <i>what you want to find out about</i> , or, in other words, what <b>research questions</b> you want to find answers to. Having decided upon your research questions or <b>research problems</b> , you then need to decide <i>how to go about finding their answers</i> . The session aims to explain the research process in detail, including the steps involved.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The research process: an eight-step model</li> <li>• Phase 1: deciding what to research</li> <li>• Phase 2: Planning a research study</li> <li>• Phase 3: conducting a research study</li> </ul>	
Readings	<b>Chapter 2: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N.A	
Pedagogy	Lecture and Discussion	
<b>Session 3</b>	<b>Step 1: Formulating a research problem</b> Reviewing the literature	PLO 9
Objective of the session	Formulating a research problem is the first and most important step in the research process. A research problem identifies your destination. This session aims to clarify what a researcher intends to research. The more specific and clearer you are, the better, as everything that follows in the research process.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The place of the literature review in research</li> <li>• Bringing clarity and focus to your research problem</li> <li>• Improving your research methodology</li> <li>• Broadening your knowledge base in your research area</li> <li>• Enabling you to contextualize your findings</li> </ul>	
Readings	<b>Chapter 3: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	

<b>Session 4</b>	<b>How to review the literature</b>	PLO 9
Objective of the session	The <b>literature review</b> is an integral part of the research process and contributes to almost every operational step. In the initial stages of research, it helps you to establish the theoretical roots of the study, clarify ideas, and develop research methodology. This session on the literature review enhances and consolidates the knowledge base and helps integrate findings with the existing body of knowledge.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Searching for the existing literature</li> <li>• Reviewing the selected literature</li> <li>• Developing a theoretical framework</li> <li>• Developing a conceptual framework</li> </ul>	
Readings	<b>Chapter 3: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 5</b>	<b>Formulating a research problem</b>	PLO 5
Objective of the session	The research problem is like the foundation of a building. The type and design of the building depend on the foundation. If the foundation is well-designed and strong, one can expect the building to be the same. This session aims to formulate the research problem. The research problem serves as the foundation of a research study: if it is well formulated, you can expect a good study to follow.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The research problem</li> <li>• The importance of formulating a research problem</li> <li>• Sources of research problems</li> <li>• The formulation of research objectives</li> <li>• Formulating a research problem in qualitative research</li> </ul>	
Readings	<b>Chapter 4: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 6</b>	<b>Identifying variables</b>	PLO 9
Objective of the session	Measurability is the main difference between a <b>concept</b> and a variable. Concepts are mental images or perceptions, and therefore their meanings vary markedly from individual to individual, whereas variables are measurable, though, of course,	

	with varying degrees of accuracy. A concept cannot be measured, whereas a variable can be subjected to measurement by crude/refined or subjective/objective units of measurement. This session aims to explain the method of identifying variables.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• What is a variable?</li> <li>• The difference between a concept and a variable</li> <li>• Types of variables</li> <li>• Types of measurement scale</li> </ul>	
Readings	<b>Chapter 5: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 7</b>	<b>Constructing hypotheses</b>	PLO 9
Objective of the session	The second important consideration in formulating a research problem in quantitative research is the construction of a <b>hypothesis</b> . Hypotheses bring clarity, specificity, and focus to a research problem, this session is based on hypotheses and its function.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The definition of a hypothesis</li> <li>• The function of a hypothesis</li> <li>• The testing of a hypothesis</li> <li>• The characteristics of a hypothesis</li> <li>• Types of hypothesis</li> <li>• Errors in testing a hypothesis</li> </ul>	
Readings	<b>Chapter 6: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 8</b>	<b>Experiential learning session 1 on Formulating a research problem</b>	PLO 5
Objective of the session	The sessions aims to give hands-on practice to students and teaching them the ways to formulate a research problem.	
Subtopics to be covered	Steps involved in formulating a research problem	
Readings	<b>Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Practice and Discussion	

<b>Session 9</b>	<b>Step 2: Conceptualizing a research design</b> The research design	PLO 4
Objective of the session	Designing a qualitative study is an exercise in structured flexibility. Unlike the rigid protocols of randomized controlled trials, qualitative design is often "emergent." This means that while the researcher starts with a clear plan, they must remain open to adapting their strategy as they learn more about the phenomenon.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• What is a research design?</li> <li>• The functions of a research design</li> <li>• The theory of causality and the research design</li> </ul>	
Readings	<b>Chapter 7: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 10</b>	<b>Study designs in qualitative research</b>	PLO 4
Objective of the session	The foundation of this design is invariably the research question. A well-crafted qualitative question is open-ended, non-directional, and focused on process or meaning (e.g., "How do teachers experience..." rather than "Does teaching cause..."). Design also involves a realistic timeline; qualitative research is labor-intensive, requiring time for rapport building, deep observation, and iterative analysis.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Oral history</li> <li>• Focus groups/ group interviews</li> <li>• Participant observation</li> </ul>	
Readings	<b>Chapter 8: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 11</b>	<b>Study designs in qualitative research and other commonly used philosophy-guided designs</b>	PLO 4
Objective of the session	There are a number of other research approaches that have gained recognition in the research literature, both in terms of design and naming. While not designs per se, they do enhance a particular philosophical perspective in social research. These	

	are: action research, feminist research, participatory research, and collaborative inquiry.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Action research</li> <li>• Feminist research</li> <li>• Participatory and collaborative research inquiry</li> </ul>	
Readings	<b>Chapter 8: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 12</b>	<b>Step 3: Constructing an instrument for data collection</b> Selecting a method of data collection	PLO 10
Objective of the session	Most data collection methods can be used in both qualitative and quantitative research. The distinction is mainly due to the restrictions imposed on flexibility, structure, sequential order, depth, and the researcher's freedom in their use during the research process. There are two major approaches to gathering information about a situation, person, problem, or phenomenon. When you undertake a research study, in most cases, you need to collect the required information; however, sometimes the information is already available and only needs to be extracted. Based on these broad approaches to information gathering, data can be categorized into primary and <b>secondary data</b> .	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Methods of data collection in qualitative research</li> <li>• Constructing a research instrument in qualitative research</li> <li>• Collecting data using secondary sources</li> <li>• Problems with using data from secondary sources</li> </ul>	
Readings	<b>Chapter 9: Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 13</b>	<b>Experiential learning session 2 on data collection</b>	PLO 10
Objective of the session	To equip students with the method of data collection and give them hands-on practice in class.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Data collection using primary and secondary sources</li> <li>• Problems with data from secondary sources</li> </ul>	
Readings	<b>Kumar, R. (2019). <i>Research Methodology: A Step-by-Step</i></b>	

	<b><i>Guide for Beginners (5th ed.). SAGE Publications Ltd.</i></b>	
Case Title & Number	N/A	
Pedagogy	Practice and Discussion	
<b>Session 14</b>	Guest Lecture 1	PLO 9
Objective of the session	To give an overview of qualitative research and delve into the why and how behind human behavior, experiences, and social phenomena.	
Subtopics to be covered	To explore, understand, and interpret the area of study	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 15</b>	<b>Step 4: Selecting a Sample</b>	PLO 8
Objective of the session	As the main aim in qualitative inquiries is to explore the diversity, sample size and sampling strategy do not play a significant role in the selection of a sample. If carefully selected, diversity can be described in detail and accurately on the basis of information obtained from even a single individual.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The differences between sampling in quantitative and qualitative research</li> <li>• Sampling in qualitative research</li> <li>• The concept of saturation point in qualitative research</li> </ul>	
Readings	<b>Chapter 12, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners (5th ed.). SAGE Publications Ltd.</i></b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 16</b>	<b>Step V: Writing A Research Proposal</b> <b>How to write a research proposal</b>	PLO 4, 5
Objective of the session	All research endeavors, in both qualitative and quantitative research, in every academic and professional field, are preceded by a research proposal. It informs your academic supervisor or potential research contract provider about your conceptualization of the total research process that you propose to undertake so that they can examine its validity and appropriateness. In any academic field, your research proposal will go through several committees for approval. Unless all of them approve, you will not be able to start your research. Hence, it is important for you to study closely what constitutes a research proposal.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The research proposal in qualitative research</li> </ul>	

	<ul style="list-style-type: none"> <li>• Contents of a research proposal</li> <li>• Introduction</li> <li>• The problem</li> <li>• Objectives of the study</li> <li>• Hypotheses to be tested</li> <li>• Study design</li> </ul>	
Readings	<b>Chapter 13, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 17</b>	<b>How to write a research proposal</b>	PLO 5
Objective of the session	A research proposal is an overall plan, scheme, structure, and strategy designed to obtain answers to the research questions or problems that constitute your research project. A research proposal should outline the various tasks you plan to undertake to fulfil your research objectives, test hypotheses (if any) or obtain answers to your research questions.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The setting</li> <li>• Measurement procedures</li> <li>• Ethical issues</li> <li>• Sampling</li> <li>• Analysis of data</li> <li>• Structure of the report</li> <li>• Problems and limitations</li> <li>• Appendix</li> </ul>	
Readings	<b>Chapter 13, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 18</b>	<b>Experiential Learning Session 3: On how to write a research Proposal</b>	PLO 6
Objective of the session	The session aims to provide practice in writing a research proposal. To state the reasons for undertaking a study.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• <i>what</i> you are proposing to do;</li> <li>• <i>how</i> you plan to find answers to <i>what</i> you are proposing;</li> <li>• <i>why</i> you selected the proposed strategies of investigation.</li> </ul>	

Readings	<b>Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Practice	
<b>Session 19</b>	<b>Step VI: Collecting Data Considering ethical issues in data collection</b>	PLO 3
Objective of the session	All professions are guided by a code of ethics that has evolved over the years to accommodate the changing ethos, values, needs, and expectations of those who hold a stake in the professions. Some professions are more advanced than others in developing their codes of ethics. Some have very strict guidelines, monitor conduct effectively, and take appropriate steps against those who do not abide by the guidelines. The session aims to provide an understanding of ethics as a concept and of ethical issues in research.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Ethics: the concept</li> <li>• Stakeholders in research</li> <li>• Ethical issues to consider concerning research participants</li> <li>• Collecting information</li> <li>• Seeking consent</li> </ul>	
Readings	<b>Chapter 14, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 20</b>	<b>Considering ethical issues in data collection</b>	PLO3
Objective of the session	The session aims to examine the ethical issues to consider regarding participants in a research activity.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Providing incentives</li> <li>• Seeking sensitive information</li> <li>• The possibility of causing harm to participants</li> <li>• Maintaining confidentiality</li> </ul>	
Readings	<b>Chapter 14, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5<sup>th</sup> ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 21</b>	<b>Considering ethical issues in data collection</b>	PLO3
Objective of the session	Ethical issues in research can be looked at as they relate to	

	research participants, researchers, and sponsoring organizations. With regard to research participants, the following areas could pose ethical issues if not handled properly: collecting information; obtaining consent; providing incentives; seeking sensitive information; the possibility of causing harm to participants; and maintaining confidentiality. It is important to examine these areas thoroughly for any unethical practices.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Ethical issues to consider relating to the researcher</li> <li>• Avoiding bias</li> <li>• Provision or deprivation of a treatment</li> <li>• Using an inappropriate research methodology</li> <li>• Incorrect reporting</li> </ul>	
Readings	<b>Chapter 14, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 22</b>	<b>Considering ethical issues in data collection</b>	PLO 3
Objective of the session	Regarding the researcher, areas of ethical concern include the following: introducing bias; providing or withholding treatment; using unacceptable research methods; inaccurate reporting; and the inappropriate use of information. Ethical considerations for sponsoring organizations concern restrictions on research designs and the possible use of findings. As a newcomer to research, one should be aware of what constitutes unethical practice and be able to put appropriate strategies in place to deal with any harm that may be done to any stakeholder.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Inappropriate use of the information</li> <li>• Ethical issues regarding the sponsoring organization</li> <li>• Restrictions imposed by the sponsoring organization</li> <li>• The misuse of information</li> </ul>	
Readings	<b>Chapter 14, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 23</b>	<b>Experiential Learning Session 4: On Collecting Data Ethically</b>	PLO 3, 4
Objective of the session	This session is designed to raise awareness of the ethical issues	

	to consider when conducting research. The ethical issues to be considered are the same in both quantitative and qualitative research. Being ethical means adhering to the code of conduct that has evolved over the years for an acceptable professional practice. Any deviation from this code of conduct is considered unethical, and the greater the deviation, the more serious the breach. For most professions, research ethics are an integral part of their overall ethics, though some research bodies have developed their own codes.	
Subtopics to be covered	Data collection through ethical means	
Readings	<b>Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Practice	
<b>Session 24</b>	<b>Guest Lecture 2</b>	PLO 9
Objective of the session	Ethics are the set of guidelines that help us distinguish right from wrong. The session is based on the role of ethics in research.	
Subtopics to be covered	Research ethics, plagiarism, and integrity	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 25</b>	<b>Step VIII: Writing A Research Report</b>	PLO 6
Objective of the session	In addition to your understanding of research methodology, the quality of the report depends upon such things as your written communication skills and clarity of thought, your ability to express thoughts in a logical and sequential manner, and your knowledge base of the subject area. Another important determinant is your experience in research writing: the more experience you acquire, the more effective you will become in writing a research report.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Developing an outline</li> <li>• Writing about a variable</li> <li>• Referencing</li> <li>• Writing a Bibliography</li> </ul>	
Readings	<b>Chapter 17, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Practice	

<b>Session 26</b>	<b>Research Methodology and Practice Evaluation</b>	PLO 10
Objective of the session	Research methodology and practice evaluation are integrally related. Practice evaluation relies heavily on research methodology techniques, methods, and skills. This session aims at understanding evaluation and the process involved.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• What is evaluation?</li> <li>• Why evaluation?</li> <li>• Intervention- development- evaluation process</li> <li>• Perspectives in the classification of evaluation studies</li> </ul>	
Readings	<b>Chapter 18, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 27</b>	<b>Research Methodology and Practice Evaluation</b>	PLO 10
Objective of the session	In this session, we looked at definitions of ‘evaluation’, identified its characteristics, and examined the reasons for undertaking an evaluation. The intervention–development–evaluation process is discussed in detail, exploring the relationship between programme development and its evaluation. Evaluation studies are classified from two perspectives: the <i>focus of evaluation</i> and the <i>philosophical basis</i> that underpins them. The typology of evaluation studies is developed from these perspectives. There are four types of evaluation, based on their focus: <i>program/intervention planning evaluation, process/monitoring evaluation, impact/outcome evaluation, and cost–benefit/ cost-effectiveness evaluation.</i>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Types of evaluation from a philosophical perspective</li> <li>• Goal-centered/ objective-oriented evaluation</li> <li>• Improvement-oriented evaluation</li> <li>• Holistic/illuminative evaluation</li> </ul>	
Readings	<b>Chapter 18, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 28</b>	<b>Undertaking An Evaluation: The Process</b>	PLO 10
Objective of the session	From the perspective of the philosophies that underpin these evaluations, again, four types of evaluation are identified: <i>goal-centered/ objective evaluation, consumer-oriented/ client-centered evaluation, improvement-oriented evaluation, and holistic evaluation.</i> The	

	evaluation process was outlined step by step, with considerable discussion on how to convert concepts into indicators and variables, enabling the formulation of questions for respondents that will elicit the required information. How to involve stakeholders in an evaluation process was also discussed using a step-by-step guide. Finally, readers are alerted to some ethical issues in evaluation.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Step 1: Determining the purpose of evaluation</li> <li>• Step 2: Developing objectives or evaluation questions</li> <li>• Step 3: Converting concepts into indicators into variables</li> <li>• Developing evaluation methodology</li> <li>• Step5: Collecting data</li> <li>• Step6: Analysing data</li> <li>• Step 7: Writing an evaluation report</li> <li>• Step 8: Sharing findings with stakeholders</li> <li>• Ethics in evaluation</li> </ul>	
Readings	<b>Chapter 18, Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications Ltd.</b>	
Case Title & Number	N/A	
Pedagogy	Lecture and Discussion	
<b>Session 29</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
<b>Session 30</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

\*Elective End-term Examinations may take place in the last week of classes.

### Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning

difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

***Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.***