

TERI School of Advanced Studies
Department of Policy Studies
Minutes of the Board of Studies (BoS) Meeting dated 17.06.2020

A meeting of the Board of Studies (BoS) of Department of Policy Studies (DoPS) was conducted on June 17, 2020 at 4 PM by online mode.

Following members were present in the meeting:

1. Prof. Kanchan Chopra (Member)
2. Prof. Avnish Kumar (Member)
3. Dr. Smriti Das (Chair)
4. Dr. Nandan Nawn (Member)
5. Dr. Gopal Sarangi (Member)
6. Dr. Seema Sangita (Member)
7. Dr. Sukanya Das (Member)
8. Dr. Soumendu Sarkar (Secretary)
9. Dr. Kavita Sardana
10. Dr. Swarup Dutta
11. Dr. Laksh Venkatraman
12. Dr. Shantanu De Roy
13. Dr. Chandan Kumar

Prof. Ram Singh could not join due to prior commitments.

Agenda

1. Confirmation of minutes of last meeting held on 6th June 2019
2. Consideration of course outline of Master's Thesis in Economics. (Annexure 1)
3. Consideration of the proposal to substitute the course titled "Challenges of a Digital Economy" (PPS 136) with "Policy Perspectives on Water" (PPS 193) in the MA (PP&SD) programme (Annexure 2)
4. Consideration of the proposal to reduce the duration of summer internships from eight weeks to four weeks in the MA (SDP) programme (Annexure 3)
5. Any other matter with the permission of the chair

Minutes:

The meeting started with a welcome note by the Chair.

1. Agenda 1: Confirmation of minutes of last meeting held on 6th June 2019
The Board confirmed the minutes of the meeting. The Chair updated the Board on the presentation of the Internal Review to the Academic Council meeting.
2. Agenda 2: Consideration of course outline of Master's Thesis in Economics. (Annexure 1)

Dr. Soumendu Sarkar presented the course outline to the Board. The following issues came up for discussion:

1. Prof. Avanish suggested that the course objective may be re-articulated towards measurable outcomes like “collecting and collating evidence to establish a hypothesis” rather than using words like “meaningful” and “grounded”. Dr. Smriti added that the learning outcomes may be re-articulated in a similar spirit; she further added that the content of Item 2, under Additional Information, which discusses selection of topic of thesis, may be re-phrased in a less strict language.
2. Prof. Avanish suggested that the weightage of the mid-term presentation may be increased in the evaluation. Prof. Chopra, Dr. Seema and Dr. Nandan suggested that the scope of such increase is limited since by the middle of the semester, students are not fully prepared to present their findings in a structured form. Therefore, assigning greater weightage to the mid-term presentation may unnecessarily penalize the students, whereas the purpose of this presentation is to review the students’ progress and course correction, if required. The said weightage may be increased to 20%.
3. Dr. Seema Sangita suggested that a requirement of submission of an extended abstract/policy brief may be added. Often the students are unwilling to work further on their thesis post submission. Such a requirement would ensure the conversion of their theses into a format that can be used for knowledge dissemination and promotion. Dr. Smriti noted that policy brief may not always be an obvious outcome of the thesis and therefore, extended abstracts/working papers may be more suitable requirements for this purpose.
4. Prof. Avanish inquired if there is a policy on the maximum permissible limit of similarity tracked by any standard anti-plagiarism software that can be included in item no. 5 of Additional Information. Dr. Nandan informed that this requirement is governed by TERI SAS policy on plagiarism, and the examiner’s judgment on what percentage of similarity can be considered to be plagiarism.

The outline was approved in principle subject to addressing some of the concerns above.

3. Agenda 3: Consideration of the proposal to substitute the course titled “Challenges of a Digital Economy” (PPS 136) with “Policy Perspectives on Water” (PPS 193) in the MA (PP&SD) programme (Annexure 2)

Dr. Laksh Venkataraman presented the case for the substitution of courses in the MA (PP&SD) programme. Prof. Avanish recommended that the exact reason for this course substitution may be specified. Dr. Seema inquired whether the change specified is of a temporary nature or permanent. On this, Dr. Laksh informed that certain changes are going to be proposed in due course with regard to the program structure of MA (PP&SD), e.g., a new course on Public Health. Prof. Avanish recommended that such courses may be designed with a governance approach and the course title may explicitly reflect that; that course design should enable the course to stay relevant for longer durations of time. The proposal was approved by the Board members.

4. Consideration of the proposal to reduce the duration of summer internships from eight weeks to four weeks in the MA (SDP) programme (Annexure 3)
Dr. Gopal Sarangi presented the proposal to the Board. Prof. Avanish inquired if this proposal would have any consequence on the future employment prospects of the students. Dr. Sarangi assured that this is a temporary measure that is being taken arising out of the adjustments in the examination schedule due to the COVID 19 lockdown. No changes are proposed with respect to the major projects of the students, which has a significant impact on employment prospects. The proposal was approved by the Board members.
5. At the request of the Chair, Dr. Gopal Sarangi informed the Board about a review of the structure of the MA (SDP) programme to be taken up in near future. Prof. Kanchan and Dr. Avanish

stressed on the design of the review process and its documentation. The Chair also informed that the outline of the PhD programme is under development.

The Chair then concluded the meeting with a vote of thanks.

Addendum

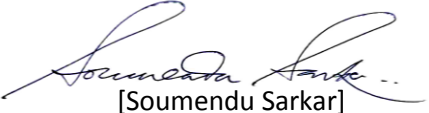
An email was circulated among members of Board of Studies (BoS) of Department of Policy Studies (DoPS) on 30th June 2020 by Dr Soumendu Sarkar, Secretary of the Board with the following agenda. (See Annexure 4.)

Agenda

1. Review and approval of the PhD programme outline (Annexure 5)
2. Review and approval of the outline of the doctoral course on Research Methodology (Annexure 6)

Minutes

6. Agenda 1: Professor Avanish Kumar raised a point that a course on Qualitative Methods was absent in the PhD outline(Annexure 7 and 8). This outline was approved.
7. Agenda 2: Professor Avanish Kumar raised certain points regarding the course outline in the circulated document in track change mode (Annexure 8 and 9). This outline was approved.


[Soumendu Sarkar]
Secretary, BoS, DoPS

Course title: Masters' Thesis (MSc Economics)				
Course code: TBA	No. of credits: 20	L-T-P: 0-0-560	Learning hours: 280	
Pre-requisite course code and title (if any): MPE 176 Methods of Research in Economics				
Department: Department of Policy Studies				
Course coordinator(s): TBA			Course instructor(s): TBA	
Contact details: TBA				
Course type: Core			Course offered in: Any semester	
<p>Course description: Master's Thesis requires the student to conduct meaningful and grounded research in economics with a focus on ecological, environmental and resource economics, the specialization of the MSc Economics program.</p> <p>The first three semesters of MSc Economics program are designed in a way to provide skills and sound knowledge in basic economic theory and its practices. The foundations of the thesis are laid down in the core course titled "Methods of Research in Economics" (MPE 176; third semester). It takes the students through the entire spectrum of research design, that begins with theories, concepts, frameworks and models and ends with a Research Proposal for a Masters' Thesis (Assessment 3). Ordinarily, the student will write a Master's Thesis based on this Research Proposal, under the supervision of faculty/external experts, as decided by MPEC of MSc Economics programme (see, Additional Information).</p>				
Course objectives: To provide the student hands-on training in research in Economics that results in a structured output within a time frame				
Course content				
Module	Topic	L	T	P
1.	The research proposal including research plan submitted by the student as Assessment 3 of Methods of Research in Economics, and evaluated by faculty members shall determine the requirements of the thesis, subject to approval by the assigned supervisor and Masters Programme Executive Committee.	0	0	560
Evaluation criteria:				
<ul style="list-style-type: none"> Assessment 1 : Mid-term presentations (15%) to assess the mid-term progress on the thesis (evaluation sheet in Annexure 1) Format of Presentation: <ul style="list-style-type: none"> (a) 15 minutes of presentation per student followed by 10 minutes of Q & A (b) Maximum 10 slides per presentation excluding title and references (c) Contents of the presentation must cover a recap of the proposed research question and methodology, progress regarding collection and analysis of data/theoretical modelling, as the case may be, and problem areas if any Assessment 2: Final presentations (25%) to assess the oral presentation of the final thesis (evaluation sheet in Annexure 2) Format of Presentation: <ul style="list-style-type: none"> (a) 20 minutes of presentation per student followed by 10 minutes of Q & A (b) Maximum 15 slides per presentation excluding title and references (c) Contents of the presentation must cover a brief recap of the proposed research question and methodology, detailed results, interpretation and analysis, policy implications and further directions, if any. Assessment 3: Final Thesis (60%) to assess the written presentation of the final thesis (evaluation sheet in Annexure 3) Students must submit two copies of the final thesis in electronic format only to the Office of the Head of the Department on or before the submission date announced by the Thesis Coordinator, incorporating the comments received in the course of their presentations. This should be accompanied by the scan of Thesis Submission form (Annexure 6). The Thesis must be submitted in the prescribed structure and format (Annexure 5). 				

Learning outcomes: At the end of this course, the student should be able to demonstrate the ability

- to conduct original and meaningful research in Economics (Tests 1-3)
- to deliver effective oral presentations of such research (Tests 1-2)
- to motivate, conceptualise, design and execute original research questions in the form of written output (Test 3)

Pedagogical approach: As required by the research question pursued in the Thesis.

Course Reading Materials:

1. Background material on research methods: The student may refer to MPE176 course material for specific references on research methods. The following books are suggested as ready reference:
 - 1. John W Creswell and David J Creswell. 2018. *Research Design: Qualitative, quantitative and Mixed methods approaches*, New Delhi: Sage
 - Mark Kanazawa. 2018. *Research Methods for Environmental Studies*. London and New York: Earthscan
2. Other material: As mandated by the topic of research, subject to approval from the supervisor

Additional information:

1. Thesis must be written *individually*.
2. A student who has obtained a letter grade of “C” or higher in the course titled “Methods of Research in Economics” (MPE 176) must continue with the topic and research plan submitted (Assessment 3 in it). A proposal to modify the topic or research plan must be accompanied by appropriate justification and consent from the supervisor assigned. It has to be placed before the Masters Thesis Coordinator who shall seek approval from the MPEC. The modified topic must reflect the overall focus and specialization of the program, i.e. Environment and Resource Economics.
3. The MPEC of MSc Economics programme shall assign one of its members as (internal) supervisor. This will take place in the third semester after the presentation of the Research Concept Note (Assessment 1 in MPE 176) in consideration with the expertise of the faculty, the time that they can offer, and aiming at a balanced distribution of (Internal) supervisors. The MPEC may also assign a TERI SAS faculty member who is not a member of MPEC or even an individual from outside TERI SAS as an external supervisor. In such cases, an MPEC member will serve as the internal supervisor. A student or a supervisor can request a change in the assignment of supervision to the Thesis Coordinator by making a request with justification. Consent of the student and both the supervisor(s) are necessary. A student or a supervisor may request for having a co-supervisor. Consent of the student and both the supervisor(s) are necessary. All such requests must be sanctioned after approval of the MPEC. No such request can be considered after the mid-term presentations.
4. Students are expected to spend a minimum of 40 hours per week on thesis work throughout the semester. Students are also expected to meet the supervisor (internal as well as external) at least once a fortnight to report on the progress made. The Thesis Coordinator will solicit the monthly confidential progress report from (both) the supervisors in an electronic form (Annexure 4).
5. Plagiarism: ¹ Students will be penalised for plagiarism offences, if any, in any of the submissions.

¹ Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from programme to programme.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge an indebtedness whenever:
 1. Directly quoting another person's actual words, whether oral or written;
 2. Using another person's ideas, opinions, or theories;
 3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. Borrowing facts, statistics, or illustrative material; or

<p>6. Without valid reason and prior approval of the Dean (Academic), a student cannot postpone/change date of his/ her presentation(s) or submission(s) from the schedule announced by the Thesis Coordinator. Even in case of any emergency, a valid proof and an approval from the Dean is required.</p> <p>7. The timeline for the Master’s Thesis presentations and submissions will be notified by the Thesis Coordinator. The deadline for presentations and submissions, unless approved a priori by the Thesis Coordinator in special circumstances, are strict: all submissions must electronically reach the office of the Thesis Coordinator with a time stamp within 2359 hours of the due date. No late submission will be accepted and zero marks will be assigned to the corresponding submission component.</p> <p>8. The Thesis Coordinator will set up the panel for evaluation of presentations. Weights will be as follows:</p> <p>(a) For those with only Internal Supervisor—Supervisor(s)² and 1 faculty member (or an expert from outside if any; weightage 60:40 respectively).</p> <p>(b) For those with Internal and External Supervisor/co-supervisor³, both the Supervisors; weightage 60:40 respectively.</p> <p>9. Evaluation of the Thesis will be as per the following process:</p> <p>(a) only the Internal Supervisor (in case of absence of external supervisor or a co-supervisor), or,</p> <p>(b) by both Internal and External Supervisor/Co-supervisor; weightage 60:40</p> <p>Student responsibilities: Regular meetings with the supervisor</p>

Prepared by: Nandan Nawn, Seema Sangita and Soumendu Sarkar

Course reviewers:

- 1. Vikram Dayal, Professor, Institute of Economic Growth, New Delhi**
- 2. Anirban Dasgupta, Associate Professor, South Asian University, New Delhi**

5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

[also see, <https://portal.teriuniversity.ac.in/Rules/Plagiarism.pdf>]

² In case the supervisor(s) is not available due to unavoidable circumstances, a faculty member with expertise in the topic of research will examine the presentation.

³ In case the supervisor(s) is not available due to unavoidable circumstances, a faculty member with expertise in the topic of research will examine the presentation.

Annexure 1: Master's Thesis Mid term Presentation evaluation sheet
M.S. Economics Program, Department of Policy Studies, TERI School of Advanced Studies

Name of Examiner	
Name of Student	
<i>Evaluation carried out as</i>	Internal supervisor <input type="checkbox"/> External Supervisor /Examiner

Please fill each field in a way that the outlined points are addressed providing an impression on the quality of the research proposal and justification for the allocated marks.

1. Introduction, Problem Statement and Research Question

<i>Relevance, Clarity, Innovativeness</i>	

2. Literature review

<i>Coverage, Ability to review the relevant literature, Inferences of gaps in the literature</i>	

3. Method

<i>Choice of method, Appropriateness of method, Comprehensive background, description and limitations of the method; Discussion of conjectures/ variables/ data sources/ sampling strategy and questionnaire (if relevant)</i>	

4. Expected findings

<i>Clarity on expected outcome</i>	

5. Integration and Coherence

<i>Linkages between the introduction, problem statement, research question, method, results, conclusion etc.</i>	

6. Clarity of Presentation

<i>Audible and comprehensible; Information is presented in logical sequence; Good language skills and pronunciation; Appropriate pace of presentation</i>	

7. Quality of visual presentation

<i>Clarity; Organization and layout</i>	

8. Responses during Q&A session

<i>Response to questions and comments</i>	

9. Additional comments/justification, if any*

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Suggested weights in total marks:

20% each on (a) method of analysis, (b) integration & coherence and (c) clarity of presentation
10% each on (d) introduction, (e) literature review, (f) expected findings,
10% in total on (g) quality of visual presentation and (h) responses during Q & A session.

Marks* : _____(out of 100)

Date

Signature

Grade-marks links								
Letter Grade**	A+	A	B+	B	C+	C	D+	D
Range of Marks	91-100	86-90	81-85	76-80	71-75	66-70	61-65	<= 60

* For marks awarded above 90 or below 66, additional justification may be provided in a separate sheet. For example, marks above 90 may be awarded in works with a potential for publication in a decent journal; likewise marks below 66 may be awarded for a work grossly dissatisfactory on most counts.

** See Grading Guidelines.

Grading Guidelines from Student Handbook of TERI School of Advanced Studies ⁴

A+/A

- The thesis shows creativity and substantial effort. Significant and credible results have been obtained; or there is a logical explanation and analysis on what went wrong and suggestions for improvements.
- The thesis is clearly written, including the technical aspects. Data is presented in an easy-to-understand format. Diagrams are clearly labelled. Grammar, typing, and spelling errors are absent.
- The oral presentation is done in a professional and organized manner, describing the main highlights and contributions of the project.

B+/B

- The thesis shows good effort. Acceptable and credible results have been obtained; or there is an explanation of what went wrong.
- The thesis is reasonably well written. The technical descriptions are accurate and complete, although there may be some ambiguities. Data is presented in an easy-to-understand format (tables and/or graphs). Diagrams are included. Most of the grammar, typing, and spelling errors have been corrected.
- The oral presentation is done in a professional manner, describing the main highlights of the project.

C+/C

- The thesis shows reasonable effort, but produces limited results.
- The thesis report is submitted but parts of it are not easy to understand. The technical descriptions may be inaccurate or incomplete. Some data or diagrams may be missing. The report includes grammar, typing, or spelling errors.
- The oral presentation is done in a professional manner, but is difficult to follow or does not include significant details.

D

- The thesis shows a lack of effort and produces poor results.
- The thesis is submitted but is difficult to understand. The technical descriptions may be inaccurate or incomplete. Data or diagrams may be missing. The report includes numerous grammar, typing, or spelling errors.
- The oral presentation is done in an unprofessional manner

F

- The thesis shows a lack of effort and produces poor results.
- The thesis is not submitted in full.
- The oral presentation is not done or done in an unprofessional manner.

⁴ <https://www.terisas.ac.in/pdf/student-handbook.pdf>

Annexure 2: Master's Thesis Final Presentation Evaluation Sheet
M.S. Economics Program, Department of Policy Studies, TERI School of Advanced Studies

Name of Examiner	
Name of Student	
<i>Evaluation carried out as</i>	Internal supervisor <input type="checkbox"/> External Supervisor /Examiner <input type="checkbox"/>

Please fill each field in a way that the outlined points are addressed providing an impression on the quality of the research proposal and justification for the allocated marks.

1. Introduction, Problem Statement and Research Question

<i>Relevance, Clarity, Innovativeness</i>

2. Literature review

<i>Coverage, Ability to review the relevant literature, Inferences of gaps in the literature</i>

3. Method

<i>Choice of method, Appropriateness of method, Comprehensive background, description and limitations of the method; Discussion of conjectures/variables/data sources/sampling strategy and questionnaire (if relevant)</i>

4. Discussion of results

<i>Interpretation and implications of results</i>

5. Integration and Coherence

<i>Linkages between the introduction, problem statement, research question, method, results, conclusion etc.</i>

6. Clarity of Presentation

<i>Audible and comprehensible; Information is presented in logical sequence; Good language skills and pronunciation; Appropriate pace of presentation</i>

7. Quality of visual presentation

<i>Clarity; Organization and layout</i>

8. Responses during Q&A session

<i>Response to questions and comments</i>

9. Additional comments/justification, if any*

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Suggested weights in total marks:

20% each on (a) method of analysis, (b) integration & coherence and (c) discussion of results
10% each on (d) introduction, (e) literature review, (f) clarity of presentation
10% in total on (g) quality of visual presentation and (h) responses during Q & A session.

Marks* : _____(out of 100)

Date

Signature

Grade-marks links								
Letter Grade**	A+	A	B+	B	C+	C	D+	D
Range of Marks	91-100	86-90	81-85	76-80	71-75	66-70	61-65	<= 60

* For marks awarded above 90 or below 66, additional justification may be provided in a separate sheet. For example marks above 90 may be awarded in works with a potential for publication in a decent journal; likewise marks below 66 may be awarded for a work grossly dissatisfactory on most counts.

** See Grading Guidelines.

Grading Guidelines from Student Handbook of TERI School of Advanced Studies⁵

A+/A

- The thesis shows creativity and substantial effort. Significant and credible results have been obtained; or there is a logical explanation and analysis on what went wrong and suggestions for improvements.
- The thesis is clearly written, including the technical aspects. Data is presented in an easy-to-understand format. Diagrams are clearly labelled. Grammar, typing, and spelling errors are absent.
- The oral presentation is done in a professional and organized manner, describing the main highlights and contributions of the project.

B+/B

- The thesis shows good effort. Acceptable and credible results have been obtained; or there is an explanation of what went wrong.
- The thesis is reasonably well written. The technical descriptions are accurate and complete, although there may be some ambiguities. Data is presented in an easy-to-understand format (tables and/or graphs). Diagrams are included. Most of the grammar, typing, and spelling errors have been corrected.
- The oral presentation is done in a professional manner, describing the main highlights of the project.

C+/C

- The thesis shows reasonable effort, but produces limited results.
- The thesis report is submitted but parts of it are not easy to understand. The technical descriptions may be inaccurate or incomplete. Some data or diagrams may be missing. The report includes grammar, typing, or spelling errors.
- The oral presentation is done in a professional manner, but is difficult to follow or does not include significant details.

D

- The thesis shows a lack of effort and produces poor results.
- The thesis is submitted but is difficult to understand. The technical descriptions may be inaccurate or incomplete. Data or diagrams may be missing. The report includes numerous grammar, typing, or spelling errors.
- The oral presentation is done in an unprofessional manner

F

- The thesis shows a lack of effort and produces poor results.
- The thesis is not submitted in full.
- The oral presentation is not done or done in an unprofessional manner.

⁵ <https://www.terisas.ac.in/pdf/student-handbook.pdf>

Annexure 3: Master's Thesis Final Thesis Evaluation Sheet

M.Sc. Economics Program, Department of Policy Studies, TERI School of Advanced Studies

Name of Examiner	
Name of Student	
<i>Evaluation carried out as</i>	Internal supervisor <input type="checkbox"/> External Supervisor <input type="checkbox"/>

Please provide comments below on various attributes of the research ranging from appreciation, constructive criticism and suggestions for improvement.

1. Abstract

<i>Comprehensiveness, Appropriate length</i>

2. Introduction, problem statement and research question

<i>Background information, Relevance of problem statement; Innovativeness of the research question</i>

3. Literature review

<i>Coverage; Ability to review the relevant literature; Inferences of gaps in the literature</i>

4. Method

<i>Choice of method; Appropriateness of method; Comprehensive background, description and limitations of the method</i>

5. Results of the study and interpretation

<i>Interpretation of results; Discussion and implications of results; Conclusion</i>

6. Integration and coherence

<i>Linkages between the introduction, research question, method, findings and conclusion; Overall clarity</i>

7. List of references

<i>Adequate use of references through-out the text; Link between list of references to text; Citation style, both in-text and in reference</i>

8. Regularity in supervisor interaction and attending presentations

<i>Regular interaction with supervisor (at least fortnightly updates by students in expected)</i>

9. Additional comments/justification, if any*

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Suggested weights in total marks:

30% on (a) results and its interpretation

10% each on (b) abstract, (c) introduction, (d) literature review, (e) method, (f) integration & coherence, (g) list of references and (h) regularity of the student in consulting you.

Marks* : _____(out of 100)

Date

Signature

Grade-marks links								
Letter Grade**	A+	A	B+	B	C+	C	D+	D
Range of Marks	91-100	86-90	81-85	76-80	71-75	66-70	61-65	<= 60

* For marks awarded above 90 or below 66, additional justification may be provided in a separate sheet. For example marks above 90 may be awarded in works with a potential for publication in a decent journal; likewise marks below 66 may be awarded for a work grossly dissatisfactory on most counts.

** See Grading Guidelines.

Grading Guidelines from Student Handbook of TERI School of Advanced Studies⁶

A+/A

The thesis shows creativity and substantial effort. Significant and credible results have been obtained; or there is a logical explanation and analysis on what went wrong and suggestions for improvements.

- The thesis is clearly written, including the technical aspects. Data is presented in an easy-to-understand format. Diagrams are clearly labelled. Grammar, typing, and spelling errors are absent.
- The oral presentation is done in a professional and organized manner, describing the main highlights and contributions of the project.

B+/B

- The thesis shows good effort. Acceptable and credible results have been obtained; or there is an explanation of what went wrong.
- The thesis is reasonably well written. The technical descriptions are accurate and complete, although there may be some ambiguities. Data is presented in an easy-to-understand format (tables and/or graphs). Diagrams are included. Most of the grammar, typing, and spelling errors have been corrected.
- The oral presentation is done in a professional manner, describing the main highlights of the project.

C+/C

- The thesis shows reasonable effort, but produces limited results.
- The thesis report is submitted but parts of it are not easy to understand. The technical descriptions may be inaccurate or incomplete. Some data or diagrams may be missing. The report includes grammar, typing, or spelling errors.
- The oral presentation is done in a professional manner, but is difficult to follow or does not include significant details.

D

- The thesis shows a lack of effort and produces poor results.
- The thesis is submitted but is difficult to understand. The technical descriptions may be inaccurate or incomplete. Data or diagrams may be missing. The report includes numerous grammar, typing, or spelling errors.
- The oral presentation is done in an unprofessional manner

F

- The thesis shows a lack of effort and produces poor results.
- The thesis is not submitted in full.
- The oral presentation is not done or done in an unprofessional manner.

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Annexure 4: Format for Submission of Confidential Progress Report (Master's Thesis)
M.Sc. Economics Program, Department of Policy Studies, TERI School of Advanced Studies

CONFIDENTIAL PROGRESS REPORT
For / / to / /

Name of the Student:

Title of the Research Topic:

1	Status of the work	
2	List out the work related activities accomplished so far	
3	Future Work Plan and Time Line	
4	Comments from Supervisor (s)	

Date:

[Signature of Student]

[Signature of Internal/External Supervisor]

Annexure 5: Structure of the Master's Thesis

M.Sc. Economics Program, Department of Policy Studies, TERI School of Advanced Studies

The Contents of the Thesis should be in this order (may refer to the Thesis submitted earlier):

1	Title Page	
2	Declaration by the Student	
3	Certificate by the Supervisor and the Head of the Department	
4	Acknowledgment Page	
5	Table of Contents	
6	Abstract	Page numbering in Roman, i.e., i, ii
7	List of Tables (if any)	
8	List of Figures (if any)	
9	List of Symbols/Abbreviations (if any)	
10	Introduction	
11	Literature Review	
12	Method (including data if it is an empirical study)	
13	Analysis	
14	Conclusion	
15	References	
16	Annexures (if any) [Page numbering in Roman with A as a prefix, i.e. Ai, Aii...]	

Brief Details

Abstract: This is a summary of the completed work, from Introduction to Conclusion, within 250 words. Broadly, it defined the area of study, states the objectives of the thesis, describes the study area and the methodology used, major findings, and their significance. Write this section after the rest of the work is complete.

Introduction: This describes the topic and the problem within 3-4 pages. Introduction must be brief and informative. It must describe the problem, its relevance and scope. The hypothesis must be clearly stated and a summary of research may be presented that places the problem in the context. The objectives and expected outcomes from the study must also be stated. All references need to be included in the references section.

Literature Review: The literature review must be a critical evaluation of existing work and explain the relevance of previous efforts and the gaps in research. The review should be more than just a collection of summaries of research papers. The reference sources will be textbooks, journals, and publications. Limit yourself to authentic sources. All references are to be reported in the references section.

Data and Methodology: A brief description of the data along with the summary statistics must be given. The student may choose a secondary source, or do a study by the questionnaire method. If the interview method is chosen, the sample details such as profile and size, and reasons behind such a choice may be described. It describes the methods and techniques of survey, analysis, etc. The method should be carefully formulated, identifying problems that may arise and possible solutions.

Results and Analysis: Explain and discuss the main results of the study, relating to the objective and hypotheses stated at the beginning. The results may be supplemented with brief tables and graphs. All the tables and figures should be self-contained, numbered and referred in the text. Avoid description of the tables and figures in the text; rather include the interpretation.

Conclusion: This section should be an assessment describing the gaps, limitations and scope for further research, based on the analysis that have been done to answer specific questions. Also sum up the main conclusions.

Acknowledgments: Acknowledge all the individuals and the agencies who have helped you in your work.

Annexure: This includes field data, questionnaire format, graphs, boxes and tables that could not be accommodated in the results section. All annexure should be referred in the main text.

General Formatting Instructions for the Master's Thesis

1. Please refer to thesis submitted in previous years for the color scheme of the cover and the binding requirements. Copies are available with the library.
2. The suggested format is as follows.
 - a. A page size of A4 (210 by 297 mm)
 - b. Left and right margins: 0.98" top and bottom: 1", justified,
 - c. One-and-a-half spacing
 - d. Times New Roman 12 point as the base font
 - e. Page numbers at the bottom of the page and at the centre
 - f. Printed on both sides; so, Gutter 0.5"
 - i. Figures should be put on a separate page with no text in the back of that page; this page should be placed immediately after the text page where this figure was mentioned for the first time. Figures will not have page number.
3. References should be in alphabetical order with no numbering or bullet points.
4. Tables should not have vertical grids. Horizontal grids should be highlighted at the top 2 lines, and bottom line only.
5. Chapter heading should follow the following format:
 - (a) All the main heading should be in UPPER CASE, BOLD and in the centre.
 - (b) All sub-headings should be in the Title case, left justified and *bold-italics*. They should be numbered.
6. Allow a spacing of 3 lines (double the usual line spacing) before you begin a paragraph or section.
7. Paragraphs and Sections within the subheading should not be numbered.

Format of the Title Page

<p style="text-align: center;"><i>Title of the Master's Thesis</i></p> <p style="text-align: center;"><i>Master's Thesis</i></p> <p style="text-align: center;"><i>Submitted by:</i> <Name of student></p> <p style="text-align: center;">In partial fulfillment for the <i>Degree of M.Sc. (Economics)</i></p> <p style="text-align: center;"><i>Submitted to:</i> Department of Policy Studies TERI School of Advanced Studies Plot 10, Vasant Kunj Institutional Area New Delhi 110070 INDIA</p> <p style="text-align: center;"><i>Month Year</i></p>
--

Annexure 6: Templates for Thesis Submission Form

M.Sc. Economics Program, Department of Policy Studies, TERI School of Advanced Studies

Declaration to be made by the Student

This is to certify that the research that forms the basis of this thesis titled ----- is an original work carried out by me and has not been submitted anywhere else for the award of any degree.

I certify that, to the best of my knowledge, all sources of information and data have been fully acknowledged in the report.

Name of the Student M.Sc. Economics
TERI School of Advanced Studies

Certificate for Supervisor(s) and the Head

This is to certify that ----- has carried out a Master’s Thesis, in partial fulfillment of requirements for the degree of M.Sc. Economics on the topic ----- during month year (say, July 2018)— month year (say, April 2019).

The report embodies the original work of the candidate, to the best of our knowledge.

Signature of Internal Supervisor
Name and Designation

Date

Signature of External Supervisor/ Co-supervisor
Name and Designation
Organisation Address
Date

Signature of Thesis Coordinator
Name and Designation
Date

Signature of Head of Department
Name
Date

Reviewer Comments

Reviewer 1

I have read the attachment, and approve.

You have a very good process for the thesis and I must compliment your department for the hard work and thoughtfulness.

Vikram Dayal, Professor, Institute of Economic Growth, New Delhi

Reviewer 2

I want to start by congratulating you and other colleagues on the meticulous work that clearly has gone into this outline. It meets whatever standard we want to judge it by and goes well beyond! Having said that, a couple of quick comments:

i) I have a feeling the whole process of thesis writing and evaluation have been somewhat over-structured with the intricate details and requirements at every stage. While in general such clarity is welcome especially for students as they get to know what they are expected to do and how to interpret the grades they are given, there remains a risk of giving up on flexibility. For example, the mid-term appraisal may not yield the same progress for every project in spite of adequate effort by the student. Should there not be some flexibility whereby the end outcome may make up for inadequacies along the way? I am not suggesting to give up on a mid-term evaluation as this is an important wake-up call for students to get started on thesis work. My concern is that too much specification of what exactly is required at that stage may be limiting in some cases.

ii) I know there is a research methodology course that goes before the actual thesis writing and references would already have been given to students on various aspects of thesis writing. But I was wondering if some text/s can remain in this course as background reading, should somebody want to brush up.

iii) Thesis supervision problems are often related to the lack of enthusiasm and time allotted on part of the supervisor(of course, lack of enthusiasm and effort by students is more common!). Since your course outline is quite explicit about the rights and responsibilities of students, I was wondering if it would be prudent to add the time by which the student can request a change of supervisor after the supervision process has started. It should be balanced between giving students enough time to figure out that she is facing a problem with the supervision but not too much time for her to take advantage of a new(maybe lenient) supervisor after she has wasted lot of time doing nothing.

Please note that none of these suggestions are critical and need not be acted upon immediately. If the faculty feels, the current course without any changes can be implemented and these issues may be revisited after 2-3 years.

Anirban Dasgupta, Associate Professor, South Asian University, New Delhi

Action Taken Report

1. Two general level textbooks on research methods have been included in the “Course Reading Material” section (p.2)
2. Provision for change of supervisor has been made in the “Additional Information” section Item 3 (p.2)

To

Dr Smriti Das
 Head of the Department
 Department of Policy Studies
 TERI School of Advanced Studies

Dear Dr. Das,

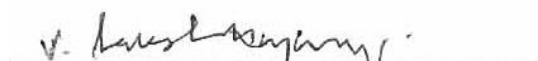
As the Programme Coordinator of the Public Policy and Sustainable Development (PPSD), I am writing this on behalf of the MPEC for a minor change in the forthcoming Semester. In this regard, kindly note the programme structure of the First Semester below: -

S. No	Course No	Title	Credit
1	NRE 165	Introduction to Sustainable Development	1
2	PPS 133	Society and Development Policy	2
3	PPS 127	Sustainable Consumption and Production	2
4	PPS 183	India and the World	2
5	PPS 134	Industrial Development and Sustainability	2
6	PPS 135	Energy Policy and Sustainable Development	2
7	PPS 153	Governance and Law	2
8	PPS 136	Challenges of a Digital Economy	2
9	PPS 137	Policy Lab-I	2
		TOTAL	17

The above-mentioned list is the Core Courses we are offering at present in the first Semester. As per the MPEC discussions, I am requesting you to represent our case to the BoS to drop the Course titled *Challenges of a Digital Economy* (PPS 136). This is due to the unforeseen situations due to the Covid-19. While the MPEC wants to retain the existing parity in terms of the number of courses in both Semesters, it is proposing to offer *Policy Perspectives on Water* (PPS 193) in the First Semester. Kindly note that this PPS 193 is an existing Course currently offered in the Second Semester of the Programme.

Thanking in anticipation of your kind assistance.

Sincerely



L N Venkataraman D Phil

Note for Board of Studies (BoS)

MA-SDP Programme

Given the current circumstances of lock-down spurred by the pandemic COVID 19, Dean (Academic) of TERI instructed all programmes to relook the timelines for Summer internship based on ‘UGC Guidelines on Examinations and Academic Calendar in view of COVID-19 Pandemic’ issued on 29th April 2020. Consequent upon this, MA-SDP programme conducted an MPEC on 2nd May 2020 through online mode to deliberate and discuss, *inter-alia*, the proposed the timeline for conducting summer internship for students.

Summer internship is a non-credit, student-driven activity, designed for M.A (SDP) 1st year students, placed at the end of second semester. This is usually scheduled for eight-weeks. For these eight-weeks students are expected to work with organizations of their choice on projects in their interest area to gain practical exposure. The primary objective of the summer internship is to widen the students’ perspective by providing professional exposure to real life issues related to the technical, scientific, management, policy and/or other domains of development interventions/issues. Though, this is zero credit activity, summer internship is compulsory for every student. Non-completion of this component will lead to non-award of the degree.

Given the current situation and unusual complexities associated with it, MPEC proposed a reduced duration of summer internship from eight weeks to four weeks, from 17th June to 17 July 2020 (please check row 6 of Annexure 1). This sounds more logical given that the available time for carrying out summer internship has been lessened due to extended schedules of major tests. This is put forward for the approval of BoS. The revised calendar is appended below (Annexure 1).

Appendix 1: Revised Calendar MA-SDP Programme

Existing S. No.	Events	Revised Calendar (for MA_SDP Programme)
1.	Last day of classes	15 May 2020
2.	Break for 2 nd Semester	16 – 31 May 2020
3.	Final submission for 4 th Semester	5 June 2020
4.	Completion of grading and MPEC meetings (4 th semester)	15 June 2020
5.	Display of grades (4 th semester)	1 July 2020
6.	Minor Project (if applicable), Internships, etc (for 2nd Semester).	17 June 2020 – 17 July 2020
7.	Students report back to university (for 2 nd Semester)	31 July 2020
8.	Tests III (for 2 nd Semester)	1 – 12 June 2020
9.	Completion of all evaluation processes for 2 nd semester (except MPL 104)	20 – 24 July 2020
10.	Completion of grading and MPEC meetings (2 nd semester)	27 July 2020
11.	Display of grades (2 nd semester) (except MPL 104)	30 July 2020
12.	Academic Council Meeting	NA
13.	Meetings of SRCs	NA
14.	Orientation and registration for 3rd semester 2020/21	31 July 2020
15.	Commencement of classes of 3 rd semester	4 August 2020

16.	Completion of evaluation & display of grades for MPL 104	NA
17.	Orientation and registration for 1st semester 2020/21	1 Sept. 2020
18.	Commencement of classes of 1st semester	2 Sept. 2020



PhD Programme

Department of Policy Studies

Programme Overview

The Department of Policy Studies embraces the philosophy that policy level recommendations for sustainable development can follow only from rigorous research that engages with alternative strands/schools of thought across disciplines. The research agenda at the Department is advanced by its multi-disciplinary team of faculty members with specializations in anthropology, economics, management, development studies, sociology and demography. Their research interests, under the core theme of public policy, cuts across various aspects of ecology-economy-society interface.

The PhD programme at the Department of Policy Studies aims to build the capacities of next generation academicians/thought leaders in critical thinking, research and analytical skills, and effective communication of research. The programme prepares scholars for career in university-level teaching, research, policy analysis.

The mode of operation and key features of these programmes are governed by the provisions laid down '*TERI School of Advanced Studies Ph.D. Regulations-2019*' (and its subsequent amendments).

Programme USP

Ph.D. Programme at the Department of Policy Studies fosters new knowledge creation by enabling individual intellectual potential through critical thinking and research; thus, contributing to the discourses on sustainability and policy level impacts. It promotes interdisciplinary research demonstrating opportunities for broader research excellence framework. Research at the Department is carried out with the understanding that policies, whose primary goal is to improve well-being of people and planet, cannot successfully achieve their objectives with just a top-down approach. Thus, scholars are encouraged to participate in field studies, appreciating the organic link between theoretical understanding and field-based realities. Exposure to such dialectic will enhance their capacity to question the accepted, explore the possibilities and verify the impossibilities.

Programmes Outcomes

At the completion of the PhD programme, the scholar should be able to:

- Explore frontiers of fundamental, applied and interdisciplinary research and teaching under the broad domain of policy and sustainability studies.
- Understand and apply scientific methods and techniques to carry out high quality/rigorous research work.
- Independently plan, implement original research with high ethical standards.
- Develop critical thinking and analytical skills.
- Develop effective interpersonal and research communication skills with the ability to communicate to different stakeholders within their fields.

Programme Structure

Ph.D. Programme at the Department are divided into three stages. These are as follows: -

Stage I: Ph.D. Course work

Ph.D. course work at the Department of Policy Studies aims to equip scholars with the necessary research and analytical skill sets. Ph.D. Course work is governed by the *‘TERI School of Advanced Studies Ph.D. Regulations-2019’* (and its subsequent amendments) and *UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulations, 2016* (and its subsequent amendments).

Ph.D. Course work structure and requirement

A minimum of 8 credits and a maximum of 16 credits will have to be earned by the Ph.D. students in order to complete their course work. This includes mandatory courses (prescribed as per the UGC Regulations and TERI School of Advanced Studies PhD Regulations, 2019) and courses recommended by the Student Research Committee (SRC). The course requirement for every student will be prescribed by the Department Research Committee (DRC) on the recommendation of the SRC. The Ph.D. course work must be completed within the first two semesters of joining the programme.

Every Ph.D. student at the Department must complete the following mandatory courses.

- a) Research Methodology – 3 Credits (Credit only course)
- b) Research and Publication Ethics - 2 Credits (Credit or audit course)
- c) Philosophy of Social Science- 3 Credits (Credit or Audit course—based on the recommendations of SRCs)
- d) Quantitative Research Method – minimum of 2 Credit course from the list of quantitative methods course as prepared by the DRC[‡]

[‡] University wide list of available courses under this category are provided in Annexure 1.

Ph.D. students can opt for 'Communication Skills', as a non-mandatory course. Students can also opt for other courses related to their area of research, based on the recommendation of the SRC and approval of DRC.

Stage II: Research proposal defence and research work

- A student will be permitted to appear for defending his/her research proposal only after he/she has completed the Ph.D. course work as decided by the SRC.
- As a part of the research proposal defence, a draft research proposal must be prepared in the prescribed format by the student in consultation with the Supervisor(s).^{§♦}
- The Supervisor will schedule the research proposal defence.
- After a satisfactory defence, the student will submit his/her final research proposal and related documents to the DRC with due approval from the Supervisor. The final research proposal must be submitted to the DRC within a period of 24 months from the date of registration to the Ph.D. programme.
- During the Ph.D. programme, the student shall appear before the SRC at least once in each semester to make a presentation of the progress of his/her work. This process will continue until thesis submission.

Stage III: Thesis submission

A Ph.D. student may submit his/her thesis, in the prescribed format, at any time provided that he/she has completed the minimum period of registration and he/she has completed the course work requirement as prescribed by the DRC on the recommendations of the SRC with a requisite CGPA and has also successfully defended his/her research proposal.♦ Prior to the thesis submission, the student should submit a synopsis document, duly approved by the SRC, and should make a presentation in the Department (to the DRC). He/she should also have the requisite publication/s, as specified in the '**TERI School of Advanced Studies Ph.D. Regulations-2019**' (and its subsequent amendments).

♦ University formats for all submissions, once prepared, will be reviewed by the DRC, which shall suggest changes, if needed.

Annexure 1

List of Courses Under Quantitative Methods

- Environmental Statistics (3 credits)
- Probability and Statistics (4 credits)
- Statistical Methods for Management (3 credits)
- Advanced Statistical Methods for Management (2 credits)
- Multivariate Data Analysis (3 credits)
- Econometrics (4 credits)
- Advanced Econometrics (4 credits)
- Time Series and Regression Analysis (4 credits)
- Quantitative Analysis for Development Practice (3 credits)
- Spatiotemporal Data Analysis (3 credits)

Course title: Research Methodology				
Course code:		No. of credits:	L-T-P: 36-0-12	Learning hours: 42
Pre-requisite course code and title (if any):				
Department: Department of Policy Studies				
Course coordinator(s):			Course instructor(s):	
Contact details:				
Course type:			Course offered in:	
Course description Research Methodology course has been designed to impart the fundamentals of methods and techniques of academic research among the research scholars. The scholars will be trained and oriented with various components of research – starting from philosophy of research to review of literature, problem definition, research design, data collection, data analysis, report writing, and presentation. It will also discuss the validity, reliability, limitations, benefits, appropriateness, and challenges of using qualitative and quantitative research.				
Course objectives				
<ul style="list-style-type: none"> • Imparting knowledge related to the philosophy of research • Developing skills in reviewing literature and identifying various sources of information for the review • Facilitate understanding of the basic framework of research design • Preparing the students to write research proposal • Training the students in various tools and techniques for data collection • Imparting the basics of qualitative and quantitative data analysis • Orienting students regarding thesis writing 				
Course content				
Module	Topic	L	T	P
1.	Research Philosophy The main aim of this module is to give an overview of research philosophy including research paradigm, methodology and methods. The basic concepts of quantitative and qualitative research methodology will be discussed under three philosophical approaches like positivism, interpretivism and critical. It would help the students to decide which approach should be adopted and why. Hence, they will be oriented with the research paradigms like – <ul style="list-style-type: none"> • positivism • Interpretivism • Critical 	2		
2.	Review of Literature Purpose of this module is to make the students to know the significance and the process of review of existing literature, critical review of literature and identification of gaps and identification of various sources of information. At the end of the module, the students will be able to understand and write the literature review systematically. The following topics will be covered under this module: <ul style="list-style-type: none"> • Types of literature review (Argumentative, integrative, methodological, theoretical review) • Steps of review process • Writing literature review 	4		4
3.	Designing Research Purpose of this module is to make the students understand how to reach at conceptual and theoretical framework and determine correct research questions. Through this module the students will be competent enough to understand what research problem is and what is not. Eventually, they will be able to formulate hypothesis, objectives, and research questions. The following topics will be covered under this module: <ul style="list-style-type: none"> – Types of Research Design – Research process: Defining research problem, variable, objectives, hypothesis, Developing research questions 	6		4

4.	<p>Research Method and Tools:</p> <p>The purpose of this module is to understand various tools and techniques of data collection. It starts with the nature of data and the collection secondary and primary data, etc. Hence, the researcher requires respective tools or techniques to serve the purpose of the research. Tools may vary in complexity, interpretation, design, and administration. Each tool is suitable for the collection of certain type of information. One must select from the available tools those which will provide data s/he seeks for testing hypothesis or answering specific research questions. The following topics will be covered accordingly:</p> <ul style="list-style-type: none"> • Nature of data (primary and secondary data, qualitative and quantitative data) • Collecting secondary data: (types, suitability of data, authentication and credibility) • Collecting primary data: <ul style="list-style-type: none"> • Sampling design (census and sample survey, implications of a sample design, steps in sampling design, criteria of selecting a sampling procedure/ types of sample design – probability and non-probability) • Data collection methods: <ul style="list-style-type: none"> • Questionnaire and Schedule • Interviews (structured, semi-structured and unstructured) • Observation (participant and non-participant); • Focus group discussion • Ethnography • Validity and reliability/triangulation 	10		4
5.	<p>Quantitative Data Analysis</p> <p>The aim of this module is to introduce students with the basics of the quantitative methods for research. The primary objective is to build a sense of quantitative techniques among the scholars. This module would describe the following quantitative methods under various research problems –</p> <ul style="list-style-type: none"> • Methods of descriptive data analysis – various methods of central tendency and dispersions • Concept of theoretical distribution – discrete and continuous • Concept of hypothesis testing • Correlation & causality – relationship between/among variables • Regression – simple & multiple, forecasting & determinants 	8		
6.	<p>Qualitative Data analysis</p> <p>The purpose of this section is to understand the procedures to analyse the qualitative information that has been collected during empirical data collection. The analysis is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data. In this module various steps of qualitative data analysis will be covered:</p> <ul style="list-style-type: none"> • Steps in analysing qualitative data • Analysis of text, documents, and discourse 	4		
7.	<p>Research Proposal and thesis writing</p> <ul style="list-style-type: none"> • In this section students will be oriented with the various steps of research proposal writing and thesis writing. The students will be given hands on training for writing research proposal by taking a topic from their respective research areas. 	2		
	Total	36		12
<p>Evaluation criteria (min 3):</p> <p>Test 1: Submission of Concept Note on the topic of students’ research interest (20 %)</p> <ul style="list-style-type: none"> • (1) Identification of Research Paradigm; (2) Identification of Research Problem (3) 				

<p>formulating the objectives and hypothesis</p> <p>Test 2: Submission of Research Proposal -- 80%</p> <p>i) Structure: 1) Research problem statement and background 2) Research rationale 3) Review of Literature and identification of research gaps (4) Research objectives and questions (5) Research methods (6) Research limitation (7) Reference</p> <p>ii) Indicators for assessment: (a) Identification of research problem; (b) Identification of research objectives and questions and methodology; (c) Structure and form; (d) Content, language, clarity (Academic Merit); (e) Sincerity and timely submission (f) number and types of literatures cited</p>			
<p>Learning outcomes</p> <ul style="list-style-type: none"> – From the Assignment 1, the students will be able to conceptualize the research idea and initiate a process for carrying out independent research pertaining to any specific issue. – From the Assignment -2, students will be enabled to write a full-fledged research proposal. 			
<p>Pedagogical approach</p> <ul style="list-style-type: none"> – In order to support active learning, the lectures in this course will be supplemented with practical work. The emphasis of these practical hours (reviewing literatures, formulating research problem, research questions and objectives, preparing interview schedule, conducting FGD etc.) will be to encourage active involvement of students in undertaking tasks that help them better understand concepts / methods / tools in social research. Students will practice and learn by conducting interviews, focus groups, participatory exercises and survey methods. Role-plays, in-class activities and group exercises will be extensively used. 			
<p>Course Reading Materials</p> <ul style="list-style-type: none"> • Bryman, Alan. (2012) Social Research Methods, Oxford University Press, New Delhi • Bruce L. Berg (2001) Qualitative Research Methods for Social sciences. Boston: Allyn & Bacon • Corbetta P. (2003) Social Research, Theory, Methods and Techniques, Sage Publication, New Delhi • Cresswell JW (2014) Research Design, Qualitative, Quantitative and Mixed Method Approach, Sage: New Delhi • Czaja, R. and Blair, J., (2005) Designing surveys: A guide to decisions and procedures, 2nd edition, Thousand Oaks and London: Pine Forge. • Flick, Uwe. (2014) The Sage Hand-Book of Qualitative Data Analysis (Edited). Sage: New Delhi • Grosh, M. and Glewwe, P., (2000) eds., Designing household survey questionnaires for developing countries: Lessons from 15 years of the living standards measurement study. Washington, D.C.: World Bank. • Groves, RM., Floyd Fowler J. Jr., Couper MP., Lepkowski James M., Singer E., Tourangeau R. (2009) Survey methodology, 2nd edition, Hoboken: Wiley. • Hammersley, M., (1992) What's wrong with ethnography? London: Routledge. Scheyvens R. and Storey, D., (2003) eds., Development fieldwork: A practical guide, London: Sage (chapter 4). • Kothari CR (2004) Research Methodology, Methods and Techniques, New Age International Publication Limited: New Delhi • Robson C., (1993) Real world research: A resource for social scientists and practitioner-researchers. Oxford: Blackwell (chapter on analysing qualitative data). • Sarantakos, S. (1998) Social Research. Macmillan Press: Australia • Walliman, N. (2011) Research Methods, The Basics. Routledge: UK • Silverman D. (2006) Interpreting qualitative data: Methods for analyzing talk, text and interaction, 3rd edition, London: Sage • Sirkin RM. (2005) Statistics for the Social Sciences, 3rd edition, SAGE Publications, USA. • Gailmard S. (2014) Statistical Modeling & Inference for Social Science, 1st edition, Cambridge University Press, NY. 			
<ul style="list-style-type: none"> • Student responsibilities: The students are expected to submit assignments in time and come prepared with readings when provided. 			

Course reviewers:

- **Prof Ragini Sahay, Amity University**
- **Dr Mercian Daniel, The George Institute for Global Health,**

Action Taken Report

Comment: I am not able to understand why in PhD programme document, at the end there is set of only quantitative method courses. I don't see any qualitative method course, pl check.

Response: Research Methodology—a mandatory 3 credit course to be offered as part of coursework in the PhD Programme—deals mostly with qualitative research methods.

Course title: Research Methodology				
Course code:		No. of credits:	L-T-P: 36-0-12	Learning hours: 42
Pre-requisite course code and title (if any):				
Department: Department of Policy Studies				
Course coordinator(s):			Course instructor(s):	
Contact details:				
Course type:			Course offered in:	
Course description Research Methodology course has been designed to impart the fundamentals of methods and techniques of academic research among the research scholars. The scholars will be trained and oriented with various components of research – starting from philosophy of research to review of literature, problem definition, research design, data collection, data analysis, report writing, and presentation. It will also discuss the validity, reliability, limitations, benefits, appropriateness, and challenges of using qualitative and quantitative research.				
Course objectives				
<ul style="list-style-type: none"> • Imparting knowledge related to the philosophy of research • Developing skills in reviewing literature and identifying various sources of information for the review • Facilitate understanding of the basic framework of research design • Preparing the students to write research proposal • Training the students in various tools and techniques for data collection • Imparting the basics of qualitative and quantitative data analysis • Orienting students regarding thesis writing 				
Course content				
Module	Topic	L	T	P
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2.	Review of Literature Purpose of this module is to make the students to know the significance and the process of review of existing literature, critical review of literature and identification of gaps and identification of various sources of information. At the end of the module, the students will be able to understand and write the literature review systematically. The following topics will be covered under this module: <ul style="list-style-type: none"> • Types of literature review (Argumentative, integrative, methodological, theoretical review) • Steps of review process • Writing literature review 	4		4
3.	Designing Research Purpose of this module is to make the students understand how to reach at conceptual and theoretical framework and determine correct research questions. Through this module the students will be competent enough to understand what research problem is and what is not. Eventually, they will be able to formulate hypothesis, objectives, and research questions. The following topics will be covered under this module: <ul style="list-style-type: none"> – Types of Research Design – Research process: Defining research problem, variable, objectives, hypothesis, Developing research questions 	6		4

4. concept	<p>Research Method and Tools: The purpose of this module is to understand various tools and techniques of data collection. It starts with the nature of data and the collection secondary and primary data, etc. Hence, the researcher requires respective tools or techniques to serve the purpose of the research. Tools may vary in complexity, interpretation, design, and administration. Each tool is suitable for the collection of certain type of information. One must select from the available tools those which will provide data s/he seeks for testing hypothesis or answering specific research questions. The following topics will be covered accordingly:</p> <ul style="list-style-type: none"> • Nature of data (primary and secondary data, qualitative and quantitative data) • Collecting secondary data: (types, suitability of data, authentication and credibility) • Collecting primary data: <ul style="list-style-type: none"> • Sampling design (census and sample survey, implications of a sample design, steps in sampling design, criteria of selecting a sampling procedure/ types of sample design – probability and non-probability) • Data collection methods: <ul style="list-style-type: none"> • Questionnaire and Schedule • Interviews (structured, semi-structured and unstructured) • Observation (participant and non-participant); • Focus group discussion • Ethnography • Validity and reliability/triangulation 	10		4
5.	<p>Quantitative Data Analysis The aim of this module is to introduce students with the basics of the quantitative methods for research. The primary objective is to build a sense of quantitative techniques among the scholars. This module would describe the following quantitative methods under various research problems –</p> <ul style="list-style-type: none"> • Methods of descriptive data analysis – various methods of central tendency and dispersions • Concept of theoretical distribution – discrete and continuous • Concept of hypothesis testing • Correlation & causality – relationship between/among variables • Regression – simple & multiple, forecasting & determinants 	8		
6.	<p>Qualitative Data analysis The purpose of this section is to understand the procedures to analyse the qualitative information that has been collected during empirical data collection. The analysis is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data. In this module various steps of qualitative data analysis will be covered:</p> <ul style="list-style-type: none"> • Steps in analysing qualitative data • Analysis of text, documents, and discourse 	4		
7.	<p>Research Proposal and thesis writing</p> <ul style="list-style-type: none"> • In this section students will be oriented with the various steps of research proposal writing and thesis writing. The students will be given hands on training for writing research proposal by taking a topic from their respective research areas. 	2		
	Total	36		12
Evaluation criteria (min 3):				
Test 1: Submission of Concept Note on the topic of students' research interest (20 %)				
<ul style="list-style-type: none"> • (1) Identification of Research Paradigm; (2) Identification of Research Problem (3) 				

<p>formulating the objectives and hypothesis</p> <p>Test 2: Submission of Research Proposal -- 80%</p> <p>i) Structure: 1) Research problem statement and background 2) Research rationale 3) Review of Literature and identification of research gaps (4) Research objectives and questions (5) Research methods (6) Research limitation (7) Reference</p> <p>ii) Indicators for assessment: (a) Identification of research problem; (b) Identification of research objectives and questions and methodology; (c) Structure and form; (d) Content, language, clarity (Academic Merit); (e) Sincerity and timely submission (f) number and types of literatures cited</p>			
<p>Learning outcomes</p> <ul style="list-style-type: none"> – From the Assignment 1, the students will be able to conceptualize the research idea and initiate a process for carrying out independent research pertaining to any specific issue. – From the Assignment -2, students will be enabled to write a full-fledged research proposal. 			
<p>Pedagogical approach</p> <ul style="list-style-type: none"> – In order to support active learning, the lectures in this course will be supplemented with practical work. The emphasis of these practical hours (reviewing literatures, formulating research problem, research questions and objectives, preparing interview schedule, conducting FGD etc.) will be to encourage active involvement of students in undertaking tasks that help them better understand concepts / methods / tools in social research. Students will practice and learn by conducting interviews, focus groups, participatory exercises and survey methods. Role-plays, in-class activities and group exercises will be extensively used. 			
<p>Course Reading Materials</p> <ul style="list-style-type: none"> • Bryman, Alan. (2012) Social Research Methods, Oxford University Press, New Delhi • Bruce L. Berg (2001) Qualitative Research Methods for Social sciences. Boston: Allyn & Bacon • Corbetta P. (2003) Social Research, Theory, Methods and Techniques, Sage Publication, New Delhi • Cresswell JW (2014) Research Design, Qualitative, Quantitative and Mixed Method Approach, Sage: New Delhi • Czaja, R. and Blair, J., (2005) Designing surveys: A guide to decisions and procedures, 2nd edition, Thousand Oaks and London: Pine Forge. • Flick, Uwe. (2014) The Sage Hand-Book of Qualitative Data Analysis (Edited). Sage: New Delhi • Grosh, M. and Glewwe, P., (2000) eds., Designing household survey questionnaires for developing countries: Lessons from 15 years of the living standards measurement study. Washington, D.C.: World Bank. • Groves, RM., Floyd Fowler J. Jr., Couper MP., Lepkowski James M., Singer E., Tourangeau R. (2009) Survey methodology, 2nd edition, Hoboken: Wiley. • Hammersley, M., (1992) What's wrong with ethnography? London: Routledge. Scheyvens R. and Storey, D., (2003) eds., Development fieldwork: A practical guide, London: Sage (chapter 4). • Kothari CR (2004) Research Methodology, Methods and Techniques, New Age International Publication Limited: New Delhi • Robson C., (1993) Real world research: A resource for social scientists and practitioner-researchers. Oxford: Blackwell (chapter on analysing qualitative data). • Sarantakos, S. (1998) Social Research. Macmillan Press: Australia • Walliman, N. (2011) Research Methods, The Basics. Routledge: UK • Silverman D. (2006) Interpreting qualitative data: Methods for analyzing talk, text and interaction, 3rd edition, London: Sage • Sirkin RM. (2005) Statistics for the Social Sciences, 3rd edition, SAGE Publications, USA. • Gailmard S. (2014) Statistical Modeling & Inference for Social Science, 1st edition, Cambridge University Press, NY. 			
<ul style="list-style-type: none"> • Student responsibilities: The students are expected to submit assignments in time and come prepared with readings when provided. 			

Course reviewers:

- **Prof Ragini Sahay, Amity University**
- **Dr Mercian Daniel, The George Institute for Global Health,**

Action taken on the Comments on Research Methodology Course for PhD Students

Comment 1: These are activities/outputs in some cases. Objective is the purpose statement. Kindly convert into two or three purposive /objective statement that will be achieved after the completion of the project –as objective. How would you measure these objectives? The objective of the course is often referred by students as reference point for their work

Response: agreed and incorporated

Comment 2: There is a rise of mix-method, so students should be able to know the limitation of all the types and select based on the requirement of research

Response: agreed and incorporated

Comment 3: I think if you include and make it Systematic Literature Review (SLR) it may be better

Response: The term Systematic Literature Review is used essentially for Quantitative research. Better to avoid such term for any further confusion.

Comment 4: You can add case study method

Response: agreed and incorporated

Comment 5: Instead of taking it to the end, if the corresponding assignment of each module can build up to synopsis/proposal, it would be a good idea.

Response: There are practical hours assigned in Module 2, 3 and 4 which essentially covers building up concept note and research proposal

Comment 6: Writing concept Note should be part of the course. Earlier there is no mention of concept note

Response: Agreed. In the course description, the idea of concept note has been incorporated.

Comment 7: Since you are referring to books, may be for each module –a chapter is identified.

This course is very generic in nature. Almost every book can be used as textbooks of the course. Hence, there is no need for separate information in each module.