
Advanced Research Methodology in Social Sciences

OUTLINE FOR COURSE

PA-513

Master of Social Science (M.S.S.)

Faculty Member

Krishna Kumar Saha, Ph.D.

Associate Professor

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Department of Public Administration

Comilla University, Bangladesh



COURSE OUTLINE

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Welcome Note for PA-513: Advanced Research Methodology in Social Sciences

Welcome to PA-513: *Advanced Research Methodology in Social Sciences*, a core course of the Master of Social Science (M.S.S.) program at the Department of Public Administration, Comilla University, Cumilla-3506, Bangladesh. This course provides a comprehensive foundation for conducting high-quality research in the social sciences, emphasizing both theoretical understanding and practical application.

Overview and Objectives

The course delves into the core philosophies of social science research, such as ontology and epistemology, exploring paradigms like positivism, relativism, realism, and social constructionism. It fosters a deep understanding of inductive, deductive, abductive, and iterative reasoning processes. Students will develop the skills necessary to design robust research studies, encompassing literature review, content analysis, and empirical methodologies, while integrating theoretical and conceptual frameworks to enhance scholarly contributions.

Learning Experience

You will engage with advanced topics, including:

- Development of hypotheses and conceptual frameworks.
- Sampling techniques tailored to diverse population settings.
- Creating and validating research instruments for both quantitative and qualitative data collection.
- Discussion of analytical tools like SPSS, and NVivo for data interpretation.
- Ensuring reliability, validity, and structural integrity in research through statistical and qualitative measures.

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Through these, you will not only master methodological principles but also build proficiency in managing research challenges and achieving analytical rigor.

We look forward to your active participation as we explore the dynamic world of social research, fostering skills that will empower you as a scholar, researcher, and practitioner in the social sciences.

Course Code: PA-513		Contact Hours: 56 Direct
Course Title: Advanced Research Methodology in Social Sciences		Credits: 4
Course Type: Major		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Credit Value: 4 (Four)		Total marks: (40+60) = 100
Pre-requisite (If any): None		Attendance: 80% (min.)
Course Teacher: Krishna Kumar Saha, Ph.D.		Course Class Representatives: Md. Mojahidul Islam Tahmina Akter Eva
Course Summary	PA-513: Advanced Research Methodology in Social Sciences is a foundational course in the Master of Social Science (M.S.S.) program at the Department of Public Administration, Comilla University. This course equips students with the theoretical knowledge and practical skills required for conducting rigorous and impactful research in the social sciences. The course begins by exploring the philosophy of social science, covering ontological and epistemological paradigms such as positivism, relativism, realism, and social constructionism. Students will delve into inductive, deductive, abductive, and iterative reasoning approaches, enabling them to conceptualize and structure research inquiries. A significant focus is placed on research design, which includes literature reviews, content analysis, and empirical research methods, both experimental and observational. The course covers advanced methodologies such as triangulation research, variable-oriented studies, and case-based approaches, ensuring a comprehensive understanding of research frameworks. Students will learn how to develop theoretical and conceptual frameworks, select relevant variables from theoretical assumptions, and construct hypotheses to guide their research. Additionally, the course emphasizes sampling techniques and the preparation of validated research instruments, including Likert-scale	

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	questionnaires for quantitative studies and mixed-method questionnaires for qualitative research. Students will also explore techniques for ensuring data reliability and validity, including structural equation modeling. Analytical skills will be honed through exercises in univariate, bivariate, and multivariate analysis, alongside hypothesis testing methods.		
Objectives	1. Develop a Theoretical Foundation To equip students with a deep understanding of the philosophical underpinnings of social science research, including epistemology, ontology, and various methodological paradigms such as positivism, relativism, realism, and social constructionism, enabling them to critically analyze and frame research inquiries. 2. Enhance Research Design and Methodological Skills To train students in the formulation of robust research designs, including literature review, hypothesis development, sampling techniques, and the preparation of validated research instruments, while mastering diverse research methodologies such as experimental, observational, and mixed-method approaches. 3. Build Analytical Competence with Advanced Tools To provide students with understanding in data analysis using advanced tools such as SPSS, AMOS, and NVivo, fostering proficiency in univariate, bivariate, and multivariate analysis, hypothesis testing, and ensuring reliability and validity in research outcomes.		
Course Learning Outcomes (CLO)	After the completion of this course, the students will be able to 1. Understand the philosophical underpinnings of social science research. 2. Design and execute robust research studies with well-defined theoretical and conceptual frameworks. 3. Utilize advanced data analysis tools to interpret and present findings. 4. Critically assess the validity and reliability of research outcomes. 5. Develop expertise in applying research methodologies to address complex social science problems.		
Sl. No	Course Contents	Hrs.	CLOs
01.	Philosophy of Social Science: Ontology and Epistemology- Positivism, Relativism, Realism, Social Constructionism, Role of Theory- Inductive, Deductive, Abductive, and Iterative; Inferences of the Study- Descriptive, Explanatory, and Interpretive. Teaching-Learning Strategy: Lecture & Discussion	4	1

	Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. 6 P., Bellamy C. (2012). Principles of Methodology - Research Design in Social Science. Thousand Oaks: Sage Publication. 2. Singleton R, Straits B. (2005). <i>Approaches to Social Research</i>. Nueva, N.Y: Oxford University Press.		
02.	Research Design: Literature Review, Content Analysis, Empirical Research: Experimental and Observational, Types of Experimental Research: Variable Oriented Research, Case Based Research, Case-Oriented Research; Triangulation Research. Teaching-Learning Strategy: Lecture & Group Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Creswell J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd edition). London, Thousand Oaks: SAGE Publications. 2. Crotty M. (1989). <i>The foundations of social research</i>. London: Sage.	6	2&5
Assignment The individual students will select a topic confirm with the course teacher and submit an assignment (3000-6000 words excluding the references) for 05 marks.			
03.	Theoretical Framework: Selection of Appropriate Theory, Links between Theory and Research, Variable Selection from Theoretical Assumptions, Model Building. Teaching-Learning Strategy: Lecture, Question-Answer, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment	4	3,4&5

	Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. Quality and Quantity, 36 (1): 43-53. 2. Brower R, Abolafia M, Carr J. (2000). On improving qualitative methods in public administration research. Administration and Society, 32 (4): 363-397.		
1st Mid-Term Exam The students will prepare for the previous three (1-3) sections and the exam will be or 10 marks.			
04.	Conceptual Framework and Hypothesis Development. Teaching-Learning Strategy: Lecture, Case Study, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cooper D, Schindler P. (2011). Business Research Methods (11th Edition). Boston: McGraw Hill. 2. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. Theory into Practice, 39: 124-130.	6	1 & 3
05.	Sampling: Sampling Selection Techniques from Known and Unknown Population. Teaching-Learning Strategy: Lecture & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications.	6	1,4, & 5

	3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cochran W. (1977). Sampling Techniques. 3rd Edition, New York: Wiley. 2. Cohen J. 1988. Statistical power analysis for the behavioral sciences. Mahwah, NJ: Lawrence Erlbaum.		
06.	Questionnaire Preparation: Create a Validate Study Questionnaire using Likert Scale for Quantitative Survey, Mix Method (Both of Open and Close Ended) Questionnaire for Qualitative Survey. Teaching-Learning Strategy: Lecture, Active Learning, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cooper D, Schindler P. (2011). Business Research Methods (11th Edition). Boston: McGraw Hill. 2. Yin R. K. (1994). Case study research: Design and Methods (2nd Ed.). Newbury Park, CA: Sage Publications.	4	1,2, & 4
2nd Mid-Term Exam The students will prepare for the previous three (4-6) sections and the exam will be or 10 marks.			
07.	Tools of Data Analysis: Quantitative, Qualitative, and Mix Method Data Analysis. Teaching-Learning Strategy: Lecture, Case Study, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. Quality	6	1 & 4

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	and Quantity, 36 (1): 43-53. 2. Silverman D. (2011). Qualitative Research (3rd Ed.). Thousand Oaks: SAGE Publications. 3. Singleton R, Straits B. (2005). Approaches to Social Research. Nueva, N.Y: Oxford University Press.		
08.	Validity and Reliability of Data in Social Science Research Teaching-Learning Strategy: Lecture, Group Work, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Blaikie N. (2003). Analyzing Quantitative Data. From Description to Explanation. Thousand Oaks: Sage Publications, 353. 3. Brower R, Abolafia M, Carr J. (2000). On improving qualitative methods in public administration research. Administration and Society, 32 (4): 363-397. 4. Cochran W. (1977). Sampling Techniques. 3rd Edition, New York: Wiley.	4	1 & 2
09.	Data Analysis: Using Different Tolls to Analyze Data and Use for report writing Teaching-Learning Strategy: Lecture, Guest Lecture, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cohen J. 1988. Statistical power analysis for the behavioral sciences. Mahwah, NJ: Lawrence Erlbaum. 2. Cooper D, Schindler P. (2011). Business Research Methods (11th Edition). Boston: McGraw Hill. 3. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. Theory into Practice, 39: 124-130.	6	1,4, & 5
3rd Mid-Term Exam			

The students will prepare on all previous nine (1-9) sections and the exam will be or 10 marks. This is not a mandatory Mid-Term Exam rather it is for the students who have missed the previous mid-term examinations or want to improve their marks from the previous two examinations.

Presentation

The students (Individual/Group) will select a topic based on the course and confirm with the course teacher and then make a presentation for 10 minutes and a Question/Answer for five minutes.

Bibliography

1. Bellamy C. (2012). *Principles of Methodology - Research Design in Social Science*. Thousand Oaks: Sage Publication.
2. Blaikie N. (2003). *Analyzing Quantitative Data. From Description to Explanation*. Thousand Oaks: Sage Publications, 353.
3. Brower R, Abolafia M, Carr J. (2000). On improving qualitative methods in public administration research. *Administration and Society*, 32 (4): 363-397.
4. Cochran W. (1977). *Sampling Techniques*. 3rd Edition, New York: Wiley.
5. Cohen J. 1988. *Statistical power analysis for the behavioral sciences*. Mahwah, NJ: Lawrence Erlbaum.
6. Cooper D, Schindler P. (2011). *Business Research Methods (11th Edition)*. Boston: McGraw Hill.
7. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. *Theory into Practice*, 39: 124-130.
8. Creswell J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage.
9. Creswell J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches (2nd edition)*. London, Thousand Oaks: SAGE Publications.
10. Creswell J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd Edition)*. SAGE Publications.
11. Crotty M. (1989). *The foundations of social research*. London: Sage.
12. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality and Quantity*, 36 (1): 43-53.
13. Silverman D. (2011). *Qualitative Research (3rd Ed.)*. Thousand Oaks: SAGE Publications.
14. Singleton R, Straits B. (2005). *Approaches to Social Research*. Nueva, N.Y: Oxford University Press.
15. Yin R. K. (1994). *Case study research: Design and Methods (2nd Ed.)*. Newbury Park, CA: Sage Publications.

16. Mason, J. (2002) *Qualitative Researching*. Second. London: Sage Publications.
17. Williams, M., May, T. and Wiggins, R. D. (1996) *Introduction to the philosophy of social research*. First. London: UCL Press.

Course Requirements and Evaluation

The method of instruction will mainly be lectures, discussion, group discussion, Question-Answer, guest lectures, active learning with occasional student-led presentations, and class discussions. Attendance and participation are crucial for the success of the course. Students are required to regularly attend classes, do the assigned readings before coming to class, and take part in class discussions. They are also required to complete two essays and take three exams. The final grade will be calculated in the following manner:

Sector of Allocation	Number
Class Attendance*	05
1st Class Presentation/Assignment	05
1st Mid-Term Examination	10
2nd/3rd Mid-Term Examination	10
2nd Class Presentation/Assignment	10
Semester Final	60
Total	100

Policy on Academic Dishonesty

As academic integrity is crucial to the pursuit of university education, students are expected to uphold the academic honor code at all times and are advised to familiarize themselves with the university's policy on academic dishonesty, especially in relation, but not limited, to plagiarism, cheating, impersonation, AI-generated texts, etc. To make sure that a degree awarded by Comilla University reflects the honest efforts and individual academic achievement of each student, Comilla University treats cases of academic dishonesty very seriously and severely penalizes those caught in violation of the university's policy on academic honesty.

Policy on Electronic Devices

Cell phones are distracting and therefore should be turned off and kept out of sight during lectures. A visible phone will be assumed to be used. In such a scenario, the Faculty Member may ask the offending student to leave the class. Except where prior permission is sought from the Faculty Member and given, no audio or video recording of lectures is allowed. Where permission is sought and granted, such recordings should be only for the student's private use. In any circumstances no electronic device will be allowed in the exam hall for personal use.