

The Islamia University of Bahawalpur

Department of History & Pakistan Studies Course of studies for M.Phil. Pakistan Studies

Course Unit Code	PS-32101
Course Title	Research Methodology (I)
Credit Rating	03
Level	M.Phil. & PhD Pakistan Studies
Delivery	Semester I

Course Objective:

The objective of the course is to further enhance the research abilities of the students who have already been taught Research Methodology in M.A. The emphasis would be on statistical methods and analysis relevant for social Sciences.

Teaching Methodology:

1. The class will be conducted in a participatory environment where the class Instructor will lead discussions and the students will be encouraged to Participate and to ask questions at the end of each class session.
2. Students will be expected to write assignments in advance. It will be through discussions, cross- questioning, participation and the involvement of the students in learning.

Curriculum Contents

Research: Basic Concepts

- Kumar, *Research Methodology*, Ch. 1

Selecting a Research Topic and Formulating a Research Problem

- Blaxter, Hughes and Tight, *How to Research*, Ch. 2
- Kumar, *Research Methodology*, Ch. 4

Developing a Hypothesis

- Kumar, *Research Methodology*, Ch.5 & 6

Relating Research to Theory

- Neuman, *Social Research Methods*, Ch. 3

Reading for Research and Literature Review

- Blaxter, Hughes and Tight, *How to Research*, Ch. 4

Making a Research Proposal/ Synopsis

- Henn, Weinstein and Foard, *Social Research*, Ch. 10
- *Prescribed Format of P.U.*

Collecting Data

- Documents and Archival Material
 - Henn, Weinstein and Foard, *Social Research*, Ch. 5
- Questionnaire
 - Wilkinson and Birmingham, *Using Research Instruments*, Ch. 1
- Interview
 - Wilkinson and Birmingham, *Using Research Instruments*, Ch. 2

Adding Notes and Making a Bibliography

- *Publication Manual of the American Psychological Association*
- Turabian, *Manual for the Writers*, Chs. 6-8

Avoiding Plagiarism

- websites: library.csusm.edu/plagiarism

■ Recommended Books

- Blaxter, Loraine, Christina Hughes and Malcolm Tight. *How to Research*. London: Open University Press, 2001.
- Bryman, Alan. *Social Research Methods*. Oxford: OUP, 2001.
- Dees, Robert. *Writing the Modern Research Paper*. Boston: Allyn & Bacon, 1997.
- Glatthorn, Allan A. And Randy L. Joyner, *Writing the Winning Thesis or Dissertation: A Step-by-Step Guide*. California, Corwin Press, 2005.
- Goode, W.J. and P.K. Hatt. *Methods in Social Research*. New York: McGraw-Hill, 1952.
- Henn, Matt, Mark Weinstein and Nick Foard. *A Short Introduction to Social Research*. New Delhi: Vistaar Publications, 2006.
- Hesse-Biber, S.N. and Patricia Leavy. *The Practice of Qualitative Research*. London: Sage, 2006.
- Hunt, Andy. *Your Research Project: How to Manage It*. London: Routledge, 2005.
- Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. Delhi: Pearson Education, 2005.
- Markman et al *10 Steps in Writing the Research Paper*. NY: Barron's Educational Series, 1989.
- Neuman, Lawrence, *Social Research Methods*. Pearsons, 2006.
- Thompson, Sue. *Plagiarism Prevention for Students*. Cal State San Marcos Library. Website: <http://library.csusm.edu/plagiarism/index.html> Accessed on 26.02. 2004.
- Turabian, Kate. *A Manual for the Writers of Term Papers, Thesis and Dissertations*. Chicago: University of Chicago Press, 1996.
- Wilkinson, David and Peter Birmingham. *Using Research Instruments: A Guide for Researchers*. London: Routledge, 2003.

Further Readings

- Ackroyd, Stephen & John Huges, *Data Collection in Context*, II Edition, London, 1992.
- Aggarwal, J. C., *Educational Research: An Introduction*, New Delhi, 1991.
- Best, J.W. & James V. , *Research in Education*, New Delhi, 1992.
- Black, Thomas R., *Understanding Social Science Research*, New Delhi, 2002.

Brands, William & Anderson Rosemarie, *Transpersonal Research Methods for the Social Science, Honorin Humen Experience*, London, 1994.

Kotharic, C. R., *Research Methododology: Methods and Techniques*, New Delhi, 1993.

Carr, Eward Hallett, *What is History*, London, 1961.

Manion, L. & Morrison, K., *Research Methods in Education*, London, 2000.

Enan, M.A., *Ibn-i-Khaldun*, Lahore, 1946.

Flick, Uwe, *An Introduction to Qualitative Research*, London, 1998.

Gill, Sadiq Ali, *Methodology and Philosophy of History*, Lahore, 2002.

Good, Carter V. & Douglas E. Scates, *Methods of Research*, New York, 1954.

J. Goode, William & K. Hatt Paul, *Methods in Social Research*, Singapore, 1981.

J. Goode, William, *Methods in Social Science Research*, New York, n.d.

Kenneth, S. Bordans, *Research Designs and Methods*. 5th edition, n.p., 2002.

Kerlinger, Fred N., *Foundations of Behavioral Research*, New Delhi, 1983.

Koul, Lokesh, *Methodology of Educational Research*, New Delhi, 1993.

Mahdi, Mushsin, *Ibn-i-Khaldun*, London, 1957.

Maxwell, J. A., *Qualitative Research Design: An Interactive Approach*, Sage, 1996.

Merriam, S., *Qualitative Research and Case Study Applications in Education*, California, 1998.

Oman, Sir Charles, *On the Writing of History*, London, 1939.

Qureshi, Muhammad Aslam, *Historiography*, Lahore, 1970.

Rosenthal, Franz, *The Muqaddimah*, New York, 1958.

Sidhu, Kulbir Singh, *Methodology of Research in Education*, New Delhi, 1987.

Spengler, Oswald, *Decline of the West*, London, 1954.

Sukhira, S. P., P.V. Mehrotra, *Elements of Educational Research*, New Delhi, 1991.

Toynbee, Arnold, *A Study of History*, 2 Vols., London, 1969.

Van Dalan, D. B., *Understanding Educational Research*, New York, 1973.

Vincent, John Martin, *Historical Research*, New York, 1929.

Walsh, W. H. , *An Introduction to Philosophy of History*, London, 1969.

Learning Hours

Activity	Hours Allocated
Staff/Students Contacts	45
Private Study	27
Presentation/ Tutorials	18
Total Hours	90
Total Credits	03

Note: Each credit will be of 30 hours.

Assessment:

Apart from mid and final-term written examination, students will be assessed through their classroom participation, performance in individual and group work activities, written assignments and presentations. For each written examination the questions will comprise of multiple choice questions (M.C.Q.). Short answer questions and Detail answer questions. The distribution of marks will be as below:

Marks Distribution

Assessment Activity	Marks Allocated
Class Room Participation/General Behavior	5
Quiz	5
Assignments	5
Presentation	5
Mid Term Examination	30
Final Term Examination	50
Total	100