

Ambedkar University, Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. **Title of the Course:** Qualitative Research Methods
2. **Name of the School/ Centre proposing the course:** School of Human Studies
3. **Programme(s) which this course can be a part of:** M.A Psychology (Psychosocial Clinical Studies)
4. **Level at which the course can be offered: Predoctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate :** Masters
5. **If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc):** It is not a stand alone course
6. **Course Team: (coordinator, team members etc):** Pallavi Banerjee
7. **Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):**

Given the over-emphasis on quantitative kinds of research in present day psychology, this course on Qualitative Research aims to initiate inter-subjective kinds of research in the university which is influenced both by the Critical Psychology and Psychodynamic perspectives. It fits with the vision of the university to retrieve voices from the margins of society, from oppressed and dislocated populations. Within the course there is an emphasis for research to be more inclusive of the lives of traumatized individuals.
8. **If the course is a part of one or more programme(s), choose the categories applicable:** It is a compulsory course.

A brief description of the Course: The course introduces students to the overall orientation and logic of qualitative research, the philosophical and theoretical foundations of qualitative research, broad schools of thought that inform such research as also the methods/strategies associated with these.

Aside from developing theoretical sensitivity, the course aims to provide a familiarity with the *practice* of research such as formulating a research problem, developing a research strategy, the practical aspects of interviewing and observation as also qualitative data analysis.

In alignment with the programme/university vision emphasizing social justice and engagement with the “margins” (and the contemporary “8th moment in qualitative research” preoccupation with the same), the course will aim to sensitize students to the potential in research for political transformation. To this end, it will use as illustration for various methods, research that gives voice to the margins/ the “othered”/ the silenced. Interpretative frameworks such as feminist or disability studies and participatory research will be frameworks explored in the course.

9. **Specific Requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc):** None
10. **Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)**

Unit I Philosophical Foundations

Philosophical foundations of social science research: ontology, epistemology and methodology.

Paradigms of knowledge production (positivism, postpositivism, constructivism, critical theory, participatory research)

Unit II Logic of Inquiry in Qualitative Research

Overview of the elements of *research process/design*-Researcher's self: reflexivity, role of values, and relationship between the researcher and researched - Criteria for evaluating qualitative research - Ethics of Research

Unit III : Theoretical Foundations

The Hermeneutic Tradition- Phenomenological tradition –Critical Theory
Epistemologies

Unit IV Broad Strategies for Doing Qualitative Research (10 classes, 20 hours)

Ethnographic Methods- Interpretative Phenomenological Analysis - Narrative Method-Discourse analytic Methods-Psychoanalytic Approaches to Qualitative Research

Readings:

- Arribas-Ayllon, M. and Walkerdine, V. (2008) *Foucauldian discourse analysis*, in C. Willig ... (eds) *The Sage Handbook of Qualitative Research in Psychology*. London: Oxford: Blackwell.
- Chase, S. (2005) *Narrative inquiry: Multiple lenses, approaches, voices*. In Denzin, N.K. & Lincoln, Y.S. (eds) *The SAGE handbook of qualitative research*.
- Guba, E. G. and Lincoln, Y. S. (2005). *Paradigmatic controversies, Contradictions and Emerging Confluences*. In Denzin, N.K. & Lincoln, Y.S. (eds) *The SAGE handbook of qualitative research*.
- Frosh, S. and Saville-Young, L. (2008). *Psychoanalytic Approaches to Qualitative Psychology*. In Willig, C. and Stainton-Rogers, W. (eds.) *The Sage Handbook of Qualitative Research in Psychology*. London: Sage.
- Griffin, C., Bengry-Howell, A. (2007). *Ethnography*. In C. Willig and W. Stainton Rogers (eds.) *The Handbook of Qualitative Methods in Psychology*. London: Sage.
- Murray, M. (2015). *Narrative Psychology*, in J. A. Smith (eds) *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.
- Smith, J. and Osborn, M. (2015). *Interpretative Phenomenological Analysis*. in J. A. Smith (eds) *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.

- Tedlock, B. (2000). Ethnography and Ethnographic representation. In Denzin, N.K. & Lincoln, Y.S. (eds) The SAGE handbook of qualitative research.

11. Assessment Methodology:

First assessment - Written assignments - Narrative and Film analysis
Second assessment – Written Examination
Classroom participation in analysis, discussions and debates

12. No. of students to be admitted: 55 (approximate)

13. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:None

Pallavi Banerjee
Signature of Course Coordinator(s)