

Capacity Building Program in Higher Education: A Study of Research Methodology Program in Social Sciences for Northern India

*Dr. Madan Mohan

Associate Professor of Geography, Centre for the Study of Regional Development, School of Social Sciences – III, Jawaharlal Nehru University, New Delhi (India)

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*Corresponding Author

Email: drmdnmohan[at]gmail.com

ABSTRACT

In higher education, the capacity building program primarily focuses on the training of research methodology courses entitled “Quantitative Research Methodology” and “Qualitative Research Methodology” in Social Sciences for Ph.D. Students. The students enrolled for their Ph.D. in Social Sciences disciplines as Sociology, Psychology, Political Science, Economics, Geography etc. got an opportunity for training in research methodology. For participation in the training program the priority was given to the students from the Delhi State’s Universities and the neighbouring States’ Universities and Institutions from the National Capital Region and the Northern States of the country, India. In other words, the training program was meant for students from the northern region universities of India. Besides this, the outstanding and distinguished experts in research methodology were invited to deliver the lectures and tutorials in the different sessions of the training program. The sessions of the program have been effectively and efficiently designed according to the needs of the students as live-interactive sessions, computer laboratory sessions, seminar library sessions and field visit sessions and so on in order to apply research methodology to work out the real-world problems solutions for their on-going research work. In this context, the research methodology training program was highly useful for the Ph.D. Students in their higher education research work.

1. Introduction

In this present information technology era, there have been observed growing concerns by the social scientists for adequate adoption and application of research methodologies particularly quantitative and qualitative techniques in their research work for Higher Education. In addition to this, the research result analyses and interpretation techniques and effective writing skill principles are also required for better presentation in higher education (Gerard, 2010; Cohen et.al. 2007; and Bryman & Cramer, 1999). This is particularly important in the light of the fact that social scientists have lost some of its appeal and attraction as a preferred career path among those who have opted for higher education and research studies in different disciplines of social sciences (Laldas, 2004; and Krishnaswamy, 1993). It has been observed that there is an increasing access to the information technology as facilitated in the researches of social scientists. Some of the basic elements for higher education are as the critical literature review, identification of research questions and formulation of hypotheses, formulation of analytical framework, choice of research tools and methods and data analysis techniques for the social scientists (Robson, 2002; and Rose, Sullivan, 1993). Besides this, results analysis and interpretation and their effective presentation skills and principles of writings remain weak links in the research endeavors among the social scientists, researchers and teachers as has been quoted by the number of agencies for the different parts of the country, India. All these are major concerns for the social scientists as it has also been reflected in the recent guidelines for higher education given by the University Grants Commission (UGC) while undertaking research at the Master of Philosophy (M.Phil.) and Doctor of Philosophy (P.hD.) level programs (UGC, 2003, 2011, 2012-13 and 2013). So,

there is an urgent need to learn the lessons from the past for the better development of Higher Education skills and research techniques in the social sciences.

It is noteworthy to mention that by organising at the national level research methodology workshop for social scientists would significantly cater to the needs of the social scientists in order to provide feedback for learning basics and major advancements in their disciplines and the development and application of new research techniques and methods such as the latest development in the computer and its application software’s in their research for real world problems solutions (Robson, 2002). Because in the beginning, personal self-learning and keeping updated with these latest computer hardware’s and software’s tools are the challenging task in itself for the social scientists. There are free bees sources of the applications software’s which are rarely known by the common users and researchers to download and apply in their research, so, that is why it need some guidance and direction to pick-up and speedily utilise in their research work. Therefore, it is generally observed that the academic institution and universities does not lay adequate emphasis on research methodology – techniques and principles of writing skills because of the constraints of the university structured syllabus. So, most of the scholar’s faces problems in application aspects of the research methodology while perusing their academic career in the higher education.

The “Quantitative Research Methodology” course focuses on the sub-themes of – the philosophical foundation of research, theoretical organization of research, methods of scientific research, scientific research design and statistical measures for research analyses. Whereas, the philosophy of

qualitative research, scientific methods of qualitative research, philosophy of critical writing, principles of research writing skills and principles of writing research paper are sub-themes covered under the course "Qualitative Research Methodology". For both these courses, the outstanding and distinguished experts in research methodology were invited to deliver the lectures and tutorials in the different sessions of the training program. The sessions of the program were effectively and efficiently designed according to the needs of the students – live-interactive sessions, computer laboratory sessions, seminar library sessions and field visit sessions – in order to apply research methodology to work out the real-world's problems solutions. In this context, the research methodology training program was highly useful for the Ph.D. Students in their higher education research work.

In this context, the author as a Program Coordinator organised a course at the Department of Geography for the ten (10)-days research methodology training program for Ph.D. Students of different disciplines in Social Sciences. The program was sponsored by the Indian Council of Social Science Research (ICSSR), Ministry of Human Resource Development (MoHRD), New Delhi. The Focal Theme of the training program was—*Research Methodology Course in Social Sciences for Ph.D. Students* – focuses on the training of research methodology courses entitled "*Quantitative Research Methodology*" and "*Qualitative Research Methodology*" in Social Sciences for Ph.D. Students. The ICSSR was given priority to the students enrolled for their Ph.D. research in Social Sciences disciplines – Sociology, Psychology, Political Science, Economics, and Geography etc. – for the students from weaker section of the society from the Delhi State's Universities and the neighbouring States' Universities and Institutions from the National Capital Region and the Northern States of the country, India. In other words, the training program was meant for students from the northern regional universities of India.

2. Details of the Program Schedule

The details of the Program Schedule on the "Research Methodology Course in Social Sciences for Ph.D. Students" in context to the modules and sessions is explained as: Firstly, the *Inaugural Session – Welcome Ceremony* to the Course Participants; the *Philosophical Foundation of Research: Nature & Concepts* – Philosophies of Research: A Recent Trends in Research Methodology in Social Sciences; Nature & Themes in Research Methodology Course in Social Sciences: An Overview; Quantitative Research Methodology: Descriptive Statistics - Central Tendency; Formation of Participants Committees, Allotment of Assignments and Internal Assessment Test and Primary Field Survey during Research Methodology Course; Branches & Disciplines in Social Sciences. Secondly, the *Theoretical Organization of Research: Research Process & Sampling* – Deduction & Induction in Scientific Research; Probability and Non-Probability Sampling: Random, Stratified & Cluster Sampling. Thirdly, the *Methods of Scientific Research: Hypotheses, Methods & Tools of Data Collection* – Formulation of Hypotheses: Concepts & Testing; Basic Tools of Data Collection: Primary & Secondary Surveys; Formulation of Questions: Objectives, Contents & Formats. Fourthly, the *Scientific Research Design: Research Design, Concepts & Approaches* – Concepts & Types of Research:

Experimental, Causation, Control & Validity; Supportive Research Approaches to Social Sciences.

In addition to this, Fifthly, the *Statistical Measures for Research Analysis* – Descriptive Statistics: Central Tendency, Dispersion and Regression & Correlation; Measures of Correlation: Karl Pearson's Correlation & Rank Correlation; Sixthly, the *Field Work* – Field Work/Primary Survey of locality or village located within range of the NCR Region, Delhi. Seventhly, the *Philosophy of Qualitative Research* – Historical Background of Qualitative Research; Schools of Thoughts in Qualitative Research. Eighthly, the *Scientific Methods of Qualitative Research* – Categorical Statements and Aristotelian Squares of Opposition; Logical Fallacies in Qualitative Research. Ninthly, the *Philosophy of Critical Writing* – Critical Pedagogy & Qualitative Research; Construction and Understanding of Text: Narrative & Hermeneutic Analysis. Tenthly, the *Principles of Research Writing Skills* – Elements of Research Writing - Ethnographic Study; Constructionist Analytics of Interpretative Practice & Observation; Eleventhly, the *Research Paper: Literature, Data Analysis & Interpretation* – Organization of Research Paper; Data Analysis & Display: Flow, Pareto & Ishikawa Charts ... using Computers; Textual Interpretation: Logical Framework and In-depth Analysis; Documentation and Writing Qualitative Research: Literature Review & References; Finally, the *Valedictory Session* – Closing Ceremony.

3. Research Objectives

The present research mainly focus on the Research Methodology Course in Social Sciences in context to the above mentioned facts as have been highlighted at the national level by the academic institutions and the UGC. Besides this, there is a need to generate a pivotal role model for enhancement and sharpening of the research skills and capabilities at the Higher Education level in the country, India. This would result in improving the quality of research outputs by the career beginners among the social scientists. So, the main objectives of present research are mentioned as follows:

- i. to know about the status of the developments in research methodology;
- ii. to identify the gap and bridge them by capacity building in higher education
- iii. to present the details of participants and the evaluation of the training program;
- iv. to suggest suitable strategies for further research methodology development.

So, the present research brought out noteworthy issues and facts about the research methodology. Such in-depth research will help to the local, regional and state level education developers, planners and policy makers to better understand and address issues attributed to research methodology in higher education in India. However, such workshop organization played an important role in enhancement of higher education and research for improving the quality of research output in the field of social science researches by the social scientists.

4. Study Area

The training program was meant for research students from the northern regional universities of the country, India. In other words, the students were selected from the Delhi State's Universities and the neighboring States' Universities and

Institutions from the National Capital Region and the Northern States of the country, India. The States-wise selected participants with their proportion are shown with their States in the Map of India as well as graphically presented in the Figure 1 and 2, respectively.

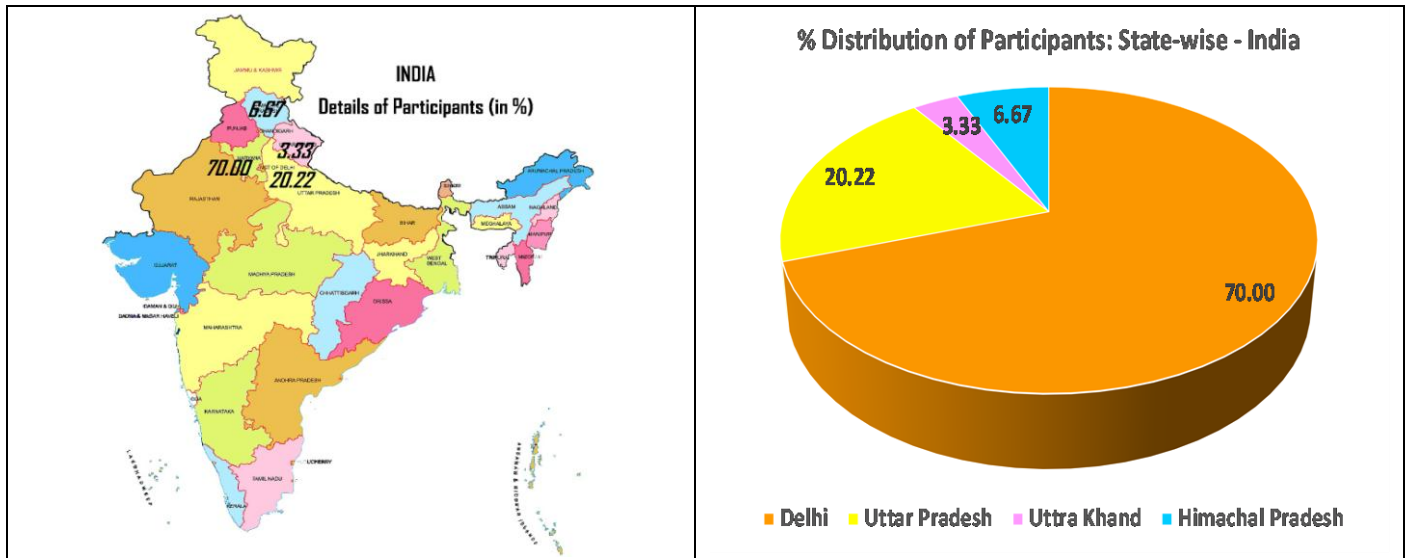


Figure 1 and 2: States-wise Details of Participants (in percentage) in India

5. Database and Research Methodology

The present study is based on the primary source of data collected during the ICSSR Training program on *Research Methodology Course in Social Sciences for Ph.D. Students*, sponsored by the Indian Council of Social Science Research (ICSSR), Ministry of Human Resource Development (MoHRD), New Delhi. The program was held at the Department of Geography, Faculty of Natural Sciences, Jamia Millia Islamia (Central University), New Delhi during 20th February to 1st March 2013. During the program, it was scheduled to evaluate the course participants based on the structured questionnaires framed by the Program Coordinator as internal exams, field survey etc. on the one hand. And, the ICSSR was also provided Feedback Forms/ questionnaires for the evaluation of course participants, the evaluation of the overall course and the evaluation of resource persons. So, based on these questionnaires, the primary data was collected and tabulated. The statistical techniques as the ratios and shares have been computed for the participant's States, Universities and so on variables, at different levels from the tabulated digital information. So, the statistical technique used in the present research is expressed in algebraic form as follows:

$$\begin{aligned}
 & \frac{x_j}{\sum_{i=1}^n x_i} \times 100 \\
 = & \frac{x_j}{x_1 + x_2 + x_3 + \dots + x_n} \times 100
 \end{aligned}$$

Where: x_j = value of j^{th} in the row.
 x_n = summation of n^{th} value in the column.

On the other hand, the geospatial analysis technique as the geovisualisation of spatial and non-spatial data have been performed using GIS for the presentation of the geospatial distribution patterns of participants at the state levels for the northern part of the country, India. So, the present research is based on the compilation, computation and interpretation of the tabulated digital data in form of the tables, graphs and maps as presented in this research.

The ICSSR Training Program was advertised in the University News, a Weekly Journal of Higher Education published by the Association of Indian Universities and the Economic and Political Weekly Journal for the wider circulation of the training program. The program circular was also displayed on the Jamia university website (<http://jmi.ac.in>). The Ph.D. Students of Social Sciences disciplines enrolled in the university's departments were eligible for the ICSSR Training Program. For the program regular updates the participants were advised to visit to the Jamia's university website. There were about 30 participants selected from the Social Sciences disciplines from various departments of the Delhi State's Universities and the neighbouring States' Universities from the Northern India. All these state's universities and the central universities are the hub of higher education learning in research and teaching. On the other hand, all the selected participants were from about 7 disciplines of the Social Sciences as the Political Science, Sociology, Economics, Geography, Social Work, Education and Psychology. Besides this, the numbers of financial assistance were also provided to all the meritorious and deserving students for participation in the training program on "*Research Methodology Course in Social Sciences for Ph.D. Students*". The ICSSR Training Program was scheduled to held in the Department of Geography, Faculty of Natural Sciences, Jamia Millia Islamia (Central University), New Delhi during 20th

February to 1st March 2013. The Department of Geography provided the State-of-the-Technology Class Room as Smart Class Room and the modern teaching aids were also provided as the Geographic Information Systems (GIS) Lab of the department.

6. Results and Discussions

6.1 Details of the Participants

There were about 30 participants selected from the Social Sciences disciplines – Sociology, Psychology, Political Science, History, Economics and Geography etc. from the Delhi State's Universities and the neighboring States' Universities from the Northern India. In addition to this, the full particular details of

each of the participants registered for participation in the ICSSR training program were also tabulated. So, the selected participants details in context to their concerning university, subject/discipline, community/category, gender, state/city and financial assistance provided to participants are described here. Such as, it is noteworthy to mention that the participants were selected from the number of universities located in the Northern States of the Country, India. All these state's universities and the central universities are the hub of higher education learning in research and teaching. A majority of the participants, Ph.D. students / research scholars which accounted for 56.67 per cent were from the host university, the Jamia Millia Islamia (Central University), New Delhi, as evidenced from the below Table – 1.

Table – 1: University-wise distribution of participants.

Sl. No.	Name of University	Number of Participants	Percentage of Participants
1.	Jamia Millia Islamia (Central University)	17	56.67
2.	Lucknow University	03	10.00
3.	Jawaharlal Nehru University	03	10.00
4.	Aligarh Muslim University	02	06.67
5.	HNB Garhwal University	01	03.33
6.	Jamia Hamdard University	01	03.33
7.	Himachal Pradesh University	02	06.67
8.	Ambedkar University	01	03.33
	<i>Total</i>	30	100.00

Source: ICSSR Training Program on Research Methodology in Social Sciences, 2013.

In addition to this, the details of the university-wise distribution of the course participants as given in the above Table – 1 evidenced that the second largest numbers of participants were from the Lucknow University, Lucknow, Uttar Pradesh and the Jawaharlal Nehru University, New Delhi which accounted for about 10.00 per cent of the participants from each of the university, respectively. In addition to this, there were about 6.67 per cent of the participants from the Aligarh Muslim University, Aligarh, Uttar Pradesh. Similarly, the participants from the Himachal Pradesh University, Shimla, Himachal Pradesh accounted for about 6.67 per cent. Besides this, the

rest of participants were from the HNB Garhwal University, the Jamia Hamdard University and the Ambedkar University (Delhi University), Delhi which were individually accounted for about 3.33 per cent, respectively.

On the other hand, the subject-wise distribution of the participant's is given in the below Table – 2. There were about 7 disciplines participants from the Social Sciences as the Political Science, Sociology, Economics, Geography, Social Work, Education and Psychology as evidenced from the Table – 2.

Table – 2: Subject-wise distribution of participants.

Sl. No.	Subjects/ Disciplines	Number of Participants	Percentage of Participants
1.	Political Science	02	06.67
2.	Sociology	08	26.67
3.	Economics	01	03.33
4.	Geography	14	46.67
5.	Social Work	01	03.33
6.	Education	02	06.67
7.	Psychology	02	06.67
	<i>Total</i>	30	100.00

Source: ICSSR Training Program on Research Methodology in Social Sciences, 2013.

Among the different disciplines of social sciences, the majority of the participants were from the Geography discipline which accounted for about 46.67 per cent. The second largest proportion of the participants was from the Sociology discipline which accounted for about 26.67 per cent. Besides this, the participants from the disciplines of Political Science, Education and Psychology were individually accounted for about 06.67 per cent respectively. The participants from the Economics and Social Work were individually accounted for about 03.33 per

cent respectively. Apart from this, the Community-wise distribution of the participants is given in the below Table – 3. It is noteworthy to mention that the majority of participants belonged to the Scheduled Castes and Scheduled Tribes communities which were together accounted for about 30.00 per cent of the participants. In other words, the Scheduled Castes participants were accounted for about 26.67 per cent. Whereas, the Scheduled Tribes participants were accounted for about 03.33 per cent as is evidenced by the below Table – 3.

Table – 3: Community/ Category-wise distribution of participants.

Sl. No.	Community/ Category	Number of Participants	Percentage of Participants
1.	Scheduled Castes	08	26.67
2.	Scheduled Tribes	01	03.33
3.	Other Backward Castes	07	23.33
4.	Minority	05	10.67
5.	General	09	30.00
	<i>Total</i>	30	100.00

Source: ICSSR Training Program on Research Methodology in Social Sciences, 2013.

Likewise, the Other Backward Castes and Minority Category participants together were accounted for about 34.00 per cent. In other words, the Other Backward Castes participants were accounted for about 23.33 per cent; and the Minority Category participants were accounted for about 10.67 per cent as evidenced by the above Table – 3. On the other hand, the participants from the General Category were accounted for nearly the one-third of the participants. In other words, the General Category participants were accounted for about 30.00 per cent of the participants. Apart from this, the sex-wise distribution of participants is given below in the Table – 4.

Among the participants a majority of two-third which accounted for about 66.67 per cent were the female participants on the one hand. The proportion of the male participants was about one-third of the participants which accounted for about 33.33 per cent on the other hand as evidenced from the below Table – 4. So, it is noteworthy to mention that the special consideration was given to the female participants for empowerment of the women's in the higher education. The female participants were dominated in the training program for higher education as evidenced from the Table – 4.

Table – 4: Sex-wise distribution of participants.

Sl. No.	Sex-wise Category	Number of Participants	Percentage of Participants
1.	Male	10	33.33
2.	Female	20	66.67
	<i>Total</i>	30	100.00

Source: ICSSR Training Program on Research Methodology in Social Sciences, 2013.

It is significant to mention that the participants were selected from the different States of the country, India, especially Northern region as evidenced from the below Table – 5. A majority of the participants were from the Delhi State which accounted for about 70.00 per cent of the participants. All these participants were from the different districts of Delhi State as some of the participants belonged to the New Delhi. Likewise,

many of the participants were from the East Delhi and South Delhi districts of the Delhi State. Besides this, the second largest proportion of participants which accounted for about 20.22 per cent were from the Uttar Pradesh State particularly from the Aligarh and Lucknow districts as evidenced from the below Table – 5.

Table – 5: State-wise distribution of participants.

Sl. No.	States	City/District	Number of Participants	Percentage of Participants
1.	Delhi	New Delhi, East Delhi, South Delhi	21	70.00
2.	Uttar Pradesh	Aligarh, Lucknow	06	20.22
3.	Uttra Khand	Dehradun	01	03.33
4.	Himachal Pradesh	Shimla	02	06.67
	<i>Total</i>		30	100.00

Source: ICSSR Training Program on Research Methodology in Social Sciences, 2013.

The participants from the Himachal Pradesh and the Uttarkhand State were also participated in the program. A proportion of about 06.67 per cent of the participants were from the Himachal Pradesh State. Likewise, a small proportion of participants about 03.33 per cent were from the Uttarkhand State of the country, India as evidence from the above Table – 5. Apart from this, there were majority of the participants who availed the financial assistance for participation in the training program. Such as, the travel allowance financial assistance was given to the participants. The financial assistance in form of accommodation (dormitory type) was also given to the course participants for the duration of the training program. Besides

this, the numbers of financial assistance were also provided to all the meritorious and deserving students for participation in the training program.

6.2 Internal Assessment of the Participants

In order to make the program advance level in nature, a number of steps were taken. The number of assignments, exercises and tests were devised as well as conducted for performance evaluation of the course participants during the program. For instance, the quantitative methodology test on basic statistics and qualitative methodology assignment on writing literature reviews were being given to course

participants. In addition to this, the primary field survey of Manjhawalli village was also conducted during the program. Thereafter, the qualitative methodology assignment for evaluation of the report writing skills was given to all the participants during the training program. The details of all these internal assessments conducted during the training program are given in brief here. Such as, the Quantitative Methodology – Quick Test on Basic Statistics – all the participants were encouraged to give the test on basic statistics after successful completion of the program modules on quantitative methodology in consultation with the concerned subject resource persons. All the participants were interestingly attempted to solve the quick test on basic statistics. It is noteworthy to mention that all the course participants performed very well in the quick test on basic statistics as evidenced by their results.

During the training program, Quantitative Methodology – One day Excursion on Primary Field Survey was planned and conducted by all the course participants in the Manjhawalli Village located in Ballabgarh Tehsil of Faridabad District of Haryana State on the 24th February 2013. The random sampling technique was applied to survey the households from the village. So, the numbers of sample size of about 159 households were covered during primary field survey of the village. Apart from this, the Qualitative Methodology – Short Assignment on Review of Literature was assigned to all the participants individually to review an article from their concerned

subjects or disciplines for on-going research from the international/ national journals of the latest publications. It is interesting to mention that all the participants were excited to do this assignment and submitted well on time. Besides this, a Qualitative Methodology – Short Assignment on Report Writing was also given to all the participants who provided an opportunity to enhance report writing skills during the training program. Based on the primary field survey, the data tabulation, computation, analysis and interpretation were worked out using the computers by the groups of the course participants. And, the final reports were prepared by the participants and then submitted for evaluation on time.

6.3 Lecture-wise Evaluation by the Participants of the Program

The Council desired to evaluate the training program through the course participants based on the ICSSR Feedback Forms provided to the coordinator of the program. So, the details of the lecture-wise and the overall evaluation of the training program – “Research Methodology Course in Social Sciences for Ph.D. Students” based on the ICSSR Feedback Forms completed by the course participants which were analyzed and described here. In other words, the lecture-wise evaluation based on the ICSSR Feedback Form regarding the resource persons which was completed by the participants summarized below in the Table – 6.

Table – 6: Lecture-wise Evaluation by the Participants of the Program.

Category/ Grade	Marks Obtained by Resource Person (in %)	Time Dimension	Subject Knowledge	Command over language	Ability to interact	Ability to explain complex	Quality of Power Point Presentation	Application of updated information	Ability to retain attention of participants	Time Management	Would you recommend the resource	Overall Assessment
Good	70-75	5	5	3	5	3	8	3	5	1	2	4
Very Good	75-80	2	2	15	9	6	15	5	8	7	5	4
Excellent	80-85	25	19	9	14	22	15	26	18	20	7	23
Distinguished	85-90	6	12	11	10	7	0	4	7	10	24	7
	TOTAL	38	38	38	38	38	38	38	38	38	38	38
Good	70-75	13.16	13.16	7.89	13.16	7.89	21.05	7.89	13.16	2.63	5.26	10.53
Very Good	75-80	5.26	5.26	39.47	23.68	15.79	39.47	13.16	21.05	18.42	13.16	10.53
Excellent	80-85	65.79	50.00	23.68	36.84	57.89	39.47	68.42	47.37	52.63	18.42	60.53
Distinguished	85-90	15.79	31.58	28.95	26.32	18.42	0.00	10.53	18.42	26.32	63.16	18.42
	TOTAL	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Source: ICSSR Training Program on Research Methodology in Social Sciences: 2013.

In view of the facts presented in the above Table – 6, it is important to mention that most of the resource persons maintained the duration of their presentation which was accounted for 65.79 per cent. In other words, the majority of the resource persons were ranges between 80 – 85 per cent which was categorised as an excellent resource person who maintained the time dimension for their presentation and accounted for about 65.79 per cent. Besides this, there were distinguished scholars and resource person's ranges between 85 – 90 per cent whose strength was about 15.79 per cent. All these scholars were also adhered to the time dimension as allotted to them for their presentation during the training

program. On the other hand, in the category of good resource persons, who was ranging between 70 – 75 per cent accounted for about 13.16 per cent. In addition to this, a small proportion of about 5.26 per cent which was ranging between 75 – 80 per cent and designated as very good resource persons because all of them stick to the time dimension for their presentation during the training program. While concerning with the subject knowledge of the resource persons, it was accounted for about 50.00 per cent and placed in the excellent category which ranges between 80 – 85 per cent. There were about 31.58 per cent distinguished resource persons with the outstanding as well as distinct subject knowledge in their field of specialisation.

In addition to this, rest of the resource persons which were accounted for 13.16 per cent and 5.26 per cent placed in the category of good and very good resource persons, respectively, of their concerned discipline knowledge as evidenced by above Table – 6.

In lieu of this, all the resource persons were having the command over the language in their presentation as specified by the participants. For instance, there was majority of resource persons in the very good category which ranges between 75 – 80 per cent in which the proportion of resource persons was about 39.47 per cent. While there were distinguished resource persons which ranges between 85 – 90 per cent. All of them were have distinct command over the language which accounted for about 28.95 per cent. Likewise, the proportion of about 23.68 per cent of resource persons was having an excellent command over the language. The remaining proportion of about 7.89 per cent resource persons was also having good command over the language. Besides this, while taking into consideration the ability of interaction of the resource persons then it was perceived that the large proportion of resource persons of about 36.84 per cent were assessed as an excellent scholars in their field of specialisation by the participants. Similarly, there were about 23.68 per cent and 26.32 per cent of the resource persons having very good to distinguished scholarship in their field of specialization, respectively, as evidenced by the above Table – 6. While the remaining proportion of about 13.16 per cent were also having good ability of interaction with the participants during the program.

Besides this, it is important to mention that the majority of resource persons which accounted for about 57.89 per cent having an excellent ability to explain the complex problem to the participants as evidenced by the Table – 6. There were about 18.42 per cent and 15.79 per cent of distinguished and very good resource persons respectively who were also shown enthusiasm to explain the complex problem to the participants. There was only 7.89 per cent resource persons shown good ability to explain complex problem to the course participants. In this context, throughout the training program, the resource persons provided and demonstrated very good to excellent quality of power point presentation to the course participants which were accounted for about 39.47 per cent in each category of the resource persons, respectively. Likewise, there were about 21.05 per cent of resource persons shown good qualities of power point presentation to the course participants. Apart from this, it is important to mention that the majority of resource persons provided excellent application of updated information in their presentation to the course participants which accounted for about 68.42 per cent. In addition to this, there were resource persons shown very good to distinguished ability in application of updated information in their presentation which accounted for about 13.16 per cent and 10.53 per cent, respectively. Whereas, the rest of them were shown good application of updated information in their presentation as evidenced by the proportion of about 7.89 per cent evidenced by the Table – 6.

It is important to mention that all the invited distinguished resource persons were having excellent ability to retain the attention of the course participants during their presentation in

the program as recommended by about 47.37 per cent participants. In addition to this, there were about 21.05 per cent resource persons having very good ability to retain the attention of the participants. In an exceptional case, there was an about 10.53 per cent resource person having distinguished ability to retain the attention of the participants in their presentation. Many of the resource persons were also having good ability to retain the attention of the participant which accounted for about 13.16 per cent as evidenced by Table – 6. Moreover, there were more than half of resource persons shown an excellent ability for time management while delivering their presentation which was accounted for about 52.63 per cent. On the other hand, about a quarter proportions of about 26.32 per cent resource persons were shown distinguished ability in the time management in their presentation as evidenced by the Table – 6. There were a small proportion of about 2.63 per cent resource persons having good ability for time management during their presentation in order to undertake the need of the participants.

Consequently, it is noteworthy to mention that the large proportion of about 63.16 per cent of resource persons shown distinguished caliber and quality while delivering their presentation. All these resource persons were recommended for future resource persons for the training program by the participants. Besides this, there were very good to excellent resource persons recommended for future resource persons who were accounted for about 13.16 per cent and 18.42 per cent, respectively. Only a marginal proportion of about 5.26 per cent resource persons shown good reputation and they were also recommended for future resource persons by the course participants. However, while looking at the overall assessment of resource persons then there were about 60.53 per cent designated as excellent resource persons. On the other hand, there was about 18.42 per cent resource persons nominated as distinguished resource persons. Likewise, there was resource persons designated good and very good scholars which individually accounted for about 10.53 per cent, respectively. So, the majority of resource persons were designated as excellent scholars by the course participants as evidenced by the Table – 6.

6.4 Overall Evaluation by the Participants of the Program

The overall evaluation of the training program on “Research Methodology Course in Social Sciences for Ph.D. Students” based on the ICSSR Feedback Form completed by the course participants during the program was compiled and presented in the Table – 7. It is noteworthy to mention that the majority of the participants about 90.67 per cent have the opinion of relevance of training program. About 82.00 per cent pointed out for the applicability of the course for present research job. During the training program it was considered necessary that the most of the contents were covered as specified in the Program Schedule of the training program. The overall overview regarding the extent of coverage of the course content of the Program Schedule was about 74.67 per cent as evidenced by the Table – 7. In view of this, it is interesting to point out that the majority of the participant’s opinion about the training program course was rated very high value of more than 80 per cent regarding the concepts, knowledge, analytical abilities and broadening perspectives as evidenced by the Table – 7. For

instance, in context to the learning value in terms of the concepts and the knowledge of the training program was about 83.67 per cent each, respectively. So, the participants felt that the training program was having greater significance for their on-going research work which would be certainly helpful to them. Likewise, the course was having the analytical abilities

which proportion was about 81.67 per cent showed that the program was highly useful for their on-going research. Similarly, the training program was having the high proportion of 79.67 per cent in terms of the broadening perspective in context to the knowledge of research methodology for their on-going research program.

Table – 7: Overall evaluation by the participants of the program.

Sl. No.	Parameters	Scale (in Per Cent)
1.	Relevance of the Course	90.67
2.	Applicability of the course for present job	82.00
3.	Extent of coverage of the course content	74.67
4.	Learning values in terms of:	
a.	*Concepts	83.67
b.	*Knowledge	83.67
c.	*Analytical abilities	81.67
d.	*Broadening perspectives	79.67
5.	Appreciating and implementing experimental methodology wherever applicable	80.33
6.	Improving use of appropriate audio visual technology	78.33
7.	Effectiveness of programme delivery/communication	80.00
8.	Competence of resource persons	82.67
9.	Effectiveness of skill development	79.00
10.	Relevance and usefulness of the reading materials	77.67
11.	Duration of the programme	79.00
12.	Scope of implementation	80.33
13.	Keeping abreast of the latest development in your discipline/subject	77.67
14.	Research orientation	78.33
15.	Use of innovative and participative learning methods	76.00
16.	Any other aspects of impact on professional orientation and development	76.33

Source: ICSSR Training Program on Research Methodology in Social Sciences: 2013.

In context to the above, there was majority of the participants who were found appreciating and implementing experimental methodology wherever applicable which was accounted for about 80.33 per cent. The training program was conducted in the state-of-technology smart class room with all the facilities available in the GIS Lab of the department. So, all the participants found appreciating for utilising the improving use of appropriate audio visual technology by the resource persons in the presentation of which proportion was 78.33 per cent based on the various topics conducted on the research methodology course in social sciences for higher education during the training program. In lieu of this, the majority of the participants found the training program course useful; because the entire program was effectively delivered as well as communicated many research oriented skills during the training program as evidenced by the participants' opinion which proportion accounted for about 80.00 per cent. Besides this, it is important to mention that most of the participants experienced that all the resource persons were competent in their field of specialisation in which the presentation delivered to the course participants which accounted for about 82.67 per cent. The training program was placed for effectiveness of skills development by the participants for their on-going research as the majority of participants accounted of about 79.00 per cent as evidenced by the above Table – 7.

For the deliverance of the quality training program, a number of reading materials and a book was supplied to each of the participants. The majority of the participants found these materials relevant and useful as pointed out by about 77.67 per cent of the course participants. Hence, all the participants

desired to extend the duration of the programme as it is pointed out by about 79.00 per cent of the participants. In addition to this, the scope of implementation of the training program was an excellent and characterised by wide spectrum for learning of the basics of research methodology for higher education research as pointed out by the participants of about 80.33 per cent. On the other hand, the training program was up to the expectation and kept abreast of the latest development in social sciences disciplines as well as subjects as it was professed by about 77.67 per cent of the participants. The training course program was highly research oriented for orientation of the subject disciplines as understood by about 78.33 per cent of the participants. It is a fact that most of the resource persons were used the innovative and participative learning methods in their presentations during the training course program. However, the organising of such training program would also be helpful for building of their career in teaching profession so it was impacted to professional orientation and development as perceived by about 76.33 per cent of the participants during the training program. Therefore, in context to the facts presented above regarding the training program on "Research Methodology Course in Social Sciences for Ph.D. Students", all the participants felt the need of such training program for learning of research methods and methodology for their on-going research in social sciences disciplines of the higher education.

7. Conclusions and Suggestions

The Main theme of the training program was – *Research Methodology Course in Social Sciences for Ph.D. Students* – focuses on the training of research methodology courses

entitled “Quantitative Research Methodology” and “Qualitative Research Methodology” in Social Sciences for Ph.D. Students enrolled for their Ph.D. in Social Sciences disciplines – Sociology, Psychology, Political Science, Economics, and Geography etc. The majority of the participants in the training program were the students from the Delhi State’s Universities and the neighbouring States’ Universities and Institutions from the National Capital Region and the Northern States of the country, India. The outstanding and distinguished experts in research methodology were invited to deliver the lectures and tutorials in the different sessions of the training program. The sessions of the program were effectively and efficiently designed according to the needs of the students. In this context, the research methodology training program was highly useful for the Ph.D. Students in their higher education research work. Apart from this, it is important to mention that the majority of participants belonged to the Scheduled Castes and Scheduled Tribes communities which were together accounted for about 30.00 per cent of the participants. Besides this, among the participants a majority of two-third which accounted for about 66.67 per cent were the females participants, on the one hand. And, the proportion of the male participants was about one-third of the participants which was accounted for about 33.33 per cent, on the other hand. In lieu of this, there was majority of the participants who were availed the financial assistance for participation in the training program.

Besides this, the overall assessment of the resource persons pointed out that the most of them were the excellent resource persons which proportion was about 60.53 per cent. Whereas, there was about 18.42 per cent resource persons nominated as distinguished resource persons. Likewise, there were resource persons who were designated in the category from good to very good scholars which proportion individually

was accounted for about 10.53 per cent, respectively. However, the majority of resource persons were designated as excellent scholars by the course participants. On the other hand, the training program was more than the marked expectations because it was kept abreast of the latest developments in social sciences disciplines as well as subjects as it was professed by about 77.67 per cent of the participants. Since the training program was highly research oriented especially for orientation of the subject disciplines as designated by about 78.33 per cent of the participants. It is a fact that most of the resource persons used the innovative and participative learning methods in their presentations during the training program. However, the organising of such training program has also been useful in capacity building of the participants’ career in research and teaching profession. Because it was not only impacted to professional orientation of the participants; but it was also influenced to the research oriented development of the participants as convinced by about 76.33 per cent of the participants during the training program. Therefore, in context to the facts presented above regarding the training program on “Research Methodology Course in Social Sciences for Ph.D. Students”, all the participants felt the need of such training program for learning of advanced research methods and methodology for their on-going research in social sciences disciplines as well as for mindset orientation towards higher education research of the participants. So, the present research brought out noteworthy issues and facts about the research methodology for the local, regional, state and national level education developers, planners and policy makers to better understand and address issues attributed to research methodology workshop organization which played an important role in enhancement of higher education and research for improving the research output in the field of social sciences in India.

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