**Current papers**

**Q.Brief note on interpretivism ( Qualitative Quality )**

understanding of human behavior

Interpretive understanding of social action.

Subjective meaning of social action

Such approach is also called phenomenology

How individuals make sense of the world around them? Based on subjective interpretation.

**Three main features:**

• 1. Reality (social + physical) has meaning for humans. Common sense thinking. Act. Meaning to own and others acts. Interactions. All based on interpretation.

• 2. Social scientist has to gain access to people’s ‘common sense thinking’ and hence to interpret their actions and their social world from their point of view.

• 3. Researcher’s interpretation of the humans interpretation + Interpreted in terms of concepts, theories, and literature of the discipline. Use social scientific frame. (double interpretation)

**Q. link between population, sampling frame, sampling**

**Population and sample**

 A *population* is the set of units that the sample is meant to represent. The units that make up the population will depend on the units of analysis.

 A *sample* is obtained by collecting information about only some members of the population.

 *Sampling frame—a* list of the population elements from which sample is selected.

**2 questions on Case study method**

Case study is an empirical inquiry that investigates a contemporary phenomenon within depth approach and within its real life context. Empirical based on knowledge and experience or more practically speaking involves the collection and analysis of data using survey research.

**Why we use case study?**

Case study is a separate research method that has its own research design .Case study research is particularly suitable for description explanation and exploratory research. It is perhaps a weakness of the definition that neither mention theory when case study researchers go to great lengths to demonstrate how their research contributes to theory.

**Selection of cases for case study:**

Need sufficient access to the potential date whether to interview people, review documents or records or make observations in the field given such access to more than single candidate case. Choose the case that will most likely illuminate your research questions**.**

**Q.1 Discuss Reasons of case study choice by data collection.**

A case study is a research methodology which allows the investigation to maintain all the meaningful characteristics of real-world events and process. A core feature of case study methodology is its multi-perspectival analysis: it considers not just the voice and perspectives of the actors, but also of relevant groups of actors and their interactions.

*A case study, in other words, is a story about something interesting and/or unique.* That story may be a conflict or context assessment, understanding how and why a particular community changed during and post-project implementation, or a short anecdotal report to donors, headquarters or the media. It can also be used for project or program monitoring and evaluation.

A case study is particularly useful to:

* Explain real-life phenomenon which are too complex for other research methodologies, such as surveys or experimental strategies;
* Describe phenomenon and the real-life context in which it occurs;
* Illustrate certain topics within a phenomenon in a descriptive mode; and,
* Explore situations in which causation is difficult to attribute.

**Four tests:**

* Four tests have been commonly used to establish the quality of any empirical social research.
* Case studies are one form of empirical research, the same four tests also are relevant to case studies.
* ***1. Construct validity:* identifying correct operational measures for the concepts being studied.**
* **2. *Internal validity* (for explanatory or causal studies only and not for descriptive or exploratory studies): seeking to establish a causal relationship, whereby certain conditions are believed to lead to other conditions, as distinguished from spurious relationships.**
* **3. *External validity:* defining the domain to which a study’s findings can be generalized.**
* **4. *Reliability:* demonstrating that the operations of a study—such as the data collection procedures—can be repeated, with the same results.**

**Construct Validity**

* **A case study investigator fails to develop a sufficiently operational set of measures and that “subjective” judgments are used to collect the data.**
* **Define the concept**
* **identify operational measures that match the concepts (preferably citing published studies that make the same matches).**
* **Use of *multiple sources of evidence***
* **Have the draft case study report reviewed by key informants.**

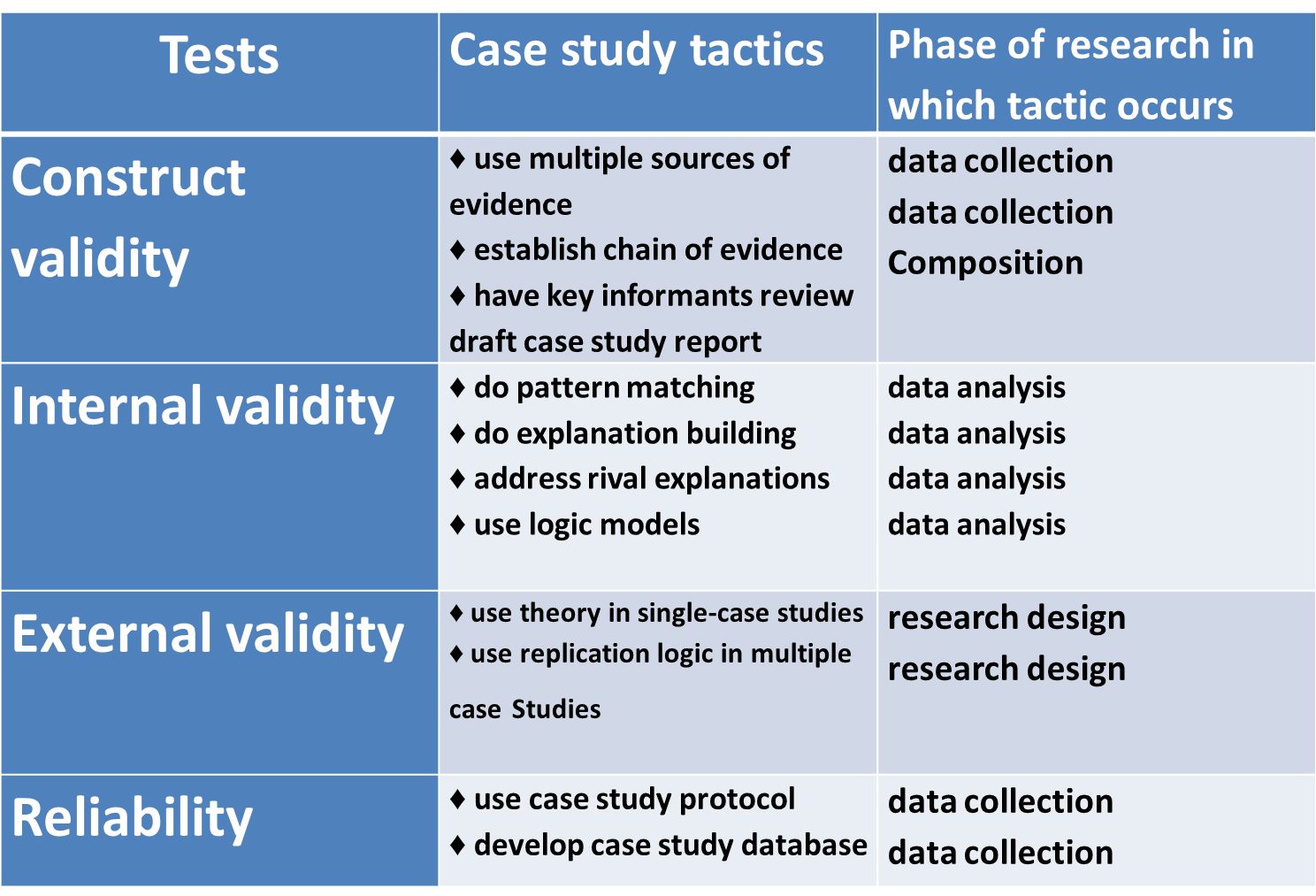
**External Validity:**

* Are study’s findings generalizable beyond the immediate case study?
* The external validity problem has been a major barrier in doing case studies.
* Critics typically state that single cases offer a poor basis for generalizing.
* Survey research relies on *statistical* generalization, whereas case studies (as with experiments) rely on *analytic* generalization.
* In analytical generalization, the investigator is striving to generalize a particular set of results to some broader theory.
* Theory that led to that case study.
* A theory must be tested by replicating the findings in a second or even a third neighborhood, where the theory has specified that the same results should occur.

**Internal Validity:**

* Concern of experimental studies. Causal study. Hi internal validity.
* Inapplicable to other studies.
* Inference: a case study involves an inference every time when an event cannot be directly observed.
* An investigator will “infer” that a particular event resulted from some earlier occurrence, based on interview and documentary evidence collected as part of the case study.
* Is the inference correct?
* Have all the rival explanations and possibilities been considered?
* Is the evidence convergent?
* Does it appear to be airtight?

**Reliability:**

* **Doing the *same* case over again, not “replicating” the results of one case by doing another case study.**
* **The goal of reliability is to minimize the errors and biases in a study.**
* **Need to document the procedures followed in the earlier case.**
* **Without such documentation, one could not even repeat one’s own work**

**Types of case studies:**

* **Intrinsic case:** a situation where you need to learn about a particular case, which could be a problem in a particular work situation.
* **Instrumental case:** use a case to learn about something else (e.g. the efficacy of cross-functional teams in managing customer relationships)
* **Collective case:** find out about a particular phenomenon from a number of different cases (senior executive pay 🡪 collect data from a number of organizations)

**Q.4 How to narrow down a topic into a research question?**

Narrow the topic

The topic of the paper is what you want to say about the subject. To narrow the topic, you need to read background articles about your subject in encyclopedias and other general references. Do not take notes at this time other than to jot down possible main ideas. As you read, ask questions like the following:

Who are the important people involved?

What are the major issues?

What are my opinions regarding the topic?

Why is this an important (controversial, interesting) subject?

How has the problem (or issue) developed? When? Where?

The answers will help you narrow your topic. Remember to keep in mind the length of your paper.

American University, Academic Support Center, Writing Lab, updated 2009

Example of a topic for a five page paper:

Too broad: Sports are enjoyable.

Better, but still too broad: Swimming is enjoyable. (Answers the question, what sport is enjoyable?)

Narrowed topic: Swimming is enjoyable because \_\_\_\_\_\_\_. (Answers the question, why is swimming enjoyable?)

Narrowing the topic is a more complicated process for extensive research. General encyclopedias (like World Book) do not give enough information to get a broad overview of a subject, so instead you need to read specialized encyclopedias, abstracts, etc. At the reference desk in the Bender Library, there are reference guides in business and economics, humanities, history, politics and area studies, and language and literature. Ask the librarian about these and other sources that might be useful to you. When you find the reference books that are available, read only to get an overview of the subject.

**1- Do you think researcher can adopt any sampling technique which we feels convenient or there should be a rationale behind the selection ?**

**should there b rational in slctng smplng tech**

Sample size is v impot 4 reserch

 It determine the weit of research...

It helps in analysis

The more big a sample the more a research will be authentic

Sample size also depends upon population

Popolution is alike a blood into the overall body of research design

Research needs logic at all stages...sample population is kind id survey and quantitative research....the sample should be representative to the population...and that linkage must be logical not statistical population n sampling means simple sampling tech iss ki example ho gi because it helps in removing error and fraction...

**q1. why we use survey research**

q1. **why we use survey research**

**Main thrust of survey research**

 Surveys often associated with questionnaire studies.

 Yes. Questionnaires are widely used but other tools like unstructured and in-depth interviews, observations,content analysis, FGDs also used.

 The distinguishing features of surveys are: 1) the form of the data, and (2) the method of analysis.

**The form of the data**

 Structured or systematic data, quantitative data.

 Collect information about the same variables or characteristics from a large number of cases and end up with a data grid (pool, net).

 Since the same information is collected for each case, the cases are directly comparable and we end up with a structured set of data.

 The tools by which we generate data about the cases can vary between surveys.

**Unit of analysis**

 Data grid need not be people.

 Technically the case in the data grid is called a *unit of analysis*—it is the ‘object’ about which we are collecting information. It is the unit whose characteristics we describe.

 The unit of analysis can be a country, a year or virtually anything so long as we collect attributes of that case.

 Variables by case data could be compared as stored in data grid.

 *Unit of observation:* information provider.

**The method of analysis**

 Descriptive analysis: the characteristics (profile) of a set of cases.

 Explanatory analysis: locate the causes. How cases vary on some characteristics? Systematic variation

 Understanding of what may cause variation in that variable across cases. Systematically linked with it. It aims to draw causal inferences.

 Ask why this affects Y? Logic

 Survey researchers only develop linkages rather than establishing causality.

 The case study method focuses on particular cases and tries to develop a full and rounded understanding of the cases.

 No comparing of cases but focus on fully understanding the ‘wholeness’ of a particular case

 Understanding particular attributes of a person (or an organization or whatever the case is) within the context of the case’s other characteristics and history.

 Leads to the distinction between quantitative and qualitative research.

**Q. Criticisim on qualitative research**

**Qualitative research**

 Tools of data collection often involve participant observation, unstructured interviewing, also

questionnaires.

 Provide rich data about real life people and situations

 Understand behavior within its wider context.

 Criticism:

 - Lacking generalizability,

 - Too reliant on the subjective interpretations of researchers, and

 - being incapable of replication by subsequent researchers.

**Qualitative research**

If you want to get inside your customers’ minds you need to do qualitative research. Face-to-face interviews and focus groups can provide valuable insights into your products, your market and your customers

Qualitative research is about finding out not just what people think but why they think it. It’s about getting people to talk about their opinions so you can understand their motivations and feelings.

Face-to-face interviews and group discussions are the best way to get this kind of in-depth feedback. Qualitative research can be valuable when you are developing new products or coming up with new marketing initiatives and you want to test reactions and refine your approach.

**criticism on qualitative research**

Criticisms of qualitative research

In the health field--with its strong tradition of biomedical research using conventional, quantitative, and often experimental methods--qualitative research is often criticised for lacking scientific rigour. To label an approach “unscientific” is peculiarly damning in an era when scientific knowledge is generally regarded as the highest form of knowing. The most commonly heard criticisms are, firstly, that qualitative research is merely an assembly of anecdote and personal impressions, strongly subject to researcher bias; secondly, it is argued that qualiative research lacks reproducibility--the research is so personal to the researcher that there is no guarantee that a different researcher would not come to radically different conclusions; and, finally, qualitative research is criticised for lacking generalisability. It is said that qualitative methods tend to generate large amounts of detailed information about a small number of settings.

research helps us to move from uncertainty to probabilistic certainty.  
Certainty vs. Uncertainty: Understanding Scientific Terms About Climate Change

Uncertainty is ubiquitous in our daily lives. We are uncertain about where to go to college, when and if to get married, who will play in the World Series, and so on.

To most of us, uncertainty means not knowing. To scientists, however, uncertainty is how well something is known. And, therein lies an important difference, especially when trying to understand what is known about climate change.

In science, there's often not absolute certainty. But, research reduces uncertainty. In many cases, theories have been tested and analyzed and examined so thoroughly that their chance of being wrong is infinitesimal. Other times, uncertainties linger despite lengthy research. In those cases, scientists make it their job to explain how well something is known. When gaps in knowledge exist, scientists qualify the evidence to ensure others don't form conclusions that go beyond what is known.

Even though it may seem counterintuitive, scientists like to point out the level of uncertainty. Why? Because they want to be as transparent as possible and it shows how well certain phenomena are understood.

Decision makers in our society use scientific input all the time. But they could make a critically wrong choice if the unknowns aren't taken into account. For instance, city planners could build a levee too low or not evacuate enough coastal communities along an expected landfall zone of a hurricane if uncertainty is understated. For these reasons, uncertainty plays a key role in informing public policy.

Taking into account the many sources of scientific understanding, climate scientists have sought to provide decision-makers with careful language regarding uncertainty. A "very likely" outcome, for example, is one that has a greater than 90 percent chance of occurring. Climate data or model projections in which we have "very high confidence" have at least a 9 out of 10 chance of being correct.

However, in this culture of transparency where climate scientists describe degrees of certainty and confidence in their findings, climate change deniers have linked less than complete certainty with not knowing anything. The truth is, scientists know a great deal about climate change. We have learned, for example, that the burning of fossil fuels and the clearing of forests release carbon dioxide (CO2) into the atmosphere. There is no uncertainty about this. We have learned that carbon dioxide and other greenhouse gases in the atmosphere trap heat through the greenhouse effect. Again, there is no uncertainty about this. Earth is warming because these gasses are being released faster than they can be absorbed by natural processes. It is very likely (greater than 90 percent probability) that human activities are the main reason for the world's temperature increase in the past 50 years.

Scientists know with very high confidence, or even greater certainty, that:

* Human-induced warming influences physical and biological systems throughout the world
* Sea levels are rising
* Glaciers and permafrost are shrinking
* Oceans are becoming more acidic
* Ranges of plants and animals are shifting

Scientists are uncertain, however, about how much global warming will occur in the future (between 2.1 degrees and 11 degrees Fahrenheit by 2100). They are also uncertain how soon the summer sea ice habitat where the ringed seal lives will disappear. Curiously, much of this uncertainty has to do with—are you ready?—humans. The choices we make in the next decade, or so, to reduce emissions of heat-trapping gasses could prevent catastrophic climate change.

So, what's the bottom line? Science has learned much about climate change. Science tells us what is more or less likely to be true.  We know that acting now to deeply reduce heat-trapping emissions will limit the scope and severity of further impacts – and that is virtually certain.

**Q. note on positivism**

falsfa jis may sirf un cheezo ko accept kiya jaye jin ka proof ho aur observe ho sakatin :positivism

**Natural science epistemology**

• **Positivism**: scientific strategy to study the phenomenon based on five principles:

• 1. Sensory experiences: Knowledge confirmed by the senses (principle of phenomenalism).

• 2. Theory to generate hypotheses to be tested thereby provide explanations of laws (principle of deductivism).

• 3. Knowledge arrived at through gathering of facts that provide the basis for laws (inductivism).

• 4. Scientific strategy has to be value free (objectivity).

• 5. Scientific findings (statements) can be verified. Normative statements or beliefs cannot be

confirmed by the senses.

**Positivism in social sciences**

• Application of natural science model to social reality.

• Reality out there. External to the observer.

• Positivism equated with science. Tangled.

• Debate. Opposing positivism or scientific approach

• Subject matter of the natural sciences different from the social sciences.

• Difficulty to apply the natural science model to SS.

**Q. research helps us to move from uncertainty to probabilistic certainty.**

In science, there's often not absolute certainty. But, research reduces uncertainty. In many cases, theories have been tested and analyzed and examined so thoroughly that their chance of being wrong is infinitesimal. Other times, uncertainties linger despite lengthy research. In those cases, scientists make it their job to explain how well something is known. When gaps in knowledge exist, scientists qualify the evidence to ensure others don't form conclusions that go beyond what is known.

**Q. good literature review characteristics**

clarify your understanding of the field. explain the rationale for your research. place your research within a broader context. evaluate the results of previous research. define key concepts and ideas. identify research in related areas that is generalisable or transferable to your topic. identify relevant methodological issues.

**2. Characteristics of good literature**

It is characterized by analysis as opposed to summarizing, quoting and paraphrasing   
It must strike a balance between sources supporting and opposing a particular aspect or argument   
It should be wide enough to cover or provide enough information required on the subject   
It must be narrow enough to eliminate irrelevant information from your research   
It must be conducted from reliable sources- students must give books and journals the first priority when doing a literature review. In the event you they are using articles written by other researchers, the articles must be peer-reviewed.   
The writer must follow the stipulated formatting style   
The sources must be relevant and authoritative   
It should not necessarily be organized logically, organizing a literature based on the weight of points presented gives it more weight.   
It must clearly address the research question and the theoretical framework   
It must identify studies and models that support your topic   
It should define key term, terminology and definitions. It should also state the meaning of acronyms   
It must lay a strong foundation for your research topicHow to conduct a literature review   
Scan through the abstract or introduction to check the mention of your topic.   
Evaluate the source for relevance and quality noting that a long list of sources does not necessarily translate to high quality literature review   
Confirm the availability of duplicated researches   
Identify places of convergence and divergence as regards your hypothesis or thesis statementIn the event literature review proves to be a task, do not hesitate to request for assistance from your instructors or experts. The quality of literature review done lays a foundation for the research project.

**Q. Theoretical framework**

Elaborates the relationship among the variables.

• Explains the logic underlying these relationships.

• Describes the nature, and direction of the relationships.

**Theoretical Framework**

 Analogous to the blueprint of a house.Frame.

 Comparable to drawing and designing an architectural structure prior to house construction.

 The framework holds and supports the theory of a research work. Abstract hence theoretical.

 Abstract and logical structure of meanings that guides the development of the study.

**Theoretical Framework: a rationale for predictions**

 TF provides a rationale for predictions about the relationships among variables of research study.

 All frameworks are based on the identification of key concepts relevant to the topic and the relationships among those concepts.

 The overall purpose is to make research findings meaningful and generalizable

 Theories and conceptual models help to stimulate research and the extension of knowledge by providing both direction and impetus.

**Formulating theoretical framework**

 Authoritative theories must be presented

 Identify the important concepts/variables

 Identify the relationships between the variables

 Through the literature review provide theoretical rationale for the proposed relationships.

**Theoretical framework – an essential step**

 The simple goal is to have a sufficient blueprint for your study, and this requires theoretical propositions

 “a [hypothetical] story about why acts, events, structure, and thoughts occur”

 Success /failure story of management information system (MIS) in an organization.

 A convincing story with logical argumentation.

 Theory will provide surprisingly strong guidance in determining what data to collect and the strategies for

analyzing the data.

 For this reason, theory development prior to the collection of any case study data is an essential step in

doing case studies.

**Conceptual/theoretical framework**

• Debate in quantitative and qualitative research.

• Review of literature should help.

• Establish the context. Situate the problem in terms of its relevance to live theoretical currents.

• Demonstrate awareness of alternative view points.

• Use a fresh approach. Surprises and puzzles can persuade the reviewer.

**Concept**

 Reality  conception of reality. Portrayal of image

 Abstract description. Name given to an object or phenomenon. Name provides it with a separate identity and

meaning. Constructs

 An intellectual representation of some aspect of reality that is derived from observations made from

phenomenon

 Concepts are very high levels of abstraction that have general meaning. Meaning is constructed.

 Examples: achievement , motivation, job satisfaction, OCB. All constructs.

**Variable**

 A more concrete level of concept. Narrow in their definition.

 A variable is relatively specific and measureable.

 Framework can be derived from interrelationship of concepts (conceptual) or existing theories (theoretical).

**Observation: Achievement motivation**

 Is achievement motivation a reality?

 Observed phenomenon among workers, students

 What is the conception of this reality? How has this reality been constructed?

 Theoretically what explains this reality? Then

 Why is there variation in the levels of achievement motivation? Built-in notion of measurability. Concept turns

out to be a variable.

**Q.2 Types of case study.**

Explanatory

This type of case study would be used if you were seeking to answer a question that sought to explain the presumed causal links in real-life interventions that are too complex for the survey or experimental strategies. In evaluation language, the explanations would link program implementation with program effects

Example

Joia (2002). Analysing a web-based e-commerce learning community: A case study in Brazil. Internet Research, 12, 305-317.(Yin, 2003).

Exploratory

This type of case study is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes (Yin, 2003).

Example:

Lotzkar & Bottorff (2001). An observational study of the development of a nurse-patient relationship. Clinical Nursing Research, 10, 275-294.

Multiple-case studies

A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn,it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003).

Example

Campbell & Ahrens (1998).Innovative community services for rape victims: An application of multiple case study methodology. American Journal of Community Psychology, 26, 537-571.

Intrinsic

Stake (1995) uses the term intrinsic and suggests that researchers who have a genuine interest in the case should use this approach when the intent is to better understand the case. It is not undertaken primarily because the case represents other cases or because it illustrates a particular traitor problem, but because in all its particularity and ordinariness, the case itself is of interest. The purpose is NOT to come to understand some abstract construct or generic phenomenon. The purpose is NOT to build theory (although that is anoption; Stake, 1995).

Example

Hellström, Nolan, & Lundh (2005). “We do thingstogether” A case study of“couplehood” in dementia. Dementia, 4(1), 7-22.

Instrumental

Is used to accomplish something other than understanding a particular situation. It provides insight into an issue or helps to refine a theory. The case is of secondary interest; it plays a supportive role, facilitating our understanding of something else. The case is often looked at in depth, itscontexts scrutinized, its ordinary activities detailed, and because it helps the researcher pursue theexternal interest. The case may or may not be seen astypical

Example

Luck, Jackson, & Usher (2007). STAMP: Components of observable behaviour that indicate potential for patient violence in emergencydepartments. Journal of Advanced Nursing, 59, 11-19.

Collective

Collective case studies are similar in nature and description to multiple case studies (Yin, 2003)Scheib (2003). Role stress in the professional life of the school music teacher: A collective case study. Journal of Research in MusicEducation, 51,124-136.

**Q.3 Do you think theoretical framework is important for research? Discuss which rational**

A theoretical framework is as important as the foundations when we are building a house. We need something solid and reliable to build on where we want to live. When we read the literature, we might find gaps in the body of knowledge and it is important to acknowledge and address these uncertainties. When we start reading for the research, we felt very motivated and inspired by the literature, after every article of piece that we read, we feel we have actually developed powerful ideas.

http://peoplelearn.homestead.com/tp.gifHowever, after reading another article or piece that we read, we feel that these ideas are not that powerful and we feel we have overestimated them; so we feel de-motivated and in despair. This is normal and what happens is that it takes a while but at some point, we will see those patterns in the literature that will serve us to inform our research.

http://peoplelearn.homestead.com/tp.gifSomething that reflects who we choose to be the key-people in our research will be seen in the references at the end of the thesis. That’s why the references part is important and quick to go through for our examiners. It is good practice to look at others’ doctoral thesis, in order to see how others have structured and talk about their theoretical framework and other important sections such as methodology.

**3. is research design is essential for every research? why?**

A research design basically means the plan or technique of shaping the research, or as Hakim (1987) puts it “design deals mainly with aim, purposes, motives and plans within the practical constraints of location, time, money and availability of staff”. The possibilities of success of a research study is significantly improved when the “beginning” is properly defined as a precise statement of goals and justification.

Need and Importance of Research Design Research design carries an important influence on the reliability of the results attained. It therefore provides a solid base for the whole research. It is needed due to the fact that it allows for the smooth working of the many research operations. This makes the research as effective as possible by providing maximum information with minimum spending of effort, money and time. For building of a car, we must have a suitable blueprint made by an expert designer. In a similar fashion, we require a suitable design or plan just before data collection and analysis of the research project. Planning of design must be carried out cautiously as even a small mistake might mess up the purpose of the entire project. The design helps the investigator to organize his ideas, which helps to recognize and fix his faults, if any. In a good research design, all the components go together with each other in a coherent way. The theoretical and conceptual framework must  with the research goals and purposes. In the same way, the data gathering method must fit with the research purposes, conceptual and theoretical framework and method of data analysis

The importance of research design in research methodology is due to the following:

* It may result in the preferred kind of study with helpful conclusion.
* It cuts down on inaccuracy.
* Allows you get optimum efficiency and reliability.
* Reduce wastage of time.
* Reduce uncertainty, confusion and practical haphazard related to any research problem.
* Of great help for collection of research material and testing of hypothesis.
* It is a guide for giving research the right path.
* Gets rid of bias and marginal errors.
* Provides an idea concerning the type of resources needed in terms of money, effort, time, and manpower.
* Smooth & efficient sailing (sets boundaries & helps prevent blind search)
* Maximizes reliability of results.
* Provides firm foundation to the endeavor.
* Averts misleading conclusions & thoughtless useless exercise.
* Provides opportunity to anticipate flaws & inadequacies (anticipates problems).
* Incorporates by learning from other people’s critical comments & evaluations.

**1.Interpretivism**

Interpretivism, also known as interpretivist involves researchers to interpret elements of the study, thus interpretivism integrates human interest into a study. Accordingly, “interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments” (Myers, 2008, p.38). Development of interpretivist philosophy is based on the critique of [positivism](http://research-methodology.net/research-philosophy/positivism/) in social sciences.

Interpretivism is “associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructionism, phenomenology and hermeneutics; approaches that reject the objectivist view that meaning resides within the world independently of consciousness” (Collins, 2010, p.38). Moreover, interpretivism studies usually focus on meaning and may employ multiple methods in order to reflect different aspects of the issue.

**2.Theoretical framework**

## Definition

A [group](http://www.businessdictionary.com/definition/group.html) of related [ideas](http://www.businessdictionary.com/definition/idea.html) that [provides](http://www.businessdictionary.com/definition/provide.html) guidance to a [research](http://www.businessdictionary.com/definition/research.html) [project](http://www.businessdictionary.com/definition/project.html) or [business](http://www.businessdictionary.com/definition/business.html) endeavor. The [appropriateness](http://www.businessdictionary.com/definition/appropriateness.html) of a theoretical framework that a [marketing](http://www.businessdictionary.com/definition/marketer.html) [department](http://www.businessdictionary.com/definition/department.html) is [using](http://www.businessdictionary.com/definition/user.html) to [promote](http://www.businessdictionary.com/definition/promote.html) its corporate and [product image](http://www.businessdictionary.com/definition/product-image.html) to the [consuming](http://www.businessdictionary.com/definition/consumer.html) public can be an important [determinant](http://www.businessdictionary.com/definition/determinant.html) of its ultimate [success](http://www.businessdictionary.com/definition/success.html).  
A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework guides your research, determining what things you will measure, and what statistical relationships you will look for.

Theoretical frameworks are obviously critical in deductive, theory-testing sorts of studies (see [Kinds of Research](http://www.analytictech.com/mb313/kinds_of_research.htm) for more information). In those kinds of studies, the theoretical framework must be very specific and well-thought out.

Surprisingly, theoretical frameworks are also important in exploratory studies, where you really don't know much about what is going on, and are trying to learn more. There are two reasons why theoretical frameworks are important here. First, no matter how little you think you know about a topic, and how unbiased you think you are, it is impossible for a human being not to have preconceived notions, even if they are of a very general nature. For example, some people fundamentally believe that people are basically lazy and untrustworthy, and you have keep your wits about you to avoid being conned. These fundamental beliefs about human nature affect how you look things when doing personnel research. In this sense, you are always being guided by a theoretical framework, but you don't know it. Not knowing what your real framework is can be a problem. The framework tends to guide what you notice in an organization, and what you don't notice. In other words, you don't even notice things that don't fit your framework! We can never completely get around this problem, but we can reduce the problem considerably by simply making our implicit framework explicit. Once it is explicit, we can deliberately consider other frameworks, and try to see the organizational situation through different lenses.

**3.RD**

## DEFINITION of 'Research And Development - R&D'

Investigative activities that a business chooses to conduct with the intention of making a discovery that can either lead to the development of new products or procedures, or to improvement of existing products or procedures. Research and development is one of the means by which business can experience future growth by developing new products or processes to improve and expand their operations.

## INVESTOPEDIA EXPLAINS 'Research And Development - R&D'

While R&D is often thought of as synonymous with high-tech firms that are on the cutting edge of new technology, many established consumer goods companies spend large sums of money on improving old products. For example, Gillette spends quite a bit on R&D each year in ongoing attempts to design a more effective shave

**4. discuss any two validates.**

# Measurement Validity Types

There's an awful lot of confusion in the methodological literature that stems from the wide variety of labels that are used to describe the validity of measures. I want to make two cases here. First, it's dumb to limit our scope only to the validity of measures. We really want to talk about the validity of any operationalization. That is, any time you translate a concept or construct into a functioning and operating reality (**the operationalization**), you need to be concerned about how well you did the translation. This issue is as relevant when we are talking about treatments or programs as it is when we are talking about measures. (In fact, come to think of it, we could also think of [sampling](http://www.socialresearchmethods.net/kb/sampling.php) in this way. The population of interest in your study is the "construct" and the sample is your operationalization. If we think of it this way, we are essentially talking about the construct validity of the sampling!). Second, I want to use the term [construct validity](http://www.socialresearchmethods.net/kb/constval.php) to refer to the general case of translating any construct into an operationalization. Let's use all of the other validity terms to reflect different ways you can demonstrate different aspects of construct validity.

With all that in mind, here's a list of the validity types that are typically mentioned in texts and research papers when talking about the quality of measurement:

## Construct validity

* + **Translation validity**
    - Face validity
    - Content validity
  + **Criterion-related validity**
    - Predictive validity
    - Concurrent validity
    - Convergent validity
    - Discriminant validity

I have to warn you here that I made this list up. I've never heard of "translation" validity before, but I needed a good name to summarize what both face and content validity are getting at, and that one seemed sensible. All of the other labels are commonly known, but the way I've organized them is different than I've seen elsewhere.

Let's see if we can make some sense out of this list. First, as mentioned above, I would like to use the term [construct validity](http://www.socialresearchmethods.net/kb/constval.php) to be the overarching category. **Construct validity** is the approximate truth of the conclusion that your operationalization accurately reflects its construct. All of the other terms address this general issue in different ways. Second, I make a distinction between two broad types: translation validity and criterion-related validity. That's because I think these correspond to the two major ways you can assure/assess the validity of an operationalization. In **translation validity**, you focus on whether the operationalization is a good reflection of the construct. This approach is definitional in nature -- it assumes you have a good detailed definition of the construct and that you can check the operationalization against it. In **criterion-related validity**, you examine whether the operationalization behaves the way it should given your theory of the construct. This is a more relational approach to construct validity. it assumes that your operationalization should function in predictable ways in relation to other operationalization’s based upon your theory of the construct. (If all this seems a bit dense, hang in there until you've gone through the discussion below -- then come back and re-read this paragraph). Let's go through the specific validity types.

## Translation Validity

I just made this one up today! (See how easy it is to be a methodologist?) I needed a term that described what both face and content validity are getting at. In essence, both of those validity types are attempting to assess the degree to which you accurately translated your construct into the operationalization, and hence the choice of name. Let's look at the two types of translation validity.

### Face Validity

In **face validity**, you look at the operationalization and see whether "on its face" it seems like a good translation of the construct. This is probably the weakest way to try to demonstrate construct validity. For instance, you might look at a measure of math ability, read through the questions, and decide that yep, it seems like this is a good measure of math ability (i.e., the label "math ability" seems appropriate for this measure). Or, you might observe a teenage pregnancy prevention program and conclude that, "Yep, this is indeed a teenage pregnancy prevention program." Of course, if this is all you do to assess face validity, it would clearly be weak evidence because it is essentially a subjective judgment call. (Note that just because it is weak evidence doesn't mean that it is wrong. We need to rely on our subjective judgment throughout the research process. It's just that this form of judgment won't be very convincing to others.) We can improve the quality of face validity assessment considerably by making it more systematic. For instance, if you are trying to assess the face validity of a math ability measure, it would be more convincing if you sent the test to a carefully selected sample of experts on math ability testing and they all reported back with the judgment that your measure appears to be a good measure of math ability.

### Content Validity

In **content validity**, you essentially check the operationalization against the relevant content domain for the construct. This approach assumes that you have a good detailed description of the content domain, something that's not always true. For instance, we might lay out all of the criteria that should be met in a program that claims to be a "teenage pregnancy prevention program." We would probably include in this domain specification the definition of the target group, criteria for deciding whether the program is preventive in nature (as opposed to treatment-oriented), and lots of criteria that spell out the content that should be included like basic information on pregnancy, the use of abstinence, birth control methods, and so on. Then, armed with these criteria, we could use them as a type of checklist when examining our program. Only programs that meet the criteria can legitimately be defined as "teenage pregnancy prevention programs." This all sounds fairly straightforward, and for many operationalizations it will be. But for other constructs (e.g., self-esteem, intelligence), it will not be easy to decide on the criteria that constitute the content domain.

## Criterion-Related Validity

In **criteria-related validity**, you check the performance of your operationalization against some criterion. How is this different from content validity? In content validity, the criteria are the construct definition itself -- it is a direct comparison. In criterion-related validity, we usually make a prediction about how the operationalization will performbased on our theory of the construct. The differences among the different criterion-related validity types is in the criteria they use as the standard for judgment.

### Predictive Validity

In **predictive validity**, we assess the operationalization's ability to predict something it should theoretically be able to predict. For instance, we might theorize that a measure of math ability should be able to predict how well a person will do in an engineering-based profession. We could give our measure to experienced engineers and see if there is a high correlation between scores on the measure and their salaries as engineers. A high correlation would provide evidence for predictive validity -- it would show that our measure can correctly predict something that we theoretically think it should be able to predict.

### Concurrent Validity

In **concurrent validity**, we assess the operationalization's ability to distinguish between groups that it should theoretically be able to distinguish between. For example, if we come up with a way of assessing manic-depression, our measure should be able to distinguish between people who are diagnosed manic-depression and those diagnosed paranoid schizophrenic. If we want to assess the concurrent validity of a new measure of empowerment, we might give the measure to both migrant farm workers and to the farm owners, theorizing that our measure should show that the farm owners are higher in empowerment. As in any discriminating test, the results are more powerful if you are able to show that you can discriminate between two groups that are very similar.

### Convergent Validity

In [**convergent validity**](http://www.socialresearchmethods.net/kb/convdisc.php), we examine the degree to which the operationalization is similar to (converges on) other operationalizations that it theoretically should be similar to. For instance, to show the convergent validity of a Head Start program, we might gather evidence that shows that the program is similar to other Head Start programs. Or, to show the convergent validity of a test of arithmetic skills, we might correlate the scores on our test with scores on other tests that purport to measure basic math ability, where high correlations would be evidence of convergent validity.

### Discriminant Validity

In [**discriminant validity**](http://www.socialresearchmethods.net/kb/convdisc.php), we examine the degree to which the operationalization is not similar to (diverges from) other operationalizations that it theoretically should be not be similar to. For instance, to show the discriminant validity of a Head Start program, we might gather evidence that shows that the program is notsimilar to other early childhood programs that don't label themselves as Head Start programs. Or, to show the discriminant validity of a test of arithmetic skills, we might correlate the scores on our test with scores on tests that of verbal ability, wherelowcorrelations would be evidence of discriminant validity.

**What is the importance of relevant theory in the research proposal?**

**2. What is the importance of relevant theory in the research proposal?**

relevant theory generated from the understanding gained through actual practice.

1. Establish the context. Situate the problem in terms of its relevance to live theoretical currents.
2. Demonstrate that you are aware of the breadth and diversity of relevant literature.

Relevance theory is a framework for the study of cognition, proposed primarily in order to provide a psychologically realistic account of communication. is paper ) presents relevance theory’s central

Commitments in detail and explains the theoretical motivations behind them; and )shows some of the

ways in which these core principles are brought to bear on empirical problems.

e core of relevance theory can be divided into two sets of assumptions. Assumptions relating to

Cognition in general include the definition of relevance as a trade-off between effort and effects ,and the

claim that cognition tends to maximize relevance. Assumptions about communication include the

claims that understanding an utterance is a matter of inferring the speaker’scommunicativeandinformativeintentions;andthatthecommunicativeprincipleofrelevanceandthepresumptionofoptimalrelevance mandate the relevance-theoretic comprehension procedure, a heuristic that guides the

searchfortheintendedinterpretationofutterances.Relevancetheoristsmodelcommunicationinterms

oftheworkingofthiscomprehensionprocedure.ereare,inaddition,several strategies that guide the

explanation of phenomena in relevance theory, including: i) a stronger form of Grice’s Modified Occam’s Razor, ii) the possibility of dividing what is linguistically encoded between conceptual and procedural information; iii) the interpretive/descriptive distinction; iv) the use of ad hoc concepts.

Q. note on positivism

Natural science epistemology

• Positivism: scientific strategy to study the phenomenon based on five principles:

• 1. Sensory experiences: Knowledge confirmed by the senses (principle of phenomenalism).

• 2. Theory to generate hypotheses to be tested thereby provide explanations of laws (principle of

deductivism).

• 3. Knowledge arrived at through gathering of facts that provide the basis for laws (inductivism).

• 4. Scientific strategy has to be value free (objectivity).

• 5. Scientific findings (statements) can be verified. Normative statements or beliefs cannot be

confirmed by the senses.

Positivism in social sciences

• Application of natural science model to social reality.

• Reality out there. External to the observer.

• Positivism equated with science. Tangled.

• Debate. Opposing positivism or scientific approach

• Subject matter of the natural sciences different from the social sciences.

• Difficulty to apply the natural science model to SS.

**2- Justify your choice with an example Write brief note on different types of case studies.   
  
Q1. Difference between cluster and stratified sampling?  
Q2. Do you think sound managerial decisions are possible without research? What advantages research offer to a decision maker?**

**q4. is there need to be rational while selecting sample population if yes then describe in detail and give one example**

**4:Operationalizaiton of variables?**

**Q1. Difference between cluster and stratified sampling?  
Q2. Do you think sound managerial decisions are possible without research? What advantages research offer to a decision maker?   
Q3. Do you think research design is essential for every type of research?**

**sample Research design impotent for every research**