

Volume 2
Annex 2.13a: Sample Copies of Semester-
Wise Course Delivery Plans with
Evidence-Based Practices on
Linking Teaching and Research

Mid-Western University, School of Management (MUSOM)
Master of Business Administration

Session Plan for Spring 2020

MGT 515: Research Methodology (3 Cr. Hrs.)

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Session	Unit/Topics of Coverage	Key Teaching-Learning Activities	Research, Community Extension and Industry Linkage Activities
1	Unit I: Introduction to Business Research Meaning, nature, objectives and features of an effective research; scope of research in general and in business	Research aptitude test Introductory lecture using PPT slide show Case study on <i>Boeing Taking Flight</i> ; Peer discussion on introductory lecture.	Micro presentation on bringing evidences of use of research inputs in household affairs, social affairs and institutional decision-making.
2	Conceptual definitions in research [research methods, methodology, variables, constructs, hypotheses, research objectives, statement of problems, research questions	Illustrative conceptual simulations backed up by confirmatory instructional teaching supported with PPT slide show; CS 1 for assessment [MunichRe: reinventing reinsurance].	Identification of at least five constructs of community level observations and conversion into working hypotheses.
3	Guiding concepts, theories, grounded theories, models, data and information in business research: process of knowledge development	Development of conceptual matrices linking concepts, theories, grounded theories and models governing research situation.	Identification of at least five traditional and cultural practices of Karnali Region which can be protected as indigenous knowledge and their implication in modern day business.
4	Philosophical classifications of research [basic vs. applied research; qualitative vs. qualitative research]; a few examples of classifications of research [descriptive, analytical, causal, correlational, conceptual, empirical, cross-sectional, longitudinal, exploratory, explanatory, experimental, non-experimental, inductive and deductive]	Inductory lecturer on philosophy and classification of research based on their common characteristics and bases with comparative chart of PPT slide show 1st THA assign	Identify one topic of research and select appropriate research type that can be employed to the concerned research and explain reasons
5	Research methods vs. methodology; scientific research methods; features of more scientific research; paradigm shifts in research methods	Instructor delivery	Select one research type and search in which condition it can be applied
6	Ethical compliances in business research [from the perspectives of treatment to -- research team, research participants, research clients, society at large]	Presentation of ethical aspects with suitable example Peer discussion between student 1st THA submission Open discussion among the student	Collect any evidence from your society or from any reading materials that dismiss the family or business due to not applying ethical issues
7	Research process [define the problem, design the research, administer the research, manage field controls, conduct data reduction and analyses,	Describe the general steps of research process through PPT slide	Imagine research topic and develop your own research process based on the class presentation

	develop draft report, make a presentation of the research report, close the research project]		
8	Unit 2: Research Design Meaning and significance of research design; selected research designs in business research [exploratory, descriptive and causal]; features of scientific research designs.	Instructor delivery with the example design of building with material required and procurement plan linking with research design and plan for completion Peer discussion on the basis of research design 2nd Case study and discussion	Memorize an academic events performed in the past describe it in details and select appropriate research design to interpret the activities
9	Determination of research approach [qualitative vs. quantitative], linking research with grounded theories; development of conceptual framework of the study	Instructor delivery with conceptual framework guided by a theory and link it in quantitative and qualitative research Peer discussion on characteristic of QUAL & QAN	Identify five qualitative research topic and five quantitative research topic and develop one conceptual framework
10	Research proposal: Meaning and importance of research proposal; key components of a research proposal [technical and financial]; features of an winning business research proposal; general criteria for the evaluation of a research proposal; procedural and legal compliances while writing and submitting a research proposal	Instructor delivery on development of proposal in prescribed format and guidelines with the help of appropriate topic Open discussion for selection of topic for full proposal	Revise the topic discussed in the classroom and finalize the proposal topic and start to write
11	Comparison between academic and professional research proposal writing	Delivery with the help of suitable article Development of academic proposal	
12	Unit 3: Review of Literature Meaning and significance; techniques of performing review of literature; major components of review of literature [review of conceptual perspectives, review of related policy documents, review of related studies, review of institutional best practices and case studies, production of conceptual framework of the study]	Instructor delivery on how to write the review of literature with the suitable example based on current article 2nd Presentation	Identify any subject and make review of literature searching published article
13	Applying APA style guidelines in performing review of literature, citation and referencing.	Instructor delivery using computer or manually for citation and references	Select any five reference from the text book and specify the source of the reference
14	Unit 4: Measurement and Scaling Technique Meaning and concept of measurement and scaling; types of levels of measurement: nominal, ordinal, interval and ratio scales; criteria for good measurement scale; validity [face, content, criteria, expert and construct validity];	Instructor delivery based on measurement characteristics / pictures based on level Discussions with validity & reliability with pictures 2nd THA assign	Identify four example that covers the four level of measurements

	reliability [test-retest reliability, equivalent forms reliability, internal consistency and interrater reliability]		
15	Concept of attitudinal scales, major types of scaling: comparative scaling technique [pair comparison, Q short scaling, constant sum scale, Guttman Scale (cumulative scalogram)]	Instructor delivery on scaling technique with suitable example Open discussion on different types of scaling technique	Develop one question each and fit them into different scales
16	Non-comparative scale [continuous ranking; itemized rating scale, Likert and Likert type scale and Thurstone scale]	Continue of previous session..... 2nd THA submission	
17	Unit 5: Census vs. Sampling Meaning, significance and comparison between census and sampling; basic terms used in census and sampling [census, sampling, population or universe, sampling unit, sampling frame, sample size, sampling error, parameter and statistics, precision level, significance and confidence level]	Delivery on basic terms used in sampling with reference of research topic Open discussions	Make a research topic and relate it with each terms used in sampling
18	Classification of sampling: probability or random sampling [simple random sampling, systematic random sampling, stratified random sampling, cluster random sampling]	Lecturers on probability sampling and their use with suitable example Peer discussions	
19	Non-probability sampling [purposive sampling, quota sampling, convenience sampling, snow-ball sampling, self-selected sampling]	Lecturers on non-probability sampling and their use with suitable example Peer discussions	
20	Unit 6: Sources and Methods Data Collection Primary and secondary sources of data; selected methods of data collection [observation, communication, experimentation]	Lecturers on source of data and technique of data collection Open discussions	
21	Key techniques of data collection [literature review and content analyses, census and survey, participant interviews, observations, focus group discussions, panel discussions, lab experiments, field experiments]	Continue of previous session..... Discussions	
22	Unit 7: Instrumentation and Research Administration Development, testing and implementation of survey questionnaires, checklists, forms and	Instructor delivery on the process and preparation of data collection Peer discussions Presentation	

	schedules for observation, communication and experimentation; key considerations in designing data collection instruments		
23	Administration or fielding of research; managing resources, people and technologies; providing with logistical support; initiating field control mechanism.	Instructor delivery on managing the field work and logistic support 3rd Case study	Make memorize the students any past events how they manage the activity and faced the problems in the field
24	Unit 8: Data Reduction and Analyses Meaning and importance of data reduction and analyses; process of data reduction and analyses [coding, editing, transcribing, tabulation, cross-tabulation, producing statistical results, performing inferential analyses]	Instructor delivery using any one software for data analysis, tabulation and interpretations Self – practice with instructor using data 3rd THA assign	Assign practical work to calculate univariate abd bi variate data analysis and intrepations using their own data
25	Selection of appropriate measures and instruments for inferential analyses; producing and presenting results using tables, figures and graphs; performing discussions and information analyses; producing key findings and conclusions.	Continue of the previous session..... Self – practice with instructor using data	Assign practical work to calculate multi variate analysis and intrepations using their own data
26	Unit 9: Writing a Report Organizing the written report with appropriate formatting and developing in specific components including prefatory part, main body and supplementary part	Describe with the project report submitted by the student and link it with full report writing format 3rd THA submission Project report submission	Assign to prepare full project report as prescribed format

Evaluation Criteria

SN	Activities	Units of activities and marks	Total Marks
1	Continuous Assessments		
1.1	Attadence, punctuality and effectivite class participation [80% attadence is mandatory; punctuality means right in time being present in each event and right in time submission of assignments; class participation means active and effective participation in each learning discourse]	Attadence, punctuality and class participation (20+10+10)	40
1.2	Take home assignments THA 1: assignment within 2nd week and submission within 3rd week THA 2: assignment within 7th week and submission within 8th week. THA 3: assignment within 12th week and submission within 13th week	THA 1, THA 2 and THA 3 (15+20+25)	60

1.3	Thematic presentations; individual/group IP: assignment within 5th week and presentation within 6th week GP: assignment within 10th week and presentation within 11th week	Individual presentation/Group (25+50)	75
1.4	Case studies CS 1: 1st week, CS 2: 4th week and CS 3 in 11th week	Case 1, Case 2 and Cases3 (20+30+50)	100
1.5	Project works PW 1: Group mini research proposal development within 6th week PW 2: Group mini research conduction and final report submission within 14th week	Project work 1 and project work 2 (25+50)	75
1.6	Personality Audit [assessment closing in the last week semester]	Grooming and attiquets, leadership, enthusiasm, commitment and continuous improvement(5*10)	50
Total of Continuous Assessments			400
Conversion of Continuous Assessment (a = Marks earned/400*50)			50%
2	Structured Tests		
2.1	Mid-term test [as per MUSOM schedule]	Mid term 1 time	75
2.2	Semester- end test [as per MUSOM schedule]	Sem ester- end test 1 time	100
Total of Structured Tests			175
Conversion of Structured Tests (b = Marks earned/175*50)			50%
Total Semester-end Evaluation (a+b)			100%

Text Book

Cooper, D., & Schindler, P. S. (2009). *Business research methods*. (9th ed.). New Delhi: Tata McGraw Hill Publishing Company Private limited.

Malhotra, N. K., & Dash, S. (2017). *Marketing research: an applied orientation*. (7th ed.). New Delhi: Pearson Education.

Mid-Western University, School of Management (MUSOM). (2020). *Graduate report writing manual - 2020*. Surkhet: Author.

7.13 Teaching Plan

Defining Teaching Plan

A teaching plan is an organized document that provides the outline and details to lead teaching-learning activities into outcomes. A good teacher always prepares a comprehensive teaching plan with step-by-step teaching methods, duration of time, the materials and resources needed for the session. A good teaching plan begins with the key questions that generate discussion on the major misconceptions about the topic. Teaching plan also helps in rationalizing teaching-learning process for learning outcomes.

Major Components of Teaching Plan

Course Title
Session Title/Contents
Period
Learning Outcomes of the course/Objectives
Learning outcomes of the session/Objectives
Duration of session and each teaching/learning segment
Teaching Methods
Teaching Materials
Evaluation
Prescribed texts/resources/references/recommended

Sample Teaching Plan

Course Title: Critical Thinking

Session Title/Content: Session 1: Introduction to Critical Thinking

Period 2

Learning Outcomes of the course/Objectives: By the end of the course, students will be able to:

1. Understand concept of critical thinking in the wider academic and social context

2. Specify difference between creative thinking and critical thinking

3. Explore importance of critical thinking in managerial process

Learning Outcomes of the Session: By end of the session, students should be able to:

1. Distinguish creative and critical thinking

2. Apply basic critical skills to solve problems and make managerial decision

Duration of session and each teaching/learning segment: 120 Minutes

Teaching Methods: Interactive Method that includes Short lecturer/question-answer/class discussion/presentation

Teaching Materials: Text book/Reference books/articles related to the course session

Evaluation: Evaluation of students' concepts and abilities to define managerial accounting and use knowledge practically through assignment and class presentation.



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The MUSOM Academic Operating and Development Implementation Guidelines -2019

Detailed Course Session Plan

Time/Duration	Topic & Details of Content	Teaching Method	Resources/Notes
20 Minutes	<p>1. Gain learner's attention</p> <p>Welcome students to the class. Start loudly and confidently, with a welcoming smile, since it is the first session.</p> <p>Share my background - where I grew up, university, research interest, publication, what I like to do and inject humor</p> <p>Talk about my office hours, and how students can contact me.</p> <p>2. Introduce and inform students about Course Objectives/Outcomes</p> <p>Course Objectives</p> <p>Course overview</p> <p>Critical thinking concepts and skills</p> <p>Session objectives</p> <p>Highlight MUSOM norms and values</p> <p>If late, please do not enter the class. Mobile phone and laptop are prohibited during class. Highlight expectations</p> <p>Timely assignment submission</p> <p>read cases before class for productive discussions.</p>	Sharing	Slide 1 Slide background 2-My
15-25 (10 minutes)	<p>3. Stimulate Student's recall of prior knowledge</p> <p>Raise discussion with the following questions:</p>	Class discussion: Involve both male and female students in discussion.	

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	<p>Quick scan from teachers.</p>	<p>What is thinking? How is critical thinking different from creative thinking? Ask students about the past experiences. Clarify misconceptions on critical thinking. Highlight how creative and critical thinking share common skills. Compare critical thinking with science of reasoning related to quantitative and qualitative reasoning.</p>	<p>40 minutes</p>
<p>White board and markers</p>	<p>Question-answer</p>	<p>Learning Outcomes: Distinguish between critical and creative thinking skills 4: present the content Creative and critical thinking concepts and skills Ask class: What is creative thinking? What is critical thinking? Ask class: List characteristics of creative thinkers. Intent: Get to know what students already know. Encourage peer teaching. 5. Provide learning guidance Flash slide #7 on critical thinking skills Short lecture on definition and characteristics of creative and critical thinking.</p>	<p>Slide-7-8</p>



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		<p>Emphasis: Focus on characteristics of creative and critical thinkers.</p> <p>Use of critical thinking in managerial decision making</p>	15 Minutes
Slide 9	Skill practices	<p>6: Elicit performance</p> <p>Flash practice slide (Slide 9).</p> <p>Give students 7 minutes to work on the chart. Then, go through the chart, to examine their knowledge of creative and critical thinking.</p> <p>7: Provide feedback</p> <p>Go through the answers on slide 9.</p> <p>Points to emphasis: Is critical thinking complementary to creative thinking? Is critical thinking part of all sciences and thinking?</p>	Slide 9
Slide 9	Group Discussion		