

Volume 4

Annex 4.27a: Samples of Course Delivery
Session Plans Indicating the
Provision of Aptitude Test of
Students on the Very First Session
of Each Subject.

Mid-Western University, School of Management (MUSOM)

Master of Business Administration

Session Plan for Spring 2020

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

Course Instructors: Prof. Chandra P. Rijal, PhD and Amrit Kumar Sharma Gaire, PhD

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. quantitative 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

<p>op draft report, make a presentation of the research report, close the research project]</p> <p>2: Research Design</p> <p>ing and significance of research design; used research designs in business research (correlatory, descriptive and causal); features of specific research designs.</p>	<p>Instructor delivery with the example design of building with material required and procurement plan linking with research design and plan for completion</p> <p>Peer discussion on the basis of research design</p> <p>2nd Case study and discussion</p>	<p>Memorize an academic events performed in the past describe it in details and select appropriate research design to interpret the activities</p>
<p>Comparison of research approach [qualitative vs. quantitative], linking research with grounded theory; development of conceptual framework of study</p>	<p>Instructor delivery with conceptual framework guided by a theory and link it in quantitative and qualitative research</p> <p>Peer discussion on characteristic of QUAL & QUAN</p>	<p>Identify five qualitative research topic and five quantitative research topic and develop one conceptual framework</p>
<p>Research proposal: Meaning and importance of research proposal; key components of a research proposal [technical and financial]; features of an effective business research proposal; general criteria for evaluation of a research proposal; procedural and ethical compliances while writing and submitting research proposal</p>	<p>Instructor delivery on development of proposal in prescribed format and guidelines with the help of appropriate topic</p> <p>Open discussion for selection of topic for full proposal</p>	<p>Revise the topic discussed in the classroom and finalize the proposal topic and start to write</p>
<p>Comparison between academic and professional research proposal writing</p> <p>Review of Literature</p> <p>Importance and significance; techniques of performing review of literature; major components of review of literature [review of conceptual perspectives, review of policy documents, review of related studies, review of institutional best practices and guidelines, production of conceptual framework of literature]</p>	<p>Delivery with the help of suitable article</p> <p>Development of academic proposal</p> <p>Instructor delivery on how to write the review of literature with the suitable example based on current article</p> <p>2nd Presentation</p>	<p>Identify any subject and make review of literature searching published article</p>
<p>Following APA style guidelines in performing review of literature, citation and referencing.</p> <p>Measurement and Scaling Technique</p> <p>Definition 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, expert and construct validity];</p>	<p>Instructor delivery using computer or manually for citation and references</p> <p>Instructor delivery based on measurement characteristics / pictures based on level of measurement</p> <p>Discussions with validity & reliability with pictures</p> <p>2nd THA assign</p>	<p>Select any five reference from the text book and specify the source of the reference</p> <p>Identify four example that covers the four level of measurements</p>

	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 and bi variate data analysis and interrelations 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 interrelations 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	Attendance, punctuality and effective class participation [80% attendance 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]	Attendance, 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 Case3 (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
2	Structured Tests	Conversion of Continuous Assessment (a = Marks earned/400*50)	50%
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.