U.P.Rajarshi Tandon Open University, Prayagraj

# MAEN-105
## Research Methodology


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NFT-033

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# MAEN-105
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## Block
# 1
## Introduction to Research

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| **Unit-1** | **Meaning, Nature, Objectives, Utility of Research** |
| **Unit-2** | **Types and Methods of Research** |
| **Unit-3** | **Classification of Research on the basis of Application** |
| **Unit-4** | **Research Ethics and Empiricism** |

NFT-033

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# BLOCK-I INTRODUCTION

Dear learners! Research is a search for knowledge and it can also be treated as a movement from the known to unknown and finally trying to understand the unknown. It can be said that research is related with the human development. This paper basically intended to develop the power of exploration the unknown things through research. Research is an organized enquiry designed and carried out to provide information for solving problem. It is a careful enquiry to discover new information to expand the existing knowledge. It is an investigation recording and analyzing evidences for ongoing knowledge. In the other words research is a process for collecting, analyzing and interpreting information to answer questions.

This block is aimed at making you aware about, what exactly the research is. This block is divided into four units. The first unit focuses on the meaning, nature, objective and utility of research. The second unit aimed to discuss the types and methods of research. The third unit focuses on the classification of research on basis of application. The fourth and last unit of the block Highlights the research Ethics and Empiricism.

# UNIT-1 MEANING, NATURE, OBJECTIVES, UTILITY OF RESEARCH

## Structure


1.0 Objectives

1.1 Introduction

1.2 Meaning

1.3 Nature

1.4 Objectives

- 1.4.1 Formulation of Research Objectives
- 1.4.2 Examples of Research Objectives

1.5 Utility of Research

- 1.5.1 Extension of Knowledge
- 1.5.2 Humanising Force
- 1.5.3 Critical thinking
- 1.5.4 Preservation of Ancient Indian Values and Wisdom
- 1.5.5 Social Relevance

1.6 Summing Up

1.7 Self-Assessment Questions and their Answers

1.8 Further Readings


## 1.0 OBJECTIVES

After completing this unit, you will be able to:

- understand the meaning and nature of research
- describe the objectives of the research
- explain the utility of research

## 1.1 INTRODUCTION

In this unit, we shall discuss meaning, nature, objectives and utility of research. Research in simple terms refers to search for knowledge. It is a scientific and systematic search for information on a particular topic or issue. It is also known

as the art of scientific investigation. In the modern complex world, every society is faced with serious social, economic and political problems. These problems need systematic, intelligent and practical solution. Problem solving is a technical process. Research provides the means for accumulating knowledge and wisdom. In the other words research is a systematic effort of gathering analysis and interpretation of problems confronted by humanity. It is an academic activity and the term should be used in a technical sense.

## 1.2 MEANING

Research involves collecting information and evidence to answer a question and solve a problem of a particular subject. It is an integral part of higher education; though it is also carried out in other fields for new findings. Booth, et al. in their popular book *The Craft of Research* (1995) write that,

> Teachers at all levels devote their lives to research. Governments spend billions on it, businesses even more. Research goes on in laboratories and libraries, in jungles and ocean depths, in caves and in outer space, in offices and, in the information age, even in our own homes. Research is in fact the world's biggest industry. Those who cannot do it well or evaluate that of others will find themselves sidelined in a world increasingly dependent on sound ideas based on good information produced by trustworthy inquiry and then presented clearly and accurately. (9)

Today everybody is a researcher, in a way. Everybody is involved in finding accurate information from various sources for various purposes. They also want to verify the information before believing in them. Technology has brought a sea change in research. When you order your food or any other item online, you visit more than one website or use apps and compare the price. You also want to read feedback and order the best item. In all these cases you use the sources of information for successful delivery of your food or intended item. In the same way when you receive an assignment or project on any topic of English language or literature, you want to search for the relevant material in books and journals available in printed form as well as online and use them for understanding the subject. They help you in analyzing your assignment or project scientifically. Reading several books, research articles, general articles, listening to interviews, talks or speeches available on online portals, YouTube, etc. help you better understand the subject of your research before analyzing it successfully. All these sources of data collection help you in your research. Using more sources in research provides comprehensive knowledge of that subject and protects the researcher from misleading information. You are suggested to give references to all the sources of data you use in your assignment or project following the latest MLA style, APA style, Chicago style or Harvard style of referencing as suggested by your teacher or institution. Whenever you use any quotation of any author in your research, you need to give reference to that author with exact page number(s) of the source. Even if you use an idea of an author, you should not forget to give credit to that author. You need to give proper reference even of the matter or idea of your own published article. Every 'borrowed material' needs correct referencing. Though, self-citation is not allowed everywhere. It should be avoided.

Many times you make notes in library and you also take notes in your classroom, seminar or while watching some video. You need to be very careful about citing references in your notes. You should write full publication details of the work (book, article, lecture, video, etc.) you are using for study so that you will not be in trouble at the time of preparing Works Cited section or References at the end of your research. A careful research will help you avoid the incident of plagiarism. The similar process is used in writing a research article, book chapter, bachelor thesis, master's thesis, and a PhD thesis but with more seriousness and from a broader spectrum.

## 1.3 NATURE

Research is intended to 'make knowledge' or create knowledge. Instead of depending wholly on secondary sources, a researcher is expected to create new knowledge. Therefore, research is called a 'careful study' to find something 'new'. The word 'new' is understood in two ways: (a) 'new' to the researcher, and (b) 'new' to everybody. If the finding is 'new' to everybody then it is known as primary research, and if the finding is 'new' to the researcher but not to everybody then it is known as secondary research. Of course, primary research is more difficult that the secondary one. But it is primary research that helps in bringing out secondary research. Though generally when we talk about research, it means we have to find out what already exists but not known. It is pre-existence that is explored using a useful method. It is method that helps the researcher to put before us the original findings in due course of time.

Research is full of interrogation. It is interrogation that seeks clarification and leads the researcher to explore the facts. This interrogative nature of research validates it in the minds of the readers. Though, the nature of research is affected by various factors, culture is one of the important ones. It makes one believe in the information first and question later. Sometimes questions do not get any scope of birth; if they get, then they do not attract the masses, and the fact is not verified. If it is verified later, it becomes very late. Misinformation mars the truth and justice in modern world of technology. "Seeing is believing" is as popular as "Eat an apple a day and keep the doctor away." Today how much relevant these proverbs are, that is known to all. Many times fabricated information has proved vital in the age of social media and mass communication. It has shadowed the truth. So 'right moral' questions are more important in research to find the fact without being influenced by anything or anybody, because the results of research have wide and strong impact on that subject for the coming generations. A good researcher is neutral in his/her approach to research and unaffected by the feeling of race, caste, religion, region, and ideology.

## 1.4 OBJECTIVES

*Merriam-Webster Dictionary* defines objective as "something toward which effort is directed: an aim, goal, or end of action". Objectives are outcomes that a researcher aims to achieve through the process of research. They keep him/her on the right track. Honest efforts and time management are required to achieve research objectives. A single research helps the researcher to achieve many

objectives together. Framing "admirable objectives" makes them universally valid. Clear objectives reduce time, and produce effective research. Identifying objectives is of paramount importance in research, and for this, research gap in the previously published research is helpful. Objectives of every research show some focus area to work upon.

Some research uses the phrase 'research questions' instead of 'research objectives' and sometimes both are used; though they convey similar message in different formats. It means there is not a single way of using it. It depends on the area of research and researcher too. Therefore, you have to follow the suggestions of your supervisor. Sometimes the phrase 'aims and objectives' is used that can be clarified by three wh-questions – why, what and how. 'Why' denotes the need of research and its 'context'; 'what' denotes the 'aim' of research; and 'how' denotes 'objectives' of research. Here difference between aims and objectives need to be understood. Aims indicate what you are going to accomplish in a particular research at the end, whereas objectives indicate how and what 'actions' you will take to achieve your aim. Aims are 'broad' but objectives are 'specific'. The number of aims and objectives to be written in your project depends on the nature of research. Research supervisor is the right person to guide you in this direction.

## 1.4.1 FORMULATION OF RESEARCH OBJECTIVES

For successful formulation of research objectives, a researcher is required to understand SMART goal:

**Specific:** be specific and concise about your research outcomes without any ambiguity.

**Measurable:** measure your development and notice the time you have achieved your objectives.

**Achievable:** assure yourself to achieve your objectives in the given time, budget and resources realistically.

**Relevant/Realistic:** objectives should be relevant to research and not misleading.

**Time bound:** complete each stage of your research in the given time.

One more term, 'challenging', is sometimes used in objectives when it is speculated after seeing the title of the research project and its requirements.

## 1.4.2 EXAMPLES OF RESEARCH OBJECTIVES

Following are two examples of research objectives, first by Kirti Kapur in her article "Assessment Practices in ELT: An Exploratory Study of the Need for and Design of a Standardised Framework in India" (2017: 15-24) and second by Iram Azhar in her PhD thesis titled *A Critical Study of Existentialistic View of Education and its Relevance to Human Existence and Progress* (2013: 3):

**Example 1**

1. To document assessment techniques being practised in ELT classrooms in government run elementary schools (English and Hindi medium) in NCR, India.

2. To document assessment techniques being practised in ELT classrooms in private elementary schools in NCR, India.

3. To undertake a comparative study of the outcomes of assessment techniques practised in ELT classrooms in government run and private schools.

4. To identify the contextual variations in recording and reporting of student progress and its impact on learners.

5. To correlate learning levels and effectiveness of assessment techniques being adopted in ELT classrooms.

6. To identify strategies that can be adopted in English language classrooms to promote integration of assessment with teaching methods i.e. formative assessment.

**Example 2**

1. To study and analyse ontological, epistemological and axiological beliefs of existentialism.

2. To identify the educational implications of existentialism in the context of aims, curriculum and methods of education.

3. To examine the relevance of existentialism to human existence and progress in the light of its basic themes and educational implications.

## 1.5 UTILITY OF RESEARCH

Research is very useful for advancement of knowledge and its application. Many times suffering leads to many questions and those questions lead one to research. The story of Gautam Buddha is its finest example. We can compare the present time with prehistoric period, and the developments that took place gradually in all areas. How early man lived? What they ate? What medical facilities they had? What was their social condition? What was the place of superstition in society? What was the role of priest? How society was divided, on what basis, and why? What was the role of religious scriptures in shaping the society? What kind of technology they used? How advent of science and technology changed the minds of people? The answer to all these questions lies in research.

There was a time when a researcher of the humanities and social sciences spent more time in finding books and journals in libraries for their research. They also used to consult senior teachers in their own towns and cities and discussed their subject with them to add more knowledge to their existing knowledge. Though the

researcher was required and advised to visit different libraries – National Library Kolkata, British Council Library, and other public libraries. There were limited facilities available to the researcher that time when we compare the facilities available today. Technology has changed that culture. Now books and journals are available online. Teachers out of their own towns and cities are also available online for providing guidance. The same we find with the doctors and all professionals. Research is credited for all the facilities available today. It is very useful in improving the living standard of human beings. The same improvements we find in all other areas of studies. Specifically when we talk about research in English studies then it encompasses literature written in English. It also adds language study. So it is vast. Many times what a researcher of English language needs in his/her research that differs from literary research, but both are essential for knowledge of a researcher for future – academic career. There are some questions worth noticing: (i) Why do you study English? (ii) What do you know about it? What more you want to know about it? When a researcher is clear about these three questions then he/she can successfully carry out research in his/ her field meant for the society at large.

## 1.5.1 EXTENSION OF KNOWLEDGE

Extension of knowledge is the first utility of research. If research is not extended to those for whom it is carried out then it does not serve its purpose. The time, effort and money all go in vain. So when a researcher puts everything in his/ her research to make it scholarly one then equal effort is needed to make the research reach the masses, particularly the expected readers through different channels. Today, there are various online portals available that help the researcher to upload their research articles on them to get wide readership. Two of the important ones are Academia.edu and Research Gate.

## 1.5.2 HUMANISING FORCE

A researcher is required to study many relevant pieces of literature for his/her research. The literary qualities of poetry, plays, fiction, short stories and life-writing impart essential lessons to the researcher. Through its humanizing force, literature engenders human values that are the fundamental requirement in a human being that separate them from animals. Also these qualities are responsible, to some extent, to make human beings 'crown and glory of creation'. In the age of technology, when we are dependent on machines in all walks of life, literature plays very significant role in shaping life of human beings. In most of the technical institutes of the world, literature is taught so that in the process of creating work force to fulfill the demand of the age human values must not be neglected as needed in daily affairs at work place as well as in society.

## 1.5.3 CRITICAL THINKING

Research process enables a researcher to demonstrate critical thinking. Due to its inevitability, this phrase has been reiterated many times in New Education Policy 2020. As changes take place in all spheres of life very fast, critical thinking is necessary to be developed in students. It should replace rote learning to solve

myriad problems of lives. It is possible when students are given situation to take decision on their own. Through mistakes they can learn more effectively and efficiently than attending a (theory) class. It is critical thinking that leads the researcher to "social, ethical, and emotional capacities and dispositions." There is enough scope of interdisciplinary research particularly taking samples from the government schools that generally lack required infrastructure, laboratories, teaching aids, well trained teachers, and students come from the poor families. In many cases, government colleges too face the similar challenges in many states of the country.

### 1.5.4 PRESERVATION OF ANCIENT INDIAN VALUES AND WISDOM

Research helps in preserving ancient values and knowledge system in which technology plays an important role.

> The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. (NEP 2020: 04)

We are fortunate that due to advent of the internet most of the sacred and philosophical texts are available online for research. The contributions of great Indian scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi, and Thiruvalluvar need to be revisited. Ancient literary texts can be explored to unearth new layers of knowledge. Comparative study can also bring significant results in this endeavour. New technology can help us a lot in reviving and reviewing all those forgotten sources of knowledge and wisdom and spreading them to the masses and preserving them for the coming generations.

### 1.5.5 SOCIAL RELEVANCE

Research is useful when it has social relevance. Relevance depends on the need. When research findings clear up grey area in the concerned subject or establish new facts that kind of research becomes relevant in society. It also helps other researchers to come up with similar topic to fill the research gap. Therefore, when choosing a topic for research, its social relevance needs to be examined and work should be carried out on the focus area.

## 1.6 SUMMING UP

Research is an essential part of higher education system in order to review the existing literature and open scope for new knowledge and keep the society updated with it. At the beginning a researcher struggles from choosing the topic to data collection but everything gets clear one by one when the suitability of topic and relevance of research both are understood with the help of set objectives.

## 1.7 SELF-ASSESSMENT QUESTIONS AND THEIR ANSWERS

**Question 1. What is research?**

Answer. Read section 1.1, 1.2

**Question 2. What is MLA style?**

Answer. MLA stands for the Modern Language Association of America. It publishes a handbook for the writers of research papers. It deals with formatting a research project, importance of mechanics of prose, principles of inclusive language, how to document sources in research article and thesis, how to cite the works, all to establish a uniform style and produce a scholarly and globally acceptable research.

**Question 3. What is nature of research?**

Answer. Read section 1.3.

**Question 4. How to write objectives of research?**

Answer. Read section 1.4.

**Question 5. What is utility of research?**

Answer. Read section 1.5.

## 1.8 FURTHER READINGS


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# UNIT-2 TYPES AND METHODS OF RESEARCH

**Structure**


2.0 Objectives

2.1 Introduction

2.2 Functions of Objectives

2.2.1 Examples of Objectives

2.3 Types of Research

2.3.1 Applied Research

2.3.2 Basic Research

2.4 Methods of Research

2.4.1 Qualitative Research Method

2.4.2 Quantitative Research Method

2.4.3 Mixed Research Method

2.4.4 Archival Research Method

2.4.5 Auto/ Biography as a Research Method

2.4.6 Oral History as a Research Method

2.4.7 Visual research Method

2.5 Summing Up

2.6 Self-Assessment Questions and their Answers

2.7 Further Readings


## 2.0 OBJECTIVES

After completion of this unit, you will be able to:

a) Understand different types of research.

b) Know relevant methods of research.

c) Use the methods of research in your research article and research project.

## 2.1 INTRODUCTION

Method is a planning for conducting research systematically and successfully. It involves tools and techniques to collect and interpret data on the given topic of research. It makes the research legitimate by influencing the reliability and validity of research. It also helps the researcher to be on the right track and work meticulously. Method also helps the readers in understanding the research and its findings. A suitable methodology in research has a number of advantages. It helps other researchers to expand the similar research, getting sufficient data from the previous one. It helps them in planning their research scientifically. Many times previous methodology helps other researchers to amend their own methodology and use the right one.

The purpose of research methodology is to sensitise you towards the veracity and applications of higher education you are required to be aware of. Here, it is apt to differentiate between methods and methodologies. "Whilst research methods are concerned with how you conduct a given piece of research, methodologies are concerned with the perspectives you bring to bear on your work such as a feminist or a postcolonialist one" (Griffin 6). There is also difference between research design and research method. The former is a "plan to answer your research question" and the latter is "a strategy to implement that plan." Both are "closely related". Though there is a need of research training in order to carry out research successfully; however, the basic knowledge of it will develop curiosity in you to explore and learn different methods and skills needed in research.

## 2.2 FUNCTIONS OF OBJECTIVES

An objective is a purpose that a researcher wants to achieve through his/her research. In research methodology, objectives:

- help the researcher to better understand his/her topic
- support in making the right decision
- enable the researcher to organize his/her research systematically
- impart critical and logical thinking
- boost the quality of research

### 2.2.1 EXAMPLES OF OBJECTIVES

Learning objectives are the core part of a course. They play an important role in designing a course. Following are the examples of objectives of five different courses of English literature:

**Introduction to English Literature**

**Objectives:**

By the end of the course students will be able to:

1. Recognize various genres of literature.
2. Differentiate between various types of literary works and their peculiarities from a variety of perspectives.
3. Use principles that support sound critical judgement of various forms of literature by diverse communities of readers.

Course Description is associated with learning objectives for better understanding of the course. For example, the Course Description of the above course of **Introduction to English Literature** is:

> The course is an introduction to literature and its genres: poetry, drama, novel, and criticism. Students will be exposed to the literary elements of each genre and instructed to trace these elements in literary works. It also focuses on the development of literature through a survey of major canonical writers and initiates students to literary vocabulary and techniques of poetry, drama, fiction, and criticism.

**Modern British Poetry**

By the end of this course the students will be able to:

1. Know various literary genres and concepts associated with contemporary British poetry.
2. Understand and analyze the various elements of poetry, such as diction, tone, form, setting, imagery, figures of speech, symbolism, and themes.
3. Develop skills for analyzing poetic works for their structure and meaning, using correct terminology.

**Course Description:**

The course seeks to trace the main developments in British poetry from the immediate post-war period and includes the contemporary scene. There will be opportunities to critically consider the achievements of individual poets and celebrate their poetry in the given context.

**Poetry: Renaissance to the Romantics**

**Objectives:**

By the end of this course the students will be able to:

1. Define the contexts and development of English poetry from Renaissance to the Romantics.
2. Distinguish the characteristics and peculiarities of English poetry of this period.
3. Compare individual poems and their authors in relation to their historical, social, economic, cultural, and political contexts.

**Course Description:**

This course examines reading of the major British poets from the Renaissance to the Romantics: William Shakespeare, John Milton, John Donne, Andrew Marvell, John Dryden, Alexander Pope, Thomas Gray, William Blake, William

Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, and John Keats. Students will study the literary and historical contexts for a close analysis of the sonnets, metaphysical poetry, satires, elegy, narrative poems and odes.

**Rise of the Novel**

**Objectives:**

By the end of this course, students will be able to:

1. Recognize early examples of the English novel and its development as a genre.
2. Distinguish various intellectual, political, social, and economic issues relevant to the understanding of the novel.
3. Demonstrate skills in interpretation and analysis of a novel and write essays.

**Course Description:**

The course explores the origins and development of the English novel. Students study about the effect of various political, social, and economic influences on the form and content of early novels as well as the changing conventions that accompanied the development of the novel as a genre.

**Short Stories**

**Objectives:**

By the end of this course, students will be able to:

1. Be familiar with short stories as a literary genre and their identifying characteristics in contrast to the novel.
2. Understand and synthesise main ideas from a number of short stories with differing plots.
3. Write essays critically using appropriate literary terminology as well as using textual evidence from both primary and secondary sources.

**Course Description:**

The course offers an overview of the short story genre, examining its origins, development and its place in contemporary literature. It will begin by considering the art of story-telling before the emergence of the short story, including the diverse shapes that stories initially took on in the forms of myths and legends, tales and fables, parables and allegories. Then it will consider the modern history of the genre itself, grounded in the innovations of German writers of the nineteenth century, such as Goethe and the Grimm Brothers, and lead to the introduction of the short story into the American literary landscape by Washington Irving. We will also examine how historical contexts affect the content and style of the stories under discussion. Current theories of literary criticism will also be discussed.

The course will familiarize students with how different short stories are put together particularly in terms of plot, narration, character, tone, language, closure, irony, symbolism, imagery, and so forth. It will also introduce materials on how

best to go about reading, interpreting, and writing essays about short stories. The works that will be covered are the selected short stories by Nathaniel Hawthorne, Edgar Allan Poe, D. H. Lawrence to the work of twentieth century practitioners such as James Joyce, John Steinbeck and Ernest Hemingway.

There are two types of objectives:

(i) General objectives, and

(ii) Specific objectives

General objectives are called secondary objectives as they offer a comprehensive outlook of the goal of research. They prepare a base for recognizing and distinguishing specific objectives. Specific objectives are called the primary objectives of research, and they are fragmented parts of general objectives.

## 2.3 TYPES OF RESEARCH

There are many types of research used according to the need and purpose in which Applied Research and Basic Research are more used.

### 2.3.1 APPLIED RESEARCH

It refers to a specific, practical or immediate problem for finding its innovative solutions meant for an individual, a group, or a society. Basically, it addresses practical issues. Sometimes it is called 'not-systematic' because it uses 'direct approach' to find solutions. With the help of some theories it generates scientific and practical knowledge. Both quantitative and qualitative methods are used in applied research for collecting empirical evidence and analyzing them to reach conclusions.

**Examples:**

(a) A study of wellbeing of English teachers amid COVID-19 pandemic

(b) Contribution of English textbooks to an EFL curriculum and teachers' professional identity

(c) Selecting and evaluating a textbook

(d) Evaluating ELT textbooks and materials

(e) An investigation into ecolinguistics representation in Uttar Pradesh high school English textbooks

(f) A comparison of happiness metaphors in English and Hindi

(g) Gender representation in senior secondary CBSE English textbooks: vocabulary, semiotics and titles.

### 2.3.2 BASIC RESEARCH

It is also called theoretical, pure or fundamental research meant for increasing knowledge of a person. It emphasizes on generating knowledge irrespective of

practical application. In this research, certain issues are explored; new concepts are generated or theories are formulated for a better understanding of a particular area of studies. Qualitative method is used in this research. Literary research comes in this domain.

**Examples:**

(a) A study of the sources or historical events that occasioned a particular work (Ex. comparing G. B. Shaw's *Pygmalion* with the original Greek myth of Pygmalion)

(b) A "deconstruction" of a particular work (Ex. unfolding an underlying racist worldview in Joseph Conrad's *Heart of Darkness*)

(c) Representations of LGBTQ people in comics and graphic novels

(d) Ancient poetry in the modern world

(e) Religion and spiritual identity in the work of John Updike

There are also other types of research in vogue. Some of them are:

(i) Correlational Research

(ii) Descriptive Research

(iii) Empirical research

(iv) Experimental Research

(v) Historical Research

(vi) Phenomenological Research

## 2.4 METHODS OF RESEARCH

There are generally two methods of research: Qualitative and Quantitative.

### 2.4.1 QUALITATIVE RESEARCH METHOD

This method is 'flexible', 'open' and 'exploratory' in nature. It is used in the humanities and social sciences in which written, spoken or visual data is collected and analysed. It involves interview, survey, analysis of a text, case study, body language, participants' observation, etc. It is time consuming. This is a subjective research method that involves words not numbers for in-depth understanding of the subject. Qualitative method is used in research where quantitative method cannot answer the research questions. The examples provided above in the Basic Research are the research topics in which qualitative method is used.

It is very interesting to learn the historical account of Qualitative Method. Below is an excerpt from the *The Sage Encyclopedia*:

> The beginnings of qualitative research, according to Vidich and Lyman, are located in the work of early ethnographers during the 17th century. Qualitative research during this period involved the Western researcher observing the customs, practices, and behaviors of "primitive" societies, to understand *the other*. During this period, the other was often regarded as a non-White person living in a society considered less civilized than the society to which the observer belonged. Such interest in "primitive people" was exacerbated by the problems experienced by explorers during the 15th and 16th centuries when attempting to account for people they discovered in the New World. Difficulties occurred when explorers attempted to explain the existence of such groups according to received biblical accounts and explanations regarding the history of geography and the origin of humankind. Acknowledging racial and cultural diversity and the limitations of religious (i.e., Christian) teachings to account for this diversity, early ethnographers sought to locate such diversity into new theories of racial and cultural historical origins. (Given 706).

## 2.4.2 QUANTITATIVE RESEARCH METHOD

This method is used in language and linguistics where numerical data is used. Pat Hudson writes about it:

> Literature research and literary criticism, as currently practised, confine themselves almost exclusively to textual analyses, scarcely ever mentioning or using numbers. Yet those disciplines that are near neighbours of literary studies, particularly linguistics and sociology, are among the most vigorous and innovative users of quantitative methods and of computer-aided research techniques based upon counting and probability calculus. (133)

Following are the examples of research topics that involve quantitative research method:

(a) An investigation into ecolinguistics representation in Uttar Pradesh high school English textbooks

(b) Gender representation in senior secondary CBSE English textbooks: vocabulary, semiotics and titles

Besides the above methods of research, there are some others, the subparts or strategies of the qualitative and quantitative methods, which need our attention. Some of them are discussed below.

## 2.4.3 MIXED METHODS

There are certain research questions that need both qualitative and quantitative methods for collecting data, their analyses, findings, and reliability. In this case Mixed Methods suit that research.

> Integrating qualitative and quantitative methods should provide more depth and breadth in understanding complex developmental phenomena. Each approach offers sophisticated techniques that promise more precision and validity in measurement, including addressing issues of cultural sensitivity and describing and understanding patterns of change. (qtd. in Given 450)

## 2.4.4 ARCHIVAL METHOD

This method involves examination and exploration of historical documents and manuscripts of distant past, and also religious and other texts that are preserved by the government, corporate houses, not-for-profit organisations, historical societies, museums, and academic institutions but everybody does not have access to them. In the modern age of technology, this method of research can also be used to analyse digital texts available from electronic resources.

## 2.4.5 AUTO/BIOGRAPHY AS A RESEARCH METHOD

This method of research involves life stories, i.e. lived experience in the form of "autobiography, biography, autoethnography, life history, and oral history." The sole purpose of this method is to examine the lived experience of a particular person or family and to explore it in a narrative form. Prabha Jerrybandan's article "Excavating Stories of Indo-Caribbean Women from a Self-Curated Family Album" published in *Akshara* is a good example of this research method.

## 2.4.6 ORAL HISTORY AS A RESEARCH METHOD

This method is called 'recovery history'. Penny Summerfield writes about it that "oral history can contribute to the recovery of histories that would otherwise remain hidden, and also addresses issues of memory and validity raised by critics of oral history." (48) She further writes that "Oral history offers several benefits to the discipline of English. Interviews with literary authors, as well as recordings of personal experiences of cultural phenomena" (Summerfield 48) present a body of opinion and evidence. This method also "addresses the popular-memory approach to oral history, exploring the relationship of the personal account to popular beliefs and public culture through the concept of the 'cultural circuit'" (Summerfield 48). This method helps "gain understanding and insight into history."

## 2.4.7 VISUAL METHOD

This artistic method is used to interpret visual materials to produce knowledge, 'not the discovery of their 'truth''. It involves drawings, paintings, photographs, sculptures, films, advertisements, and over all 'visual culture' which is, of course, difficult in the environment of 'visual illiteracy'. This method unearths 'meaning and significance' of visual images with the help of both qualitative and quantitative methods, though, qualitative method is more appropriate in interpretation. This method embodies "the cultural significance, social practices and power relations'. (Rose 3)

Today Ethnographic Method, Creative Writing as a Research Method and some others are also used in English Studies.

# 2.5 SUMMING UP

This chapter has focused on important types and methods of research in English studies to make you aware of them, and choose the interesting and useful

ones for your further studies. While discussing them, it has been kept in mind that students should not be unfamiliar with any one that is more in vogue. This unit provides basic knowledge of the types and methods of research, for deep knowledge you are required to consult reference books which list has been provided in the section of Further Readings.

## 2.6 SELF-ASSESSMENT QUESTIONS AND THEIR ANSWERS

**Question 1. Define learning objectives?**

Answer. Read section 2.0.

**Question 2. Prepare objectives of two courses of your interest in English literature.**

Answer. Read sections 2.2.1 to 2.2.4

**Question 3. What is course description?**

Answer. Read sections 2.2.1 to 2.2.4

**Question 4. What is difference between research design and research method?**

Answer. Read section 2.1 Introduction.

**Question 5. What is applied research?**

Answer. Read section 2.2.1.

**Question 6. What is basic research?**

Answer. Read section 2.2.2.

**Question 7. What is difference between qualitative and quantitative research methods?**

Answer. Read sections 2.4.1 and 2.4.2.

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# UNIT-3 CLASSIFICATION OF RESEARCH ON THE BASIS OF APPLICATION

## Structure


3.0 Objectives

3.1 Introduction

3.2 Classification of Research on the Basis of Application

3.3 Summing Up

3.4 Self-Assessment Questions and their Answers

3.5 Further Readings


## 3.0 OBJECTIVES

After completion of this unit, you will be able to:

a) Understand the methods of research and their use.

b) Differentiate research methods on the basis of their application.

c) Apply suitable research methods in your research.

## 3.1 INTRODUCTION

Research is an investigation of a question or problem in order to generate new knowledge. It can be done keeping in mind their practical applications. Different methods are used in different fields of research. The same method is not applicable in all research, and sometimes more than one method is required in a single research. In this case application becomes more important. A researcher of Geography dealing with population studies needs quantitative method in their research to present the findings. The same case is there with a researcher of linguistics whose objective is to present data in the form of numbers, not words. Though a research cannot be done in isolation, therefore, sometimes mixed methods are also needed where both words and numbers are used to accomplish the results. One thing is worth noticing that even if the caution is taken then also there is always a possibility of overlap of types and methods of research.

In all cases research is carried out for generating new knowledge. In the world of technology, artificial intelligence, machine learning, and data science all are spreading their feet. More new technologies are possible in near future with the sole purpose of advancement of knowledge to strength the concept of 'knowledge is power'. Those countries which are engaged in increasing funds in research they are in the row of super powers; they are leaders in the fields; others are just followers. So creating knowledge and particularly new knowledge is of paramount importance besides inventions and discoveries. Old concepts and methods need to be replaced by new ones and there should be space for introspection and

comparison in order to do better in teaching and research. Prof. Susheel Kumar Sharma writes:

> The general charge against modern education in India is that it revolves around the outdated theoretical syllabus and too many definitions; our teaching is more of rote learning rather than providing skills and practical knowledge and understanding; it lacks industrial/ agricultural/ economic/ social collaboration and doesn't encourage logical and inquisitive thinking. (161)

He is critical of the present education system of India that compels Indian students to go abroad for their higher education. Can we not regain Nalanda, Vikramshila, and Takshashila? This is a big question that needs to be addressed without delay. He writes that:

> India boasts of the third-largest scientific and technical manpower in the world but our contribution in basic and technical research is almost negligible. We have not been able to produce any Aryabhatta, Baudhayan, Bhaskara II, Bhaskaracharya, Brahmgupta, Chanakya, Charaka, Dhanvantri, Gargi, Kanada, Mahaviracharya, Maitreyi, Nagachandra, Nagarjuna, Panini, Patanjali, Pingala, Sankardev, Sushruta, Thiruvalluvar or Varahamihira worth the name in our modern-day institutions. (Sharma 144)

Indian education system needs reforms and innovations, and focus is needed on practical knowledge keeping in mind local and global needs. If there is no balance between local and global needs then it may prove irrelevant for the modern students who are well informed in the age of social media. National Education Policy 2020 also focuses on 'knowledge economy' and innovations that are India centric: "This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower." (6) Section 9.1.3 of NEP 2020 reads:

> At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. (33)

Prosperity of a country depends on education that has "a strong culture of research and knowledge creation" without ignoring "local knowledge, traditional knowledge, and emerging technologies". Section 17.1 of NEP 2020 reads:

> Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part

through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe. (45)

All these references exemplify the importance of India's ancient, modern, traditional, and local knowledge, indigenous languages and literatures, along with emphasis on global demand in order to produce global citizens. Research in this direction, particularly at interdisciplinary and multidisciplinary levels can prove more effective, useful and sustainable.

## 3.2 CLASSIFICATION OF RESEARCH ON THE BASIS OF APPLICATION

Classification is an act of putting different types of research methods into some groups on the basis of their application. It helps a researcher to identify categories, and each of the categories might have their subcategories that need to be understood on the basis of their practical use. Classification also helps us to distinguish different research types and methods. On the basis of application we can classify research into broadly two types: (i) Basic research, and (ii) Applied research.

### 3.2.1 BASIC RESEARCH

Also known as fundamental, theoretical, or pure research, it uses exploration approach to establish the facts on the basis of evidence and arguments. It propounds theories and hypotheses that may necessarily not be applicable but it is more valued than applied research by many researchers.

Pure research is also concerned with the development, examination, verification and refinement of research methods, procedures, techniques and tools that form the body of research methodology. Examples of pure research include developing a sampling technique that can be applied to a particular situation; developing a methodology to assess the validity of a procedure; developing an instrument, say, to measure the stress level in people; and finding the best way of measuring people's attitudes. (Kumar, e-book.)

Basic research helps in adding new knowledge to existing knowledge including policy making, management, governance, etc. considering other aspects as well. In the words of Young, "Gathering knowledge for knowledge's sake is termed 'pure' or 'basic' research." (30) In basic research there is less possibility of bias. Though everybody belongs to a particular culture and shares beliefs, so sometimes some kind of bias might be observed relating to religion, social class, gender, region, nationality, etc. A true researcher is one who is neutral and he/she respects others' cultural beliefs. As eating habit is very personal, and it also depends on geographical condition, in one region what is eaten, the same is disliked in another region. The same thing is there with religions. All differ in their beliefs and ideas. However, it also depends on education. Good education teaches one to accept universal values, and in India 'Vasudhaiva kutumbakam' already signifies treating all as the members of our own family; though how much it is considered and followed in practical life that is still a matter of another debate. If you will respect

others' beliefs then only you can expect the same from others. After all bias can be minimized by not having negative assumptions about culture, social class, gender, knowledge and region of others, being away from sensitive issues, choosing samples in research avoiding your relatives, friends, and known people all for the sake of objective study.

## 3.2.2 APPLIED RESEARCH

It "carries the findings of basic research to a point where they can be exploited to meet a specific need, while the development stage of research and development includes the steps necessary to bring a new or modified product or process into production." (*Britannica*) Applied research has 'wide application in many disciplines.' With the help of different 'methods and procedures' it helps us in advancement of 'professional knowledge base.' It is popular in public and is used to "inform governmental policy and legislation, educational reform, and public health as well as to address pressing social issues such as immigration, environmental planning, and the HIV/AIDs epidemic." (Given 19) Applied research has vast scope due to its "flexibility, versatility, and utility."

## 3.2.3 BASIC VERSUS APPLIED RESEARCH

Now let us discuss key differences between basic research and applied research for better understanding. In the words of Wayne C. Booth, et al., "We call research *pure* when it addresses a conceptual problem that does not bear directly on any practical situation in the world, when it only improves the understanding of a community of researchers. We call research *applied* when it addresses a conceptual problem that does have practical consequences." (57)

| **Basic Research** | **Applied Research** |
|---|---|
| It involves understanding and knowing. | It involves doing. |
| It is theoretical. | It has practical approach. |
| It discovers evidence that has a wide-ranging uses. | It discovers a solution for some practical problem. |
| It is 'highly controlled'. | It is less 'controlled'. |
| It is 'unchallenged' by practical problems and meant for enhancing knowledge. | It is used for solving problems. |
| It is rigorous. | It is less rigorous. |
| It has larger applicability. | It is applied to the specific problem. |

## 3.3 SUMMING UP

Basic research and applied research both have their own approaches, and they are applied by the researcher according to the nature of research questions. Basic research analyses "causes, effects, and the nature of things" while applied research depends on basic research for "ideas and theories". Basic research involves 'how', 'what' and 'why' questions to expand scientific knowledge, and the data and evidence created this way is the basis for applied research to solve "specific problems in real situations".

## 3.4 SELF-ASSESSMENT QUESTIONS AND THEIR ANSWERS

**Question 1. What is research?**

Answer. Read section 1.1.

**Question 2. Why there is a need of introspection regarding Indian education system?**

Answer. Read section 1.1.

**Question 3. Explain a strong culture of research and knowledge creation.**

Answer. Read section 1.1.

**Question 4. What do you mean by pure research?**

Answer. Read section 1.2.1.

**Question 5. What is applied research?**

Answer. Read section 1.2.2.

**Question 6. Write five differences between basic and applied research.**

Answer. Read section 1.2.3.

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# UNIT-4 RESEARCH ETHICS AND EMPIRICISM

## Structure


4.0 Objectives

4.1 Introduction

4.2 Research Ethics

4.3 Best Practice

4.4 Empiricism

4.5 Summing Up

4.6 Self-Assessment Questions and their Answers

4.7 Further Readings


## 4.0 OBJECTIVES

After completion of this unit, you will be able to:

(a) Comprehend research ethics and its importance in higher education.

(b) Understand best practices in academic research.

(c) Interpret assumptions and approaches to empiricism.

## 4.1 INTRODUCTION

Higher education has great responsibility in society for shaping future of the youth. When students enter their college and university they have many expectations and aspirations. They expect that what they need for the betterment of their life and career that they would get at their institution. Meeting teachers and new friends fills them with joy, hope and confidence. At the same time negative forces come their way to test them. Those who keep themselves away from them, they are seen on the right path. This is the stage where a student has to assess the long term effects of right and wrong decisions, and moral and dishonest conduct. Being a researcher, he/she is expected to follow moral principles and ethical practices as the core of research. Violation of ethics and integrity separates him/her from the mainstream researchers and causes damage to his/her reputation at his/her institution as well as in society at all levels.

## 4.2 RESEARCH ETHICS

*Webster's Dictionary* defines ethics as "the principles of conduct governing an individual or a group". *Oxford Advanced Learner's Dictionary* describes ethics as

"moral principles that control or influence a person's behaviour". *The Sage Encyclopedia of Qualitative Research Methods* explains ethics as "the part of human philosophy concerned with appropriate conduct and virtuous living." (273) Francis Bacon writes, "moral virtues are in the mind of man by habit and not by nature" (146). Aristotle begins his book *The Nicomachean Ethics* with these words: "Every craft and every investigation, and likewise every practical pursuit or understanding, seems to aim at some good: hence it has been well said that the Good is that at which all things aim." (3) It is the good that brings happiness, and its opposite, an unethical act causes damage to the person and institution at many levels. Alasdair MacIntyre in his book *A Short History of Ethics* writes, "The *Ethics* shows us what form and style of life are necessary to happiness" (57). Ethics is divided into two areas: (i) normative ethics, and (ii) meta-ethics. What we, in research practice, follow is called normative ethics which is also termed as moral theories. Meta-ethics involves "the assumptions and values underlying normative ethics" (Given 274). In research, ethics suggests the guiding principles for making right decision.

Research is an honest work that offers a solution to the problem in a particular field of education. Every researcher is expected to be familiar with research ethics before taking research. Research ethics is a code of conduct that binds a researcher to responsibility to ensure 'ethical standard' and 'appropriate conduct' in his/her research. Sometimes we come to know about unethical activities – the cases of plagiarism – by the teachers and researchers. Such incidents shake the academic environment and create bad impression of the doers as well as of the institutions they are affiliated to. It is due to personal interest, lack of honesty and lack of professional competency besides other aspects that come under ethical violence. In collaborative research each researcher needs to be vigilant for violation of ethics because all of them might not be of the same competency. Any research that is carried out is meant for the readers so there is a kind of 'social contract' between the researcher and the reader. It is trust that strengthens the contract and its validity.

It is important to note how ethical standard is formed in an individual. We live in a society and participate in many festivals and social events. These occasions show our moral values imbibed in our family and experience. These moral values are influenced by many factors like our elders, teachers, books, religions, schools, colleges, social media, self-interest, circumstances, etc. Sometimes we are able to justify them and sometimes we are not. When we are not able to justify hem logically that is an opportunity to introspect ourselves, our decision and judgements based on moral philosophy. Here Kant's philosophy is pertinent. Immanuel Kant (1724-1804) is popular for his 'Ethics of Duty':

> Kant said that for an action to be morally worth it should reflect a good will. By will Kant meant the unique human capacity to act from principle. Contained in the notion of good will is the concept of duty: only when we can act from duty does our action have moral worth. When we act only out of feeling, inclination, or self-interest, our actions – although they may be otherwise identical with ones that spring from the sense of duty – have no true moral worth. Kant stressed that action must be taken only for duty's sake and not for some other reason. For Kant, ethics is based on reason alone and not on human nature. (Fernando 34)

Will is very important in research. Sometimes willing or unwilling errors place doubts in the minds of readers while reading one's research. Those errors could be:

(i) Prejudices and biases: Due to personal interest; own priority; lack of ability, skills and knowledge of the field of research.

(ii) Fallacies: False ideas about research and subject matter.

(iii) Imaginary assumptions: Presenting unverified or unverifiable data.

(iv) Contaminated facts: Unreliable and invalid data.

(v) Poorest form of rationalization: Lack of objectivity.

Deborah Smith discusses "Five Principles for Research Ethics":

(i) Discuss intellectual property frankly

(ii) Be conscious of multiple roles

(iii) Follow informed-consent rules

(iv) Respect confidentiality and privacy, and

(v) Tap into ethics resources

## 4.2.1 PUBLICATION ETHICS

When you submit your research paper for publication, you are required to follow certain guidelines of the Publication Ethics in order to get your paper considered for publication in that particular journal. Following are the examples taken from *Ars Artium* and *Akshara,* two refereed research journals published by the World Association of Authors and Researchers (WAAR):

(i) The journal accepts only original and unpublished scholarly research papers.

(ii) It does not republish any paper.

(iii) There is zero tolerance for plagiarism.

(iv) The journal follows the "Principles of Transparency and Best Practice in Scholarly Publishing" declared by the *Committee on Publication Ethics* (COPE)

(v) Submit only an original scholarly research paper for consideration following the latest edition of MLA Handbook.

(vi) Mention all sources (of citations) in your research paper.

(vii) Wait for the response of the review process.

(viii) Mention the funding agency of research, if it has been funded.

## 4.2.2 GUIDELINES FOR AUTHORS

Besides the above statements of research ethics, you are expected to follow the guidelines for authors of research papers. Following examples taken from *Ars Artium* and *Akshara* will help you understand and follow them. Though sometimes you will find a little variation in guidelines from journal to journal but the core elements are the same.

(i) Length: A research paper should be in about 3000 to 8000 words, including Abstract (purpose and objectives) in about 150 words, 5 to 6 Keywords and Works Cited (at the end of the paper).

(ii) Works Cited: This section should follow the MLA style (latest edition). Please read the citation guidelines thoroughly while preparing it. All works cited in the text should be used in this section in alphabetical order.

(iii) Declaration of Originality: Each submission must be accompanied with a declaration: "The paper entitled …… is my original work which is not published anywhere and has not been sent for publication anywhere else." The declaration should be followed by the author's full name or signature with date, current designation, full name of the department, full office address with postal code (PIN/ZIP).

(iv) Bio-note and Contact Details: A fifty-word bio-note of the author(s) with brief career history should be provided followed by his/her name, current designation, institutional affiliation (full office address with postal code), mobile number and email address.

(v) Authors should be careful regarding grammatical and typing error.

(vi) Before sending your paper, please confirm that it is checked for plagiarism and it is fully original.

(vii) All authors should adhere to the academic ethics. Please read and follow publication ethics available in "Promoting integrity in scholarly research and its publication."

(viii) Please do not send the same paper for consideration to another journal at the same time without communicating with the editor-in-chief or withdrawing it.

(ix) **Please send two attachments: (i) research paper with all suggested information in a Word File, and (ii) a plagiarism report in a 'Portable Document Format' (PDF).**

(x) Please go through some recently published papers in *Ars Artium* or *Akshara* and follow the same format.

(xi) Copyright Issues: You have to get permission of 'copyrighted material' wherever needed before using them in your research paper. If any copyright and ethical violation is found in the published matter, the editor-in-chief and publishers reserve the sole right to 'retract' them and bring out all information.

## 4.3 BEST PRACTICE: SCIENTIFIC STANDARD, VALUES, TRANSPARENCY, AND INTEGRITY

Research in higher education entails best practice that is easily understood by four keywords: scientific standard, values, transparency and integrity. A scientific standard refers to the application of these values in the context of research. Research is based on the same ethical values that apply in everyday life, including honesty, fairness, objectivity, openness, trustworthiness, and respect for others. Examples are openness in sharing research materials, fairness in reviewing grant proposals, respect for one's colleagues and students, and honesty in reporting research results. Sources of funding for research or publication should always be disclosed. To maintain best practice in research a researcher has also to be aware of certain other concepts and abide by the ethics. Some of the concepts are: informed consent, data manipulation, misconduct, malpractice, research fraud, plagiarism, simultaneous submission, duplicate publication, self-citation, consent to reproduce published material, ethics of authorship, and conflicts of interest.

### 4.3.1 INFORMED CONSENT

This is an agreement between the researcher(s) and all others who are involved in research meant for 'understanding' and providing full information about the possible effects or results of research. This permission taken from all is sufficient that all are aware about their responsibilities. *Oxford Advanced Learner's Dictionary* describes 'informed consent' as "permission from a patient for a medical professional to carry out treatment, with complete understanding of the possible risks and consequences."

### 4.3.2 DATA MANIPULATION, MISCONDUCT AND MALPRACTICE

While preparing your research article please cite only relevant and verified information to support your claim and give due credit to the author(s). Manipulation of information will be considered as misconduct and malpractice, and the editorial board will take strong action against it to ensure integrity of the data. Kindly read *COPE Guidance on Citation Manipulation* and follow it.

### 4.3.3 PLAGIARISM

The use of any data, words, images or ideas taken directly or indirectly from any source should be appropriately acknowledged and cited in the article. If any kind of plagiarism is detected in the article by the plagiarism software, that case will be dealt by the editorial board following the *COPE Guidelines*.

### 4.3.4 ETHICS OF AUTHORSHIP

All authors and collaborators should be acknowledged as authors of an article. Their names listed on an article reflect their own choice of the journal, their

significant contribution to the work and their due credit for the same. Submitting an article to the journal naturally implies that authors confirm the following:

(i) They are solely responsible for academic and publication ethics to be followed in preparing and publishing their article.

(ii) They are exclusively accountable for the accuracy of the content.

(iii) They have thoroughly revised and reviewed the article.

(iv) They fully agree with substantial changes made in the article after submitting it and at the stage of proofreading.

(v) They fully agree to get the article uploaded on different online portals to reach wide readership.

(vi) They are responsible for resolving the issue, if arising in future, related to the published work.

## 4.3.5 CONFLICTS OF INTEREST

Authors are requested to declare competing interests either financial or non-financial relevant to the articles accepted for publication in the journal to ensure transparency.

## 4.3.6 RESPECTING CULTURES AND HERITAGE

Researchers should be sensitive towards using images of anything that might cause violence. Any words or expressions should not be used in research that is unpleasant or harmful for somebody or some sections of society in India or in any other country. Every researcher is expected to respect the culture and heritage of one's own and of others.

## 4.3.7 TRUST

Academic publishing depends, to a great extent, on trust. Editors build their trust with authors, peer-reviewers and readers. In the same way authors trust editors to select appropriate peer reviewers. Authors also trust peer- reviewers to provide fair assessments of their papers. Readers also put their trust in the journals and read the published paper and quote them in their own papers. Without mutual trust between each other publishing of a book or journal will not be successful.

## 4.3.8 ETHICS FOR EDITORS AND REVIEWERS

Editors and reviewers are expected to follow research ethics. Some of the examples taken from *Ars Artium* and *Akshara* are provided below:

**Editors shall**:



(i) Not disclose the identity of authors, referees or reviewers.

(ii) Work independently and impartially.

(iii) Inform the author about acceptance or rejection of the paper as soon as possible.

(iv) Inform about the publication of paper on time.

**Reviewers shall:**

(i) Review the papers honestly.

(ii) Follow the provided guidelines in the format for suitability and quality of the papers.

(iii) Suggest all issues regarding breach of ethics and 'research standards' clearly.

(iv) Help and cooperate with the editors by providing useful feedback on time.

(v) Keep review process confidential.

### 4.3.9 RETRACTIONS OR CORRECTIONS

If a paper has been published and later it needs some changes due to publication misconduct, in that case editor has the responsibility to inform the readers about post-publication notice linked to that article in the form of "Correction Notice" or "Retraction". In a rare case a notice for "Removal" can be attached with the paper. Any of these cases should be dealt following the guidance of the *Committee on Publication Ethics (COPE)*. This transparency is meant for ensuring academic integrity.

### 4.3.10 APPEALS

Democratic rights of the authors of research papers should be protected in publication process. Editors should welcome genuine appeals to the comments and decisions of referees, reviewers and/or editors. Though, the appeals by the authors should be made with new and strong evidence in response to the comments.

## 4.4 EMPIRICISM

*The Cambridge Dictionary of Philosophy* defines empiricism as "a type of theory in epistemology, the basic idea behind all examples of the type being that experience has primacy in human knowledge and justified belief." (262) Empiricism focuses and relies on experience that it is experience through which we can get information and true knowledge of the world. Empiricism is a branch of philosophy and empiricists believe that there is not only one empiricism but varieties of it. Thus empiricism is "an umbrella term: it covers a variety of views regarding knowledge." (*Stanford Encyclopedia of Philosophy*) There are positive and negative features of empiricism but both involve experience. With differences in thoughts, it has different nomenclatures as Explanatory Empiricism, Genetic Empiricism, Justificatory Empiricism, Constructive Empiricism, Logical Empiricism, Radical Empiricism, Ancient Empiricism, Medieval Empiricism,

Modern Empiricism, British Empiricism, etc. Francis Bacon, Pierre Gassendi, John Locke, George Berkeley, David Hume are credited with development of empiricism, though there is no common consensus about the founder of this term.

### 4.4.1 EMPIRICAL RESEARCH

Empirical research involves experience or experiment. Theory is not its basis. It is based on verifiable data. In this way it can be called a kind of experimental research. Though a researcher has to formulate a hypothesis and to prove or disprove it he/she has to get verifiable evidence. Kothari writes that "*Good research is empirical:* It implies that research is related basically to one or more aspects of a real situation and deals with concrete data that provides a basis for external validity to research results." (21) In English literature if research is on 'textual analysis' then at the end it is empirical as it can be verified. In language studies also the data can be verified. Thus in empirical research "any conclusions drawn are based upon hard evidence gathered from information collected from real-life experiences or observations." (Kumar)

## 4.5 SUMMING UP

This unit has provided extensive introduction to research ethics and empiricism as important part of research in higher education. It is expected that the students would clearly understand it in order to get help in their own future investigation. Efforts have been taken to provide various aspects involved in research ethics keeping in mind the informative ways to make them part of the habit of students so that they would not get any scope of violating them at their end. The works provided in the section of Further Readings are essential for the students to get extensive material in those fields.

## 4.6 SELF-ASSESSMENT QUESTIONS AND THEIR ANSWERS

**Question 1. Explain research ethics in brief.**

Answer. Read section 4.2.

**Question 2. Describe publication ethics in short.**

Answer. Read section 4.2.1.

**Question 3. What a researcher has to keep in mind while sending his/her research paper for publication in a journal?**

Answer. Read section 4.2.2 (Guidelines for Authors).

**Question 4. Analyse five best practices in academic research.**

Answer. Read section 4.3 and its sub-sections.

**Question 5. What is empiricism?**



Answer. Read section 4.4.

**Question 6. Explain empirical research with two examples.**

Answer. Read section 4.4.1.

## 4.7 FURTHER READINGS


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# MAEN-105
## Research Methodology

## Block
# 2
## Literary Research

| | |
|---|---|
| **Unit-5** | **Catherine Belsey : "Textural Analysis as a Research Method"** |
| **Unit-6** | **David Johnson : "Literary Research and Interdisciplinary"** |
| **Unit-7** | **Literature Review Process and Formulation of Research Question** |
| **Unit-8** | **Literary Approaches : Formalist, Comparative and Psychological Feminist, Historicist** |

# BLOCK-II INTRODUCTION

This block is aimed at making you aware about research through the analytical philosophy of different research Methodists. This block is divided into four units, i.e. from 5- 8. The fifth unit focuses on the textual analysis of research of Catherine Belsey. The sixth unit aimed to discuss the Literary and interdisciplinary methods of David Johnson. The seventh unit focuses on the review process and formulation of Research question. The eighth and last unit of the block focuses on the research Approaches. These approaches are Psychological Feminist, formalists, Historicist and New Historicists. The whole block, presents the correlation between research and its approaches. After studying this block, you will be able to understand the research methods and develop the conceptual analytical power in formal of research design.

# UNIT-5 CATHERINE BELSEY : "TEXTUAL ANALYSIS AS A RESEARCH METHOD"

## Structure


5.0 Objective

5.1 Introduction

5.2 Summary of the Essay

5.3 Main Arguments

5.4 How to use Textual Analysis as a Research Methods

5.5 Examples

- 5.5.1 Textual Analysis of Andrew Marvel's "To His Coy Mistress"
- 5.5.2 Textual Analysis of Tennyson's "Break, Break, Break"

5.6 Let Us Sum Up

5.7 Questions for Self-Assessment

5.8 Further Readings


## 5.0 OBJECTIVE

The objectives of reading Catherine Belsey's essay "Textual Analysis as a Research Methods" (published in *Research Methods for English Studies* book edited by Gabriel Griffin) are to understand the process and importance of textual analysis as a viable research method, gain insights into Belsey's perspective on the critical theory and her specific approach to text interpretation. It also aims to explore the complex relationship between the author, the text, and the reader, emphasizing that meaning is not solely inherent in the text but also constructed by the reader. Lastly, it aims to appreciate the value of textual analysis in unveiling social, cultural, and political contexts, providing a deeper understanding of the text beyond surface meaning.

## 5.1 INTRODUCTION

The author engages in a detailed analysis of Titian's painting, *Tarquin and Lucretia*, and explores various methodological approaches to interpreting art. She begins by questioning the sympathies of the painting, considering whether it leans towards the rapist or the victim, and whether there is an implicit invitation for the viewer to feel pity or arousal. The author suggests that the painting's ambiguities could have been intentional, creating an open-ended interpretation.



Figure 1: Titian's Tarquin and Lucretia

Next, the author delves into the historical context of the painting, focusing on the Battle of Lepanto and its implications. She discusses how textual analysis can lead to the exploration of sexual politics and cultural history, which could provide further insights into the painting's meaning. The author also examines the shadowy figure behind Tarquin, who could represent a slave, pointing to the historical significance of slavery in the Roman Republic and Venice. This figure's inclusion in the painting may serve to emphasize the brutality of Tarquin's tyranny and the theme of imperialism.

The author then discusses the psychoanalytic method of textual analysis, which involves close attention to details that do not fit the obvious narrative. In Titian's painting, the author points to Lucretia's bent elbow as an example of such a detail, which could suggest that her resistance may not be as forceful as it initially appears. This leads to the consideration of different interpretations of Lucretia's

response to Tarquin's assault: whether she is resisting, consenting under duress, or even experiencing involuntary desire.

The author then explores the possibility that the painting captures a moment of transition in Lucretia's struggle, from resistance to pleasure, which could be linked to St. Augustine's ideas on sexual desire as an involuntary reflex. Augustine questioned Lucretia's purity, suggesting that her suicide might indicate her succumbing to involuntary desire and thus committing adultery with Tarquin. This idea further complicates the painting's meaning and opens up more questions about the nature of Lucretia's resistance and her emotional state.

Ultimately, the author argues that *Tarquin and Lucretia* does not present a single, definitive meaning. The painting's ambiguity allows for multiple interpretations and demonstrates that there is no secret or prior intention to be discovered. The artist, even if he were to reveal his intention, might not provide an exhaustive explanation. According to the theory of textuality and language, a text or painting is composed of multiple layers that cannot be reduced to a single meaning. This undecidability of meaning is paradoxically beneficial for researchers and cultural critics, as it creates endless opportunities for exploration and discussion.

## 5.2 SUMMARY OF THE ESSAY

The complete essay is divided into ten sections whose summary is as following:

**(I)**

This text discusses the importance of textual analysis in research, specifically in cultural criticism, and uses Titian's painting, *Tarquin and Lucretia*, as an example to demonstrate the methodology. Textual analysis is an empirical research method that involves closely examining a work's details to understand the cultural inscriptions within the artifacts. The author asks a series of questions to analyse the painting, focusing on its subject matter, context, and the positions it offers to the viewers. The painting depicts a rape scene, capturing an intense moment just before the act. The author examines the vulnerability and sexuality of Lucretia, the female figure, and questions whether she is presented as a victim or an object of desire. The painting's composition and lighting emphasize the violence of the scene, leading to more shock than titillation. However, there is room for debate regarding the viewer's perspective on the painting. The author highlights that the painting plays a role in the history of gender politics, as it touches upon the objectification of women and the power dynamics involved in rape. Textual analysis is crucial for understanding such cultural artifacts and their implications in various disciplines.

**(II)**

In this passage, the author reflects on their preliminary analysis of Titian's painting, *Tarquin and Lucretia*, and discusses the distinction between research and other forms of study. She argues that research should contribute new knowledge or offer an original perspective on a topic, even if the contribution is relatively small. The author acknowledges that their analysis of the painting, informed by feminist perspectives on women's images and the nature of rape, is not exhaustive, but

combining these ideas might generate a hypothesis about various aspects of the painting or its cultural context. The author clarifies that originality in research doesn't mean a completely new idea without reference to previous work. Instead, it involves assembling ideas in a unique way that adds to the understanding of a subject. Research should make a difference in the standard account of a topic, even if the contribution is a small piece of a larger puzzle.

**(III)**

In this passage, the author discusses her research on Titian's painting, *Tarquin and Lucretia*, and the importance of balancing the use of secondary sources with personal interpretation. She emphasises the need for resistance to relying solely on others' opinions and argue that researchers should first develop their own understanding of the subject before engaging with secondary materials. The author then addresses the question of subjectivity in interpretation and the role of the reader, drawing on Roland Barthes' essay, "The Death of the Author." Barthes argues against the tyranny of the critical institution and the restrictive practices it imposes on interpretation. Instead, he proposes that the reader, not the author, should be the focus of interpretation. However, Barthes' concept of the reader is not an individual with personal biases and history but an ideal addressee who represents all those whose interpretations have been excluded by the institution. The author contends that Barthes' challenge to focus on the text itself and its multiple writings and intertextual relations is still relevant today. The goal is not to replace the authority of the author with that of the individual reader but to uncover new meanings through rigorous analysis. The author concludes that this approach can lead to a more in-depth understanding of a work of art, like Titian's painting, by considering its differences and the multiple contexts that inform it.

**(IV)**

In this passage, the author emphasizes the importance of understanding the relationship between a reader and a text when it comes to interpretation. They argue that meaning is not fixed but rather acquired through language and the interaction of signifiers. The text itself plays a crucial role in constructing its addressee and defining the range of possible interpretations. However, it does not determine the reading by itself; instead, it invites certain readings and offers specific positions for its audience. The author also discusses the significance of intertextuality in the process of meaning-making, as texts are constituted by quotations, repetitions, and iterations of other texts. Meaning is constantly shifting, as each new iteration or quotation slightly alters the meaning from its original context. The role of the reader is crucial in this process, as they are both the destination of the text and differentially located in relation to it. The reader's engagement with the text is a dialogue in which they bring their own knowledge and experiences, allowing for diverse interpretations. Poststructuralism highlights the importance of difference in shaping interpretations, as every time a signifier is recognized, it can be seen in a new light or related to different knowledge. In conclusion, the interpretation of a text is a complex process involving the relationship between the reader and the text, the interactions of signifiers, and the influence of intertextuality. The reader plays a crucial role in shaping interpretations, as their own experiences and knowledge interact with the text's meaning. By understanding these dynamics, we can develop

a more nuanced approach to textual analysis and engage in meaningful dialogues with the texts we encounter.

**(V)**

In this passage, the author emphasizes that any specific textual analysis is influenced by the historical moment and culture from which it is being made, and thus, it cannot account for all possible readings or interpretations. The author then explores the historical and cultural significance of certain details in Titian's *Tarquin and Lucretia*. One detail that stands out is Lucretia's jewellery, which seems out of place for someone who is about to sleep. The author suggests that this adornment serves to emphasize Lucretia's status as an object of the gaze, as well as to signify her wealth. The fine bed linen and silk valance further underscore her social standing. These details prompt the researcher to investigate the classical sources of the story, which reveal that Lucretia was of noble blood and married to Tarquin's friend, Collatinus.

The spatial positioning of Lucretia's wedding ring on the canvas and the narrative context raises the question of whether rape was considered more heinous in Renaissance Italy if the victim was aristocratic and married. The author suggests that the answer is yes, as rape was historically seen as a crime against the property of the husband or father. It was not until humanism began to recognize women as individuals with their own will that consent became central to the issue of rape. Lucretia's suicide following the rape serves to reaffirm her own autonomy, which might have been of particular interest during the early modern period when humanism started to emphasize the will of the individual. The author invites us to consider how far this painting aligns itself with the new humanist interest in the will of the victim.

In conclusion, by examining the historical and cultural context of Titian's Tarquin and Lucretia, we can better understand the nuances and specificities of the painting's meaning. This demonstrates the importance of considering the historical moment and culture from which a textual analysis is being made, as well as how these factors can influence our interpretations and understanding of a text or artwork.

**(VI)**

The author suggests that textual analysis should ideally prioritize the text itself, as it poses questions which research seeks to answer. The appropriation of the text to illustrate a prior thesis can miss the point, as it might not fully grasp the cultural implications of the text. In practice, knowledge acquired from research becomes part of one's understanding of the text, but the text should ideally set the agenda. Returning to Titian's *Tarquin and Lucretia*, the author highlights the contrast between Lucretia's vulnerability and Tarquin's dominant stance, emphasizing the tyranny of his act. The painting may not only focus on sexual politics but also state politics, as Lucretia's rape led to the overthrow of the monarchy and the establishment of the Roman Republic. The textual details of the painting might be overdetermined, signifying in more than one way, and the depiction of Lucretia's wealth and taste could represent a class that deserves recognition. However, Tarquin's attire is not historically accurate, but rather contemporary Venetian

fashion from around 1570. The author questions whether this anachronism has an alternative motive. They suggest exploring the significance of the founding moment of the Roman Republic in the context of the Venetian Republic during the second half of the sixteenth century, when Venice's empire was diminished and threatened by the Ottoman Empire.

The painting was sent to Titian's patron, Philip II of Spain, in 1571, the same year a treaty was signed between the Papacy, Venice, and Spain to join forces against the Turks. The subsequent victory against the Ottoman Empire in the Battle of Lepanto may have influenced the painting's resonance as a representation of republicanism. The author raises the question of what the painting's meaning might have been at this historical moment when it was sent from the Venetian Republic's foremost painter to the King of Spain.

By considering the historical context, political implications, and cultural significance of Titian's *Tarquin and Lucretia*, we can gain a deeper understanding of the painting's meaning and the complexity of its textual details. This highlights the importance of prioritizing the text in textual analysis and allowing it to set the agenda, rather than imposing a prior thesis upon it.

**(VII)**

The author reiterates that the textual analysis she recommends is not an empty formalism; it leads outward into sexual politics and cultural and political history. However, it is essential that the text itself poses the questions, rather than starting from a preconceived idea or historical context. In Titian's *Tarquin and Lucretia*, the barely visible figure behind Tarquin, potentially a slave, holds the bed curtains and watches the scene. This figure introduces another layer of complexity to the painting's meaning. The Latin sources reveal that Tarquin threatened Lucretia with a more scandalous situation, involving a dead slave, to coerce her submission. The distinction between monarchy and republicanism might not be as significant to modern eyes as it was to the Romans, but the Roman Republic and the Venetian Republic both had foundations in slavery. The inclusion of the slave figure in the painting underscores the brutality of Tarquin's tyranny. The slave, like Lucretia, is also defenceless but without the same opportunity for resistance. This connects the painting to the history of imperialism, in which some people become the property of others and are expendable at the will of a tyrant. While it may be anachronistic to draw a parallel between Lucretia and the shadowy figure, their mutual defencelessness highlights the cruelty of Tarquin's actions. Ultimately, the slave's death is averted, as Lucretia submits to Tarquin's threats. The painting offers a glimpse into the complex interplay of power dynamics, sexual politics, and the history of imperialism, demonstrating the importance of allowing the text to guide the analysis and pose questions that scholarship can seek to answer.

**(VIII)**

The author emphasizes the importance of addressing questions posed by the text and focusing on details that may not fit the obvious narrative. This method of textual analysis, inspired by psychoanalysis, involves listening attentively and looking for deeper or more subtle meanings in seemingly inconsequential elements. In Titian's *Tarquin and Lucretia*, one such detail is the angle of Lucretia's left arm.

It appears to be not as firmly resisting Tarquin as one might expect. Considering Titian's reputation and skill, it seems unlikely that this was an accidental choice. Furthermore, the rest of Lucretia's body does not seem entirely braced against Tarquin's assault. The classical sources reveal that Lucretia submits not only to Tarquin's force but also to protect her husband and her name from disgrace due to the threat of the slave. The painting constructs an ironic symmetry between the lit Lucretia and the shadowed slave. The author suggests that perhaps Titian has captured a moment of not just external struggle, but also inward struggle for Lucretia. The intensity of the image for the viewer may come from the fact that the painting arrests the action at a turning point – the instant when Lucretia reluctantly concedes and ceases to struggle. Titian's ability to paint interiority made flesh is evident in his works, and it would be extraordinary if he managed to depict Lucretia's body at this critical moment of transition. By considering these seemingly incongruous details, the author demonstrates the value of textual analysis that seeks to understand the complexity of the work, leading to a richer interpretation and deeper understanding of the art.

**(IX)**

The author presents another possibility for interpreting Lucretia's bent elbow, suggesting that the gesture could be read as a caress, potentially indicating a transition from resistance to pleasure. This idea raises questions about the painting's theatricality and its ability to capture such a moment in the struggle. The author acknowledges that this interpretation may have feminist reservations and attempts to provide context by referring to Saint Augustine's perspective on Lucretia's story. Augustine believed that sexual desire in humans was an involuntary reflex, not subject to conscious control, and he doubted that Lucretia was entirely free from this reflex. He questioned the reasons for her suicide and suggested that perhaps she succumbed to involuntary desire, committing adultery with Tarquin. Could Titian have depicted this involuntary response, a disobedience of the self, in Lucretia's expression and gestures? The author raises questions about the emotions portrayed on Lucretia's face – fear, tears, or possibly an incipient desire as she gazes at her attacker. This interpretation introduces further ambiguity and uncertainty about the painting's intentions and the viewer's response. Does the viewer's doubt about how to read the image mirror Lucretia's contradictory emotions? The author proposes that this undecidability might be at the heart of the painting's appeal, as it engages the spectator in the enigma it represents.

**(X)**

The painting, *Tarquin and Lucretia*, presents multiple possibilities in its portrayal of rape, resistance, consent under duress, and even involuntary desire. The author argues that there is no single, definitive meaning to be extracted from the painting, as the meaning is not at the disposal of the individual, including the artist himself. Instead, a text or a painting like Titian's is composed of multiple layers and interpretations that enter into mutual relations, including relations of contestation. The painting doesn't need to decide on a single meaning, and neither does the textual analyst. According to the theory of language the author invokes, there cannot be a final signified or one true meaning that can ever be revealed. The definitive truth and a singular proper meaning are not attainable. This paradoxically

presents a positive outlook for researchers and cultural critics, as it means there is no end to the exploration of possible interpretations and avenues of understanding. It highlights the importance of embracing the complexities and undecidability of meanings in art and texts, opening up infinite opportunities for intellectual inquiry and discussion.

## 5.3 MAIN ARGUMENTS

It appears that the main arguments of Catherine Belsey's essay "Textual Analysis as a Research Method" are as follows:

**Significance of Textual Analysis:** Textual analysis is essential for understanding cultural artifacts like Titian's painting, *Tarquin and Lucretia*. It allows researchers to delve into details and nuances that might be missed in other forms of study.

**Originality in Research:** Research should contribute new knowledge or an original perspective on a topic. Even minor contributions can provide a unique perspective or insight, and the assembling of ideas in unique ways can enhance understanding.

**Importance of Subjectivity and Interpretation:** Interpretation of a text or work of art is complex and involves both the reader's subjectivity and the text's intertextual relations. The text itself plays a vital role in constructing its addressee and defining possible interpretations.

**Historical and Cultural Context:** Analysis and interpretation of a text or artwork should take into account its historical and cultural context. This can influence our interpretations and understanding of a text or artwork, as demonstrated in Belsey's analysis of Titian's painting.

**Text as a Guide:** Textual analysis should ideally let the text itself set the agenda, as it poses questions which research seeks to answer. The appropriation of the text to illustrate a prior thesis can miss the point, as it might not fully grasp the cultural implications of the text.

**Complexity of Textual Details:** The text or artwork often poses questions and includes details that may not fit the obvious narrative. Analysing these details can lead to a richer interpretation and deeper understanding of the work.

**Undecidability of Meaning:** There is no single, definitive meaning to be extracted from a text or artwork. Instead, it is composed of multiple layers and interpretations that enter into mutual relations, including relations of contestation. This presents endless possibilities for exploration and understanding.

The essay underscores the importance of textual analysis in understanding cultural artifacts and highlights the role of originality, interpretation, historical and cultural context, and the complexity of details in the process. It also emphasizes the value of acknowledging the undecidability of meaning in intellectual inquiry and discussion.

## 5.4 HOW TO USE TEXTUAL ANALYSIS AS A RESEARCH METHODS

Catherine Belsey's essay demonstrates a detailed application of textual analysis in research. To use textual analysis as a research method, as described in the essay, you could follow these steps:

**Close Reading:** Start with a close examination of the text or artifact. In this case, Belsey analyses Titian's painting *Tarquin and Lucretia*. Pay attention to the details, the subject matter, the context, and the positions it offers to the viewer.

**Contextual Analysis:** Consider the historical, cultural, and political context of the text. Belsey examines the painting's role in the history of gender politics, the cultural significance of certain details, and even the political implications of the painting.

**Prioritize the Text:** The text itself should ideally pose the questions. Rather than using the text to illustrate a prior thesis, let the text set the agenda. This approach ensures that the analysis doesn't miss the cultural implications of the text.

**Consider Multiple Perspectives:** The meaning of a text is not fixed but acquired through language and the interaction of signifiers. Texts are constituted by quotations, repetitions, and iterations of other texts, and each new iteration or quotation slightly alters the meaning from its original context. Therefore, consider various interpretations and possibilities.

**Personal Interpretation:** While it is important to engage with secondary materials, it is also crucial to develop your own understanding of the subject before doing so. Resist the temptation to rely solely on others' opinions.

**Balance Secondary Sources:** Use secondary sources to support your analysis, but don't let them dictate your interpretation. Your own insights and interpretations are important.

**Focus on the Reader:** The interpretation of a text is a complex process involving the relationship between the reader and the text. The reader's engagement with the text is a dialogue, allowing for diverse interpretations.

**Consider the Role of Intertextuality:** Recognize that texts do not exist in isolation but are influenced by other texts. Intertextuality helps to shape interpretations and can uncover new meanings.

**Acknowledge the Role of Subjectivity:** Recognize that personal biases and histories can influence the interpretation of a text.

**Understand that Meaning is Not Fixed:** Embrace the complexities and undecidability of meanings in art and texts, opening up infinite opportunities for intellectual inquiry and discussion.

**Attention to Detail:** Pay close attention to all elements of the text or artifact, even those that may seem inconsequential. These details often provide deeper or more subtle meanings.

By following these steps, you can use textual analysis as a research method to gain a deeper understanding of a text or artifact and its cultural, historical, and political implications.

## 5.5 EXAMPLES

### 5.5.1 APPLYING THE APPROACH OF TEXTUAL ANALYSIS AS DESCRIBED BY CATHERINE BELSEY TO ANDREW MARVELL'S POEM "TO HIS COY MISTRESS," WE MIGHT UNDERTAKE THE FOLLOWING STEPS

**Close Reading:** "To His Coy Mistress" is a metaphysical poem about a man's attempts to persuade his reluctant lover to give in to his advances. It is famous for its use of exaggerated metaphors and the theme of 'carpe diem' or 'seize the day.'

**Contextual Analysis:** Marvell wrote this poem in the 17th century, a time of significant social and cultural change in England. This period was characterized by a growing emphasis on individuality and personal freedom, which is reflected in the poem.

**Prioritize the Text:** The text's narrative speaks of the fleeting nature of time and the urgency of passion. This can be seen in lines such as "But at my back I always hear/Time's wingèd chariot hurrying near." The speaker is using this narrative to persuade his lover to succumb to his desires.

**Consider Multiple Perspectives:** From one perspective, the poem can be seen as a passionate plea for love and intimacy. However, it can also be seen as an attempt to manipulate and coerce the "coy mistress," using fear of time and death as tools.

**Personal Interpretation:** The poem, while seemingly about love and passion, also presents a power dynamic where the speaker is attempting to control and persuade his lover. This raises questions about consent and manipulation in relationships.

**Balance Secondary Sources:** Scholars have variously interpreted the poem. Some view it as a romantic celebration of passion, while others read it as a commentary on patriarchal power structures. These interpretations provide valuable perspectives but should not overshadow your own analysis.

**Focus on the Reader:** The poem invites readers to question the nature of persuasion and desire. It also makes the reader a part of the speaker's persuasion, as they are privy to his arguments and reasoning.

**Consider the Role of Intertextuality:** "To His Coy Mistress" can be read in conjunction with other carpe diem poems and texts, both preceding and succeeding it. This adds depth to our understanding of the poem's themes.

**Acknowledge the Role of Subjectivity:** As readers, our own experiences and perspectives will influence how we interpret the poem. For example, modern readers may be more likely to perceive the gender dynamics and issues of consent within the poem.

**Understand that Meaning is Not Fixed:** The poem's ambiguity and use of metaphor make it open to a range of interpretations. Its meaning is not fixed but can change based on the reader and the context in which it is read.

**Attention to Detail:** Even minor details in the poem, such as the choice of metaphors, the use of rhyming couplets, and the progression of the argument, contribute to its overall meaning and should be carefully considered in your analysis.

By applying these steps, you can develop a rich, nuanced understanding of "To His Coy Mistress" and its cultural, historical, and literary significance.

## 5.5.2 APPLYING THE APPROACH OF TEXTUAL ANALYSIS AS DESCRIBED BY CATHERINE BELSEY TO "BREAK, BREAK, BREAK" BY ALFRED LORD TENNYSON

"Break, Break, Break" by Alfred Lord Tennyson is a short, poignant poem that laments the loss of his beloved friend, Arthur Hallam. To apply the textual analysis methods described by Catherine Belsey, we can proceed with the following steps:

**Close Reading:** The poem is a four-stanza verse with a consistent meter, with the repeated phrase "Break, break, break" creating a rhythmic and mournful tone. The language is relatively simple, but the imagery is vivid and emotive, suggesting a deep sadness and longing.

**Contextual Analysis:** Tennyson wrote this poem after the sudden death of his close friend Arthur Hallam, which had a profound impact on him. Understanding this context adds depth to the sadness expressed in the poem.

**Prioritize the Text:** The poem itself poses the question of how grief affects us and how we relate to the world in our grief. It contrasts the relentless continuity of life (the breaking waves, the fisherman's boy, the ship sailing smoothly) with the speaker's internal, turbulent emotional state.

**Multiple Perspectives:** Different readers might interpret the poem differently. Some might focus on the theme of loss and mourning, others might view it as a reflection on the passage of time and the indifference of nature.

**Personal Interpretation:** My interpretation is that Tennyson's "Break, Break, Break" is a poignant exploration of personal grief and melancholy, a yearning to articulate feelings that are beyond words.

**Balance Secondary Sources:** Scholars often view this poem as a classic example of elegiac poetry, with its theme of lamentation and its contemplative tone. This supports our interpretation but doesn't replace our own analysis.

**Focus on the Reader:** Different readers, depending on their personal experiences, might resonate differently with the poem. Someone who has experienced a significant loss might connect deeply with the sense of sorrow and the inability to express it fully.

**Intertextuality:** The poem's theme of personal loss and mourning can be compared to other works by Tennyson, such as *In Memoriam*, which was also written in memory of Arthur Hallam, and other elegiac poems.

**Subjectivity:** My interpretation is shaped by my own experiences and perspectives. Someone else may focus on different aspects or interpret the themes differently.

**Meaning is Not Fixed:** The poem's meaning isn't fixed but is open to different interpretations. The theme of grief and loss is a universal one, allowing various interpretations based on different cultural or personal contexts.

**Attention to Detail:** The repeated phrase "Break, break, break" mirrors the relentless breaking of waves, but it could also suggest the speaker's breaking heart. The images of the fisherman's boy and the ship suggest life's continuity, contrasting with the speaker's feeling of being stuck in his grief.

In this way, using Belsey's methods, we can analyse Tennyson's "Break, Break, Break" in a nuanced and layered way, considering its textual, historical, and personal contexts.

## 5.6 LET US SUM UP

Catherine Belsey's essay explores a robust approach to textual analysis that encourages reader engagement, emphasizing that meaning is not a fixed entity within the text but is actively constructed by the reader. She advocates for a holistic methodology that combines close reading and contextual analysis, while giving priority to the text itself. Her approach also involves balancing personal interpretations with secondary sources and considering multiple perspectives. She argues for the importance of recognizing the subjectivity of interpretation and the intertextuality of texts. Belsey's perspective also underlines the necessity of acknowledging the role of the reader's personal experiences and socio-cultural context in shaping the interpretation. Her approach to textual analysis is an interactive process, fluid and dynamic, rather than a static extraction of meaning from the text.

## 5.7 QUESTIONS

1. What is the importance of reader engagement in the textual analysis as proposed by Catherine Belsey?
2. How does Belsey suggest we balance personal interpretations with secondary sources in the process of textual analysis?
3. How does Belsey's approach incorporate the concept of intertextuality in textual analysis?
4. Why does Belsey stress the need to acknowledge the reader's personal experiences and socio-cultural context in shaping interpretation?
5. How does Belsey's methodology differ from traditional methods of textual analysis, and what are the implications of this difference for understanding a text?

## 5.8 FURTHER READINGS

- *Textual Analysis: A Beginner's Guide* by Alan McKee
- *An Introduction to Textual Analysis* by Mick Short
- *Textual Analysis: A Method for Analysing the Words of the World* by Klaus Krippendorff
- *Working with Texts: A Core Introduction to Language Analysis* by Ronald Carter, Angela Goddard, Danuta Reah, Keith Sanger, and Maggie Bowring
- *Methods of Text and Discourse Analysis: In Search of Meaning* by Stefan Titscher, Michael Meyer, Ruth Wodak, and Eva Vetter

# UNIT-6 DAVID JOHNSON : LITERARY RESEARCH & INTERDISCIPLINARITY

## Structure


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## 6.0 OBJECTIVE

The objective of reading this essay is to explore the various ways in which interdisciplinary approaches can contribute to literary research. It discusses how incorporating insights from fields such as history, sociology, psychology, and philosophy can help scholars better understand the social and cultural dimensions of literary texts. Additionally, Johnson's essay highlights the role of interdisciplinary collaboration in fostering intellectual curiosity and creativity among researchers.

## 6.1 INTRODUCTION

"Literary Research and Interdisciplinarity" by David Johnson is an essay published in the book *The Handbook of Literary Research* in 2010. In the essay, Johnson emphasizes the importance of interdisciplinary approaches in literary research and explores how this can enhance the understanding of literary texts.

The essay begins by examining the historical development of literary research and the move towards interdisciplinarity in the field. Johnson argues that literary research has evolved from a primarily philological discipline to one that incorporates a wide range of methodologies and theoretical perspectives. This shift, he contends, has been driven by the recognition that literature is not an isolated phenomenon, but is deeply embedded in social, cultural, and historical contexts.

The essay also addresses potential challenges and criticisms associated with interdisciplinary research in literature. Johnson acknowledges that there can be difficulties in communication and collaboration across disciplines, as well as

concerns about the potential for superficial engagement with other fields. However, he argues that these challenges can be overcome through careful planning, open-mindedness, and a commitment to rigor in research.

## 6.2 SUMMARY OF THE ESSAY

The essay begins with an introduction to the 1972 book *Counter Course* by Joe Spriggs, telling how academic disciplines face radical critique. Joe Spriggs argues that English Literary Studies, described as "wittering away in bored, irrelevant little formulae," needs a radical overhaul through engagement with other disciplines like history, anthropology, psychology, and philosophy. This interdisciplinary approach, popular in the late 1960s and 1970s, aimed to rejuvenate not only literature studies but all disciplines. Since then, English Literature has been significantly transformed through exchanges with various disciplines, emphasizing the importance of understanding its history and relationship with other fields.

In the 18th century, the fine arts, including literature, were first grouped for study and contemplation. Treatises sought common principles, leading to a separate subdiscipline within philosophy. The value of art was tied to pleasure, but with an increase in readers and sensationalist books, this theory came under pressure. Karl Philipp Moritz in his book *Toward a Unification of All the Fine Arts and Letters under the Concept of Self-sufficiency* (1785) argued for self-sufficient works of art, valued by "men of taste," becoming the dominant theory for the study of literature as a discrete discipline. Concurrently, debates in Germany focused on the relationship between disciplines and the state. Immanuel Kant's *Conflict of the Faculties* (1790) distinguished between higher faculties (Theology, Law, Medicine) and the lower faculty (Philosophy). The latter, free from state interference, judged the higher faculties' teachings. This established a universally grounded rationality, with the lower faculty of Philosophy ultimately being higher. The work continues to be read as a case for academic freedom and assessment of threats to it.

Kant's division of faculties influenced the conceptualization of the modern university in early 19th-century Germany. Wilhelm von Humboldt and Johan Gottlieb Fichte adapted Kant's ideas, with the latter emphasizing national culture. The notion of a national literature became central in the humanities, as seen in the development of universities in Western nations. In Victorian Britain, Cardinal John Henry Newman's arguments (discussed in *The Idea of the University*) contributed to English Literature becoming a central discipline. The discipline involved analysing a limited corpus of literary works and focused on close analysis of the language of the text. However, by the 1950s, indifference toward other disciplines became hostility. As assumptions of shared beliefs and values came under attack in the 1960s and 1970s, the study of English literature was forced to renegotiate its relationship with other disciplines.

The first challenges to English literary studies came from Raymond Williams, Richard Hoggart, and Stuart Hall, who insisted on extending the understanding of 'culture' beyond elite literary and artistic achievements. They focused on popular culture and the working-class experience. Their works marked a shift in attitude towards studying a broader range of cultural texts.

Accompanying this expansion of texts was a shift in understanding how they could be studied. Literary critics turned to other disciplines to develop a theoretical vocabulary and methodology appropriate for the new texts and questions. As a result, interdisciplinary studies emerged, with cultural studies drawing from various fields such as semiotics, structuralism, narratology, art history, sociology, historical materialism, conventional historiography, poststructuralism, psychoanalysis, and deconstruction.

This transgression of disciplinary boundaries brought excitement and optimism to the field. Institutions, journals, feminist journalist-academics, and publishers contributed to the development of interdisciplinary cultural studies. Cultural studies presented a radical challenge to traditional humanities and social sciences, enabling the crossing of disciplinary borders and reframing ways of knowing.

The shift from Henry Newman's desire to use great authors to unify a national culture to Graeme Turner's ambition to mobilize interdisciplinary cultural studies for practical political objectives highlights the evolution of literary studies into cultural studies.

The transition from single-discipline study to interdisciplinary study was part of a broader change in how societies were studied and how knowledge was organized. Clifford Geertz (in his book *Local Knowledge*) highlights this phenomenon through various examples, showing that this change was not driven solely by radical agendas but rather a wider mix of political positions. As the reshaping of disciplines in Western universities occurred, relationships between disciplines had to be renegotiated.

Two interesting answers to understanding these relationships come from Tony Becher and Marjorie Garber. Becher, in his book *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of the Disciplines*, employs Darwinian terms to describe the evolution of academic disciplines, characterizing academics as 'tribes' that defend their intellectual territory. He compares disciplinary boundaries to political borders and explains that academic disciplines police their boundaries. However, he also acknowledges that adjoining disciplinary groups can sometimes have a cooperative approach to interdisciplinary study.

Marjorie Garber, on the other hand, suggests that conflicts between academic disciplines are not only about turf battles and boundary disputes but also about what she calls "discipline envy" in her book *Academic Instincts*. Following Freud, Garber argues that boundary marking by disciplines is about training, certification, and belonging to a guild, but sometimes it's also about the "narcissism of small differences" – a sibling rivalry among the disciplines.

She suggests that as interdisciplinary studies continue to evolve, the relationships between academic disciplines will likely continue to shift, with cooperation and rivalry shaping the way knowledge is organized and understood.

Garber's argument extends Freud's insight about relationships within families and groups to academic disciplines. She posits that similarity and contiguity breed distrust, rivalry, comparison, and even self-hatred or self-doubt

projected upon the nearby other. Disciplines have historically founded themselves on such minor differences.

Garber defines ‘discipline envy’ as the wish of an academic discipline to model itself on or borrow from another discipline. She observes that literary studies have yearned to model itself on various other disciplines, while also being the object of ‘discipline envy’ from other fields. Although the hierarchy of disciplines fluctuates, the structure of ‘discipline envy’ endures.

Despite extensive borrowings across disciplinary boundaries at the research level, both Belcher’s ‘turf battle’ model and Garber’s ‘discipline envy’ model underestimate the resistance of established disciplines like English Literary Studies to the encroachments of new disciplines at the level of institutional practice. In the case of interdisciplinary Cultural Studies, the ambitions of Antony Easthope and Graeme Turner have been frustrated in at least two respects.

First, the British state in its overall audit of UK higher education courses still does not allocate an independent disciplinary identity to Cultural Studies. Second, the continuing hegemony of English is confirmed by the student advice website (refer to the main essay for the argument), which identifies many more degrees and courses in English than in Cultural Studies. These statistics indicate that well-established disciplines like English have continued to dominate the curriculum.

Although the post-1960s tendency towards interdisciplinary study has not been entirely reversed, established disciplines like English have appropriated insights, critical vocabularies, and methods from adjacent disciplines without conceding their independent disciplinary identity.

The radical claims made for interdisciplinary cultural studies have foundered, as Julie Thompson Klein, in her book *Interdisciplinarity*, argues that the ideal of interdisciplinary teaching and scholarship appeals to both the Left and the Right, with all such activities rooted in ideas of unity and synthesis. Political disagreements arise over how interdisciplinary study is to be constituted.

Masao Myoshi contends that the traditional function of Western universities in generating and preserving a national culture and training a professional elite has been fundamentally changed by the rise of transnational corporations (TNCs) since the 1960s. As TNCs require a transnational professional workforce, universities have been obliged to provide that workforce. Myoshi (in his essay ‘A Borderless World? From Colonialism to Transnationalism and the Decline of the Nation State’), argues that this has led to a lack of critical judgment within the university, especially in interdisciplinary cultural studies and multiculturalism.

Myoshi believes that these disciplines fall short of providing the necessary critical judgments of both the vocational faculties and the political and economic world beyond the university. He argues that cultural studies and multiculturalism provide students and scholars with an alibi for their complicity in the TNC version of neo-colonialism, serving as a device to conceal liberal self-deception.

While Myoshi’s criticisms of the limits of interdisciplinary cultural studies might appear unrealistic, they are consistent with Kant’s ideals for the university

and provide a necessary point of reference in considering the examples of literary research and interdisciplinarity.

Interdisciplinary approaches to literary texts have become increasingly common, despite the ongoing presence of turf battles and discipline envy. Literary Studies has engaged with certain disciplines more than others, with three of the most productive encounters being Philosophy, History, and Psychoanalysis.

Continental philosophers such as Roland Barthes, Michel Foucault, Jacques Derrida, Pierre Bourdieu, and Umberto Eco have significantly influenced Literary Studies. They have continually interrogated disciplinary vocabularies, boundaries, protocols, and institutional consequences, which in turn has lent impetus and credibility to similar efforts by Anglo-American academics.

Barthes developed and applied semiotic analysis to a wide variety of literary, philosophical, and visual texts. Foucault's work, like *The Order of Things*, provided an influential account of how intellectual disciplines evolved from the Renaissance to the modern era. Derrida, in his essays, revisited Kant's ideas on the conflict of faculties and considered the configuration of academic disciplines in contemporary Western universities. Bourdieu, from a sociological perspective, compared the disciplinary values internalized by students and professors in the arts and sciences.

Interdisciplinary approaches to literary texts have gained traction and fundamentally redefined the study of literature. The exchange between Literary Studies and other disciplines, such as Philosophy, History, and Psychoanalysis, has overcome anxieties about maintaining discipline 'purity' and has contributed to a more enriched understanding of literary texts.

The encounters between Literature and Philosophy, and between Literature and History, exemplify the diverse interdisciplinary approaches to literary texts.

Umberto Eco's *Travels in Hyper-reality* is an example of how Literature and Philosophy intersect. It is a collection of essays that cover topics ranging from film and sport to philosophy, illustrating Eco's willingness to challenge traditional disciplinary codes. Derrida's book *Glas* (1974) takes a different approach, juxtaposing passages from the works of GWF Hegel and Jean Genet with their correspondence, exegeses, and other writings. This formally adventurous work requires readers to actively construct meaning from the connections (or lack thereof) between the texts.

The encounter between Literary Studies and History involves acknowledging the complex disciplinary history of History itself. Attempts to historicize literary criticism have existed before the 1960s, with English Marxists like Christopher Caudwell and Alick West exploring how literary texts were determined by their socioeconomic contexts. More recently, new historicism and cultural materialism have led literary critics to engage with historiography and critical theory. This has resulted in a more sophisticated critical and theoretical vocabulary for describing the relationship between literary texts and historical contexts.

However, disagreements may arise among critics regarding the meaning and significance of historical contexts when analysing literary texts. For example, new historicist critic Annabel Patterson and cultural materialist critic Richard Wilson offer contrasting interpretations of the character Jack Cade in Shakespeare's *Henry VI*, Part II. Patterson praises Shakespeare's creation of Cade as a character who fails to be a proper popular spokesman, while Wilson argues that the negative portrayal of Cade is rooted in Shakespeare's own economic interests in suppressing London cloth-workers' protests during the 1590s.

These examples demonstrate the richness and diversity of interdisciplinary approaches to literary texts, where the exchange between disciplines allows for a deeper and more nuanced understanding of literature.

The relationship between Literature and Psychoanalysis is complex and multifaceted, with Sigmund Freud's psychoanalytic theories often drawing on literary examples. Ernest Jones's study of 'Oedipus and Hamlet' in the early twentieth century was a seminal example of psychoanalytic literary criticism. In the post-1960s period, Jacques Lacan's reinterpretations of Freud have been the primary reference points for interdisciplinary dialogues between these two fields.

As questions were raised about the Eurocentric orientation of Psychoanalysis, psychoanalytic literary critics, such as Jacqueline Rose (in her essay 'On the "Universality" of Madness'), began to reframe their analyses of literary texts. Rose's essay on Bessie Head's novel *A Question of Power* is an example of a historically nuanced approach that questions the universality of Western definitions of mental illness. She argues that the boundaries between reality and hallucination are culturally specific and historically mobile.

Jacqueline Rose's essay demonstrates the eclecticism of contemporary critics, who draw on terms, methods, and insights from various critical theories and disciplines. While her essay is notable for its dialogue between Literature and Psychoanalysis, it could also be fruitfully read through the lenses of feminist literary theory, postcolonial theory, or cultural materialist/new historicist theory.

This dynamic relationship between Literature and Psychoanalysis exemplifies the potential for interdisciplinary approaches to enrich our understanding of literary texts. By drawing on insights from multiple fields, critics can delve deeper into the meanings and implications of literature and offer more nuanced analyses.

Interdisciplinary approaches to literary studies offer both challenges and opportunities. One of the main dangers in undertaking interdisciplinary study is the risk of not fully understanding the unique histories and methodologies of the different disciplines involved. This can lead to superficial analyses or misinterpretations. Therefore, it is crucial for scholars to engage deeply with the disciplines they draw upon in order to ensure that their work is accurate and meaningful.

On the other hand, interdisciplinary study provides a wealth of opportunities for researchers to ask new questions and explore their individual interests in ways that were not possible in the past. By drawing on insights and methods from different fields, scholars can offer more nuanced and comprehensive analyses of

literary texts, which can lead to new discoveries and a deeper understanding of the works being studied.

Ultimately, the benefits of interdisciplinary approaches to literary studies can outweigh the challenges, as long as researchers remain attentive to the complexities and specificities of the disciplines they engage with. The interdisciplinary trend in literary studies has the potential to continue enriching our understanding of literature, as long as scholars approach it with the necessary care and rigor.

## 6.3 MAIN ARGUMENTS

Following are the main arguments of this essay:

1. **Need for Interdisciplinary Engagement**: English Literary Studies required radical transformation through engagement with other disciplines, such as history, anthropology, psychology, and philosophy.
2. **Historical Context:** In the 18th century, fine arts including literature were first grouped for study, and the value of art was associated with pleasure. Karl Philipp Moritz later argued for self-sufficient works of art valued by "men of taste," which contributed to literature becoming a discrete discipline. Additionally, Immanuel Kant's Conflict of the Faculties is highlighted as a landmark work that differentiated between higher and lower faculties, establishing the latter as free from state interference and superior in promoting rationality.
3. **Influence on Modern Universities:** Kant's division of faculties influenced the conceptualization of modern universities in the early 19th century, with Wilhelm von Humboldt and Johan Gottlieb Fichte adapting Kant's ideas. The notion of a national literature became central in humanities, and in Victorian Britain, English Literature became a prominent discipline due to arguments by Cardinal John Henry Newman.
4. **Expansion of the Scope of Literary Studies:** In the mid-20th century, Raymond Williams, Richard Hoggart, and Stuart Hall extended the understanding of culture beyond elite literary and artistic achievements, focusing on popular culture and the working-class experience.
5. **Emergence of Interdisciplinary Studies:** Literary critics turned to other disciplines to develop theoretical vocabularies and methodologies suitable for a broader range of texts and questions. As a result, interdisciplinary studies emerged, with cultural studies drawing from various fields.
6. **Evolution from Literary Studies to Cultural Studies:** The transition from single-discipline study to interdisciplinary study was part of a broader change in how societies were studied and knowledge was organized. The shift from using great authors to unify national culture to using interdisciplinary cultural studies for practical political objectives is highlighted.
7. **Darwinian Evolution of Academic Disciplines:** Tony Becher employs Darwinian terms to describe the evolution of academic disciplines as

'tribes' that defend their intellectual territories. He highlights that disciplines have boundaries akin to political borders but acknowledges that there can be a cooperative approach to interdisciplinary study.

8. **Discipline Envy:** Marjorie Garber suggests that conflicts between academic disciplines are not just about boundary disputes but also about what she terms "discipline envy." She extends Freud's insight about relationships within families and groups to academic disciplines, suggesting that similarity and proximity can breed distrust, rivalry, and comparison.
9. **Resistance to Change in Institutional Practice:** Despite the interdisciplinary approaches gaining momentum in research, there is a discussion on how established disciplines, such as English Literary Studies, have been resistant to fully embrace newer disciplines at the institutional level.
10. **Criticisms of Interdisciplinary Cultural Studies:** The essay discusses critiques by authors such as Masao Myoshi, who argues that interdisciplinary cultural studies have failed to critically engage with political and economic realities, and instead served to perpetuate neo-colonial agendas.
11. **Examples of Interdisciplinary Approaches in Literary Studies:** The essay discusses the significant influences on literary studies from philosophy (with thinkers like Roland Barthes, Michel Foucault, Jacques Derrida, Pierre Bourdieu, and Umberto Eco), history, and psychoanalysis. It provides examples to illustrate how these interdisciplinary engagements have enriched the analysis and understanding of literary texts.
12. **Opportunities and Challenges of Interdisciplinary Approaches:** The essay concludes by weighing the opportunities and challenges that come with interdisciplinary approaches. It cautions against superficial engagement, which can lead to misinterpretation, while emphasizing the benefits of deeper, more nuanced analyses made possible through interdisciplinary study.
13. **Importance of Rigorous Engagement:** Ultimately, the essay asserts that interdisciplinary approaches hold immense potential for enriching our understanding of literature and culture, provided that scholars engage with them with due rigor and attentiveness to the complexities of the disciplines involved.

## 6.4 WHAT IS LITERARY RESEARCH?

Based on the essay 'Literary Research and Interdisciplinarity' by David Johnson, "Literary Research" can be defined as an academic and scholarly endeavour that involves the critical analysis and study of literary texts. Literary research encompasses various dimensions, including the historical, cultural, philosophical, psychological, and sociological contexts within which the texts were written and can be interpreted. It seeks to understand and interpret themes, structures, characters, styles, and narratives in literature.

In the context of the essay, Literary Research is characterized by:

1. **Interdisciplinary Engagement:** Literary research is not limited to the study of literature as an isolated discipline. It involves drawing from and engaging with various other disciplines such as philosophy, history, psychoanalysis, sociology, and cultural studies. For instance, researchers may use philosophical theories to analyse literary texts or examine how literature reflects historical contexts and cultural values.

2. **Historical and Cultural Contextualization:** Understanding the historical period during which a literary work was produced and the cultural context is an essential aspect of literary research. This includes understanding the author's background, the socio-political environment of the time, and how these factors might have influenced the literary work.

3. **Critical Analysis and Interpretation:** This entails the close reading and analytical breakdown of literary texts, where scholars employ different theoretical lenses and critical methodologies to interpret meanings, themes, symbols, and styles. This also involves an analysis of character development, plot structure, and literary devices.

4. **Theoretical Engagement:** Literary research often involves the application of various theoretical frameworks, such as feminist theory, post-colonial theory, psychoanalytic theory, etc., to analyse and interpret texts. These theories provide different perspectives and insights into the text being studied.

5. **Awareness of Disciplinary Boundaries and Complexities:** Literary researchers need to be aware of the specific methodologies, terminologies, and historical evolution of the disciplines they engage with. This ensures that their interdisciplinary approaches are grounded and avoid superficial or misguided interpretations.

6. **Textual Analysis:** This involves analysing the text itself for its intrinsic literary qualities, such as language, style, structure, narrative techniques, and rhetorical devices.

7. **Engagement with Scholarly Debates and Criticisms:** Literary research also involves situating one's work within the larger landscape of scholarly debates and criticisms, acknowledging different viewpoints and contributing to ongoing conversations about literary texts.

8. **Sociopolitical and Global Perspectives:** Literary research might also involve analysing literary works in relation to broader socio-political issues and global contexts, particularly in relation to the effects of globalization and transnational movements.

Literary Research involves an in-depth, interdisciplinary approach to the study of literary texts, encompassing historical, cultural, theoretical, and critical dimensions. It seeks to contribute to the broader understanding of literature and its relationship with society, culture, and human experience.

## 6.5 WHAT IS INTERDISCIPLINARITY?

Based on the essay 'Literary Research and Interdisciplinarity' by David Johnson, "Interdisciplinarity" refers to the process and practice of integrating insights, methods, theories, and perspectives from different academic disciplines in order to achieve a more comprehensive and nuanced understanding of a subject or issue. In the context of the essay, interdisciplinarity is discussed mainly in relation to English Literary Studies. Here are some key aspects of interdisciplinarity based on the essay:

1. **Cross-Disciplinary Engagement:** Interdisciplinarity involves engaging with concepts and methodologies from disciplines other than one's own primary field. For example, in literary studies, this might mean incorporating theories from philosophy, history, or psychoanalysis.
2. **Enriching Analysis and Understanding:** By drawing on a range of disciplines, interdisciplinarity can lead to a richer and more diverse set of analytical tools. This can, in turn, enhance the depth and scope of analysis in subjects such as literary texts.
3. **Challenging Traditional Boundaries:** Interdisciplinary approaches often challenge the traditional boundaries that define academic disciplines. By bringing in perspectives from outside one's own field, it often leads to questioning established norms and ways of thinking within a discipline.
4. **Addressing Complex Issues:** Many contemporary issues and subjects of study are inherently complex and cannot be adequately addressed through a single disciplinary lens. Interdisciplinarity allows for the addressing of such complexities by synthesizing knowledge from various fields.
5. **Critical Reflection:** Interdisciplinarity often involves a critical reflection on the limitations of one's own discipline and an openness to the methods and insights of other fields. This often requires an understanding of the historical evolution and methodological bases of the disciplines involved.
6. **Institutional Resistance and Challenges:** The essay points out that despite the theoretical appeal of interdisciplinarity, there might be institutional resistance to fully integrating it into academic practice. Established disciplines might guard their 'turf' and be slow to incorporate new approaches.
7. **Potential for Superficial Engagement:** One of the challenges of interdisciplinarity is the risk of engaging with another discipline in a superficial manner, without a deep understanding of its methodologies and contexts, which can lead to misinterpretation or superficial analyses.
8. **Political and Ideological Implications:** Interdisciplinarity might also have political and ideological implications. As the essay discusses, critics like Masao Myoshi argue that interdisciplinary cultural studies have been complicit in broader socio-political trends, such as the spread of neo-colonial agendas by transnational corporations.

Interdisciplinarity in the context of the essay refers to an approach in scholarly research and education that integrates knowledge and methods from different

disciplines, leading to a more comprehensive understanding of subjects, particularly in literary studies. It is characterized by benefits such as enriched analysis, but also challenges such as institutional resistance and the need for rigorous engagement.

## 6.6 LET US SUM UP

Interdisciplinarity in literary studies is discussed as an integration of insights from various fields, notably philosophy, history, and psychoanalysis. While interdisciplinarity offers enriched analysis and understanding of literary texts, it faces institutional resistance from established disciplines and may involve superficial engagement. Critics like Masao Myoshi caution that interdisciplinary cultural studies lack critical judgment and may inadvertently support neo-colonial agendas. Engaging deeply with methodologies and acknowledging the complexities of disciplines involved is essential for meaningful interdisciplinary research. Despite challenges, interdisciplinarity remains a vital approach for comprehensively addressing complex issues in literature.

## 6.7 QUESTIONS FOR SELF-ASSESSMENT

Are the following concepts still influential or relevant today?

- Moritz's differentiation between literature for 'men of taste' and 'the rabble';
- Kant's aspiration for Philosophy (including Literature) to employ Reason when evaluating vocational education, as well as state and society; and
- Newman's goal of integrating prominent authors into a national culture.

What were the unique methodological approaches in the field of English Literature before 1960? Are any of these approaches still present today?

What factors contributed to the crisis in English Literature studies during the 1960s and 1970s?

In what ways did Cultural Studies distinguish itself from English Literature studies?

Provide a summary of Belcher and Garber's perspectives on the interrelationship between academic disciplines. Which explanation do you find more convincing?

Outline the ways in which Literary Studies has navigated its interactions with the disciplines of Philosophy, History, and Psychoanalysis.

## 6.8 FURTHER READINGS

Da Saousa Correa, Delia and WR Owens (ed). *The Handbook of Literary Research*. 2nd edn. 2010.

Griffin, Gabriele (eds). *Research Methods for English Studies*. 2013.

Pickering, Michael (eds). *Research Methods for Cultural Studies*. 2008.

# UNIT-7 LITERATURE REVIEW PROCESS & FORMULATION OF A RESEARCH QUESTION

## Structure


7.0 Objective

7.1 Introduction

7.2 Literature Review

7.2.1 Step to step processes of Literature Review in research

7.3 Research Problem and Research Question

7.4 Literature Review and Formulation of a Research Question

7.5 Literature Review in Literary Studies

7.6 Example

7.7 Let Us Sum Up

7.8 Questions for Self-Assessment

7.9 Further Readings


## 7.0 OBJECTIVE

The objective of reading Literature Review Process and Formulation of a Research Question is to gain a comprehensive understanding of the process involved in conducting a literature review and to develop the necessary skills for formulating a research question. By studying this material, readers aim to learn how to effectively search and evaluate existing literature, identify research gaps, and articulate a focused and relevant research question. This knowledge is crucial for conducting rigorous and well-informed research, ensuring that the study builds upon existing knowledge and contributes to the advancement of the field.

## 7.1 INTRODUCTION

The process of conducting a literature review and formulating a research question is a critical aspect of any scholarly investigation. A literature review serves as the foundation for a research study, providing a comprehensive analysis of existing knowledge, identifying research gaps, and informing the development of a research question. It involves systematically reviewing and synthesizing relevant literature to gain insights into the current state of research on a particular topic.

The literature review process begins with identifying the scope and purpose of the study, followed by the systematic search and selection of relevant sources such as scholarly articles, books, and other credible resources. Through a rigorous evaluation of the literature, researchers aim to identify key themes, trends, and controversies in the field. This enables them to critically analyse and synthesize the existing knowledge, thereby contributing to the existing body of research.

This unit explores the literature review process and its significance in research. It discusses the key steps involved in conducting a literature review, including search strategies, source selection, data extraction, and analysis. Furthermore, it emphasizes the importance of formulating a research question that aligns with the gaps identified in the literature review. Understanding this process is essential for researchers to conduct rigorous and impactful studies that contribute meaningfully to their respective fields.

## 7.2 LITERATURE REVIEW

A literature review is a critical component of research, whether you are conducting a study for a thesis, dissertation, or academic paper. It involves the systematic identification, analysis, and synthesis of existing literature on a given topic or research question. The primary purpose of a literature review is to demonstrate your understanding of the current state of knowledge in your field, identify gaps, and justify your research question or hypothesis.

There are several key elements to consider when conducting a literature review:

1. **Scope:** Define the scope of your literature review by outlining the subject area, research question, and the specific aspects you intend to cover. This will guide your search for relevant literature and help you focus on the most pertinent sources.
2. **Search Strategy:** Use a systematic approach to search for literature, utilizing a combination of electronic databases, reference lists, and other sources. Develop a list of keywords and phrases that are relevant to your topic to ensure a comprehensive search.
3. **Selection Criteria:** Establish clear criteria for including or excluding sources in your review. This may involve considering factors such as publication date, relevance, research methods, and the quality of the source.
4. **Analysis and Synthesis:** Analyse the literature by identifying common themes, patterns, and trends. Synthesize these findings by summarizing the main points and drawing connections between the various sources. This process will help you identify gaps in knowledge and potential avenues for further research.
5. **Organization:** Organize your literature review in a logical manner that supports your research question or hypothesis. This may involve grouping studies by methodology, topic, or theoretical framework. Clearly outline the structure of your review to guide the reader through your analysis.

6. **Critical Evaluation:** Critically evaluate the literature by considering the quality, credibility, and relevance of the sources. Assess the strengths and weaknesses of the studies, research methods, and theoretical perspectives presented.
7. **Writing the Review:** Write a clear, concise, and coherent literature review that demonstrates your understanding of the current state of knowledge and highlights the gaps your research intends to address. Use appropriate citations to reference the sources you discuss and include a comprehensive bibliography.

Remember, a well-conducted literature review sets the foundation for your research by providing the context, background, and justification for your study. It showcases your ability to engage with the existing literature and contributes to the advancement of knowledge in your field.

## 7.2.1 STEP TO STEP PROCESSES OF LITERATURE REVIEW IN RESEARCH

Conducting a literature review is a systematic process that involves several steps. Following these steps will help ensure a comprehensive and well-structured review:

1. **Define the research question or objective:** Clearly articulate the research question or objective that your literature review aims to address. This will guide your search for relevant literature and help maintain focus throughout the review.
2. **Scope and boundaries:** Establish the scope of your review by deciding on the subject area, specific aspects to be covered, and the timeframe for the literature you will include. Setting boundaries ensures that your review remains focused and manageable.
3. **Develop a search strategy:** Create a list of relevant keywords and phrases related to your research question or topic. Use these keywords to search for literature in electronic databases, academic journals, books, conference proceedings, and other relevant sources. Consider using citation tracking and expert recommendations to identify additional sources.
4. **Screen and select literature:** Establish criteria for including or excluding sources in your review, such as publication date, relevance to the research question, and research methods used. Screen the literature by reading titles, abstracts, and, if necessary, full texts to determine their suitability for your review.
5. **Organize and categorize the literature:** Group the selected literature by themes, methodology, theoretical framework, or other relevant categories. This organization will help you identify patterns, trends, and gaps in the existing research.
6. **Analyse and synthesize the literature:** Read the selected sources thoroughly, taking notes and summarizing key points. Identify common themes and trends, as well as points of disagreement or controversy.

Synthesize the findings by drawing connections between different sources and identifying gaps in the literature.

7. **Critically evaluate the literature:** Assess the quality, credibility, and relevance of the sources. Consider the strengths and weaknesses of the studies, research methods, and theoretical perspectives presented. Highlight any biases or limitations in the existing literature.
8. **Outline the review structure:** Plan the structure of your literature review, ensuring it is logically organized and supports your research question or objective. This outline will guide your writing process and help maintain coherence throughout the review.
9. Write the literature review: Begin writing your literature review, incorporating your analysis, synthesis, and critical evaluation of the literature. Use appropriate citations to reference the sources you discuss, and provide a comprehensive bibliography at the end of the review.
10. **Edit and revise:** Review your literature review for clarity, coherence, and accuracy. Edit and revise as necessary, ensuring that your writing is concise and well-structured. Seek feedback from peers or mentors to further refine your review.

By following these steps, you will be able to conduct a thorough and well-structured literature review that effectively demonstrates your understanding of the current state of knowledge and provides a strong foundation for your research.

## 7.3 RESEARCH PROBLEM AND RESEARCH QUESTION

A research problem is a specific issue or challenge that a researcher seeks to address through systematic investigation. This problem typically arises from a gap in knowledge, a contradiction in existing literature, or a real-world issue that needs to be better understood. The research problem provides the foundation and context for the research project, guiding its purpose and objectives.

A research question, on the other hand, is a clearly articulated inquiry that stems from the research problem. The research question is designed to guide the investigation by narrowing the focus and specifying what the researcher seeks to discover or understand. A well-formulated research question is concise, focused, and answerable through the collection and analysis of empirical data.

**For example:**

Research Problem: High school students in a particular region show a concerning lack of interest and engagement in science education, which may lead to fewer pursuing careers in STEM fields.

Research Question: What factors contribute to the lack of interest and engagement in science education among high school students in this region, and how can educators improve their teaching strategies to address this issue?

## 7.4 LITERATURE REVIEW PROCESS AND FORMULATION OF A RESEARCH QUESTION

The literature review process is an essential step in the development of a research project. It involves a systematic examination of existing scholarly works, articles, and other relevant sources that provide a comprehensive understanding of the topic under investigation. The literature review helps to identify gaps in knowledge, contradictions, or trends that can inform the formulation of a research question. Here's a step-by-step guide to conducting a literature review and formulating a research question:

1. **Define your research topic:** Clearly outline the subject area and scope of your investigation. This will help you focus your literature review and ensure it remains relevant to your research problem.
2. **Conduct a comprehensive search:** Use academic databases, search engines, and other relevant resources to find articles, books, and other materials related to your research topic. Make sure to use appropriate keywords and search terms to obtain a wide range of sources.
3. **Review and evaluate the sources:** Read and critically assess the sources you have collected, focusing on their relevance, methodology, findings, and conclusions. Identify strengths and weaknesses, as well as any gaps or contradictions that emerge from the existing literature.
4. **Organize and synthesize the information:** As you review the sources, organize them by theme, methodology, or other relevant criteria. Synthesize the findings and insights from various sources to draw a comprehensive picture of the current state of knowledge in your research area.
5. **Identify gaps and formulate a research question:** Based on your analysis of the literature, identify the gaps in knowledge or contradictions that your research can address. Formulate a research question that is clear, focused, and answerable through empirical investigation. Ensure that the question is grounded in the literature and will contribute to the existing body of knowledge.
6. **Write the literature review:** Compose a well-structured and coherent literature review that provides an overview of the existing research, highlights the gaps and limitations, and justifies the formulation of your research question.

By following this process, you will be able to develop a strong foundation for your research project, ensuring that your research question is grounded in the existing literature and addresses a relevant gap or issue in your field of study.

## 7.5 LITERATURE REVIEW IN LITERARY STUDIES

In literary studies, a literature review serves as an essential component of a research project, offering a comprehensive overview of the critical analysis,

theories, and interpretations of a specific literary work, author, theme, or period. The purpose of a literature review in literary studies is to identify the current state of scholarship, highlight gaps or contradictions, and establish the context for your research project.

Here is a step-by-step guide to conducting a literature review in literary studies, using the example of examining the role of women in Victorian literature:

**Define your research topic:** Clearly outline the subject area and scope of your investigation. In this example, the research topic is "The role of women in Victorian literature."

**Conduct a comprehensive search:** Search for articles, books, and other materials related to your research topic. Use academic databases and search engines that focus on literature, such as JSTOR, Project MUSE, or the MLA International Bibliography. Use appropriate keywords and search terms, such as "Victorian literature," "women in Victorian literature," "female characters," and specific author names or works.

**Review and evaluate the sources:** Read and critically assess the sources you've collected, focusing on their relevance, methodology, arguments, and conclusions. In this case, evaluate how different critics have approached the role of women in Victorian literature, the themes they have identified, and their interpretations of specific works or authors.

**Organize and synthesize the information:** As you review the sources, organize them by theme, critical approach, or other relevant criteria. For example, you might group sources that discuss the portrayal of women in specific novels, such as Charlotte Brontë's *Jane Eyre* or George Eliot's *Middlemarch*, or those that explore broader themes, such as women's education or the "angel in the house" archetype.

**Identify gaps and formulate a research question:** Based on your analysis of the literature, identify gaps in knowledge, contradictions, or unexplored aspects of the topic that your research can address. Formulate a research question that is clear, focused, and answerable through close reading and analysis of literary texts. For example, "How do the works of lesser-known female Victorian authors challenge or reinforce prevailing gender norms and expectations in Victorian society?"

**Write the literature review:** Compose a well-structured and coherent literature review that provides an overview of the existing research, highlights the gaps and limitations, and justifies the formulation of your research question. In your review, discuss the various critical approaches and interpretations of the role of women in Victorian literature, and explain how your research question seeks to contribute to the ongoing scholarly conversation.

By following this process, you will develop a strong foundation for your research project in literary studies, ensuring that your research question is grounded in the existing literature and addresses a relevant gap or issue in the field.

## 7.6 EXAMPLES

Following are some useful examples on Literature Review in English literature. They can be helpful models in conducting new literature reviews for your research projects.

1. **Literature Review Process and Formulation of a Research Question on the topic "Dynamics of Sexuality in the Plays of Mahesh Dattani"**

A literature review is a comprehensive survey of existing research and scholarly work related to a specific topic or research question. It serves to identify gaps in knowledge, evaluate the current state of research, and establish the context for your own investigation. The literature review process is crucial in formulating a well-defined research question. Here is a step-by-step guide to conducting a literature review and formulating a research question on the topic "Dynamics of Sexuality in the Plays of Mahesh Dattani":

**Define your research scope:** Begin by clearly outlining the scope of your research, including the time frame, geographical location, and specific plays by Mahesh Dattani that you will focus on.

**Search for relevant literature:** Use databases, academic search engines, and library catalogues to search for articles, books, and other scholarly materials related to your topic. Look for sources that discuss Mahesh Dattani's work, the portrayal of sexuality in theater, and the broader cultural context of his plays.

**Read and evaluate sources:** Read the selected sources carefully, taking notes and summarizing key findings, arguments, and themes. Assess the credibility of the sources, the methodologies used, and the overall quality of the research.

**Identify gaps and themes:** As you read, identify recurring themes, trends, and gaps in the existing literature. This may include the way sexuality is portrayed, the impact of cultural norms on the characters, or the role of gender in Dattani's work.

**Organize your literature review:** Create an outline for your literature review, organizing your findings into themes or subtopics. This will help you present a coherent and comprehensive overview of the existing literature.

**Write the literature review:** In this step, you will synthesize the findings from your selected sources, providing an overview of the current state of research on your topic. Be sure to critically analyse the literature, highlighting areas of agreement, disagreement, and areas where further research is needed.

**Formulate your research question:** Based on your literature review and the gaps you've identified, formulate a clear, focused, and answerable research question. For example:

**Research Question:** How does Mahesh Dattani's portrayal of sexuality in his plays challenge and subvert traditional Indian societal norms, and what is the impact of these portrayals on the audience's understanding and acceptance of diverse sexual identities?

Remember that a well-defined research question will guide your investigation and help you stay focused on your topic. As you proceed with your research, be prepared to refine your question based on the data you collect and analyse.

2. **Literature Review Process and Formulation of a Research Question on the topic "Representation of Women in Indian Popular Culture"**

The literature review process involves a systematic examination of existing scholarly work on a specific topic to identify gaps in knowledge, understand the current state of research, and contextualize your own study. Here is a step-by-step guide for conducting a literature review and formulating a research question on the topic "Representation of Women in Indian Popular Culture":

**Define the scope of your review:** Begin by determining the boundaries of your literature review, such as the time frame, types of sources (books, articles, films, etc.), and the specific aspects of Indian popular culture you want to explore (cinema, television, music, advertising, etc.).

**Conduct a literature search:** Using relevant databases, search engines, and libraries, identify and compile a list of sources that address the representation of women in Indian popular culture. Use keywords and phrases like "representation of women," "Indian popular culture," "gender roles in Indian cinema," and "portrayal of women in Indian advertising."

**Evaluate and organize the sources:** Assess the credibility, relevance, and quality of each source. Keep track of key themes, methodologies, findings, and debates in the literature. Organize the sources thematically or chronologically to create a coherent structure for your review.

**Analyse and synthesize the literature:** Identify common themes, patterns, and trends in the existing research. Discuss the strengths, weaknesses, and gaps in the literature, as well as any contradictions or controversies.

**Formulate a research question:** Based on your literature review, identify a gap in the existing research or an aspect of the topic that has not been thoroughly explored. Develop a research question that addresses this gap and guides your study.

**Example research question:** How has the representation of women in Indian popular culture evolved over the past three decades, and what factors have influenced this change?

By following these steps, you can effectively conduct a literature review and formulate a relevant research question on the representation of women in Indian popular culture. Remember to refine and adjust your research question as necessary throughout the research process.

3. **Literature Review Process and Formulation of a Research Question on the topic "Indian Nationalism, Politics and Propaganda: Texts and Contexts"**

Following is the Literature Review Process on this topic:

**Define the research problem:** Begin by identifying the specific research problem you wish to address in the context of Indian nationalism, politics, and propaganda.

**Conduct preliminary research:** Familiarize yourself with the broader subject area by reading general texts, encyclopaedias, and other overviews to gain a solid understanding of the key concepts and debates.

**Identify relevant sources:** Look for scholarly articles, books, and other academic materials related to Indian nationalism, politics, and propaganda. Use online databases, library catalogues, and reference lists from existing literature to identify potential sources.

**Review and evaluate sources:** Critically read and assess the quality, relevance, and credibility of the sources you have identified. Exclude sources that do not meet the criteria for your research.

**Organize and synthesize information:** Categorize the relevant literature based on themes, perspectives, or historical periods. Synthesize the information by comparing and contrasting various arguments and findings, and identify gaps, trends, and areas of consensus and disagreement.

**Write the literature review:** Present a coherent, well-structured narrative that outlines the key findings and debates in the existing literature, and highlights the gaps or areas that your research will address.

Formulation of a Research Question on "Indian Nationalism, Politics and Propaganda: Texts and Contexts":

Based on the literature review process, you may identify a gap or an area that has not been sufficiently explored. For example, you might find that there is limited research on the role of social media in shaping contemporary Indian nationalism and its impact on politics and propaganda. In this case, a research question could be:

How has the use of social media in contemporary India influenced the discourse on nationalism, and what are the implications for politics and propaganda in the country?

By following these steps, you can effectively conduct a literature review and formulate a relevant research question on Indian nationalism, politics and propaganda. Remember to refine and adjust your research question as necessary throughout the research process.

## 7.7 LET US SUM UP

The literature review process involves a comprehensive examination of existing scholarly works related to a research topic. It begins by identifying the research question, followed by conducting a systematic search of relevant literature from various sources, such as academic databases, journals, books, and reputable websites. The collected materials are then screened based on their relevance and quality, with key information extracted and organized. Analysing and synthesizing the literature helps identify knowledge gaps, trends, and conflicting viewpoints. The formulation of a research question is influenced by this analysis and aims to address the identified gap or contribute to the existing body of knowledge. The research question should be specific, measurable, attainable, relevant, and time-bound (SMART). It should align with the research objectives and guide the study design, data collection, and analysis. The literature review process and research

question formulation are crucial steps in developing a well-grounded and focused research project.

## 7.8 QUESTIONS FOR SELF-ASSESSMENT

1. What are the key steps involved in conducting a comprehensive literature review? Please describe them briefly.
2. Can you explain the significance of a literature review in the context of academic research? How does it contribute to the formulation of a research question?
3. How does one identify relevant literature for a review? What are some strategies to determine the credibility and relevance of these sources?
4. Please discuss how the process of conducting a literature review might help in identifying gaps in existing research, and how this contributes to formulating a new research question.
5. Suppose you have conducted a literature review and found a potential gap in research. How would you go about formulating a precise and meaningful research question based on your findings?

## 7.9 FURTHER READINGS


- MLA Handbook. 9th Edn.
- R C Kothari. *Research Methodology*

# UNIT-8 LITERARY APPROACHES: FORMALIST, COMPARATIVE & PSYCHOLOGICAL FEMINIST, HISTORICIST & NEW HISTORICIST

## Structure


8.0 Objective

8.1 Introduction

8.3 Literary Approaches to Research

8.4 Formalist Approach

8.5 Comparative Literature Approach

8.6 Psychological/Psychoanalytic Approach

8.7 Feminist Approach

8.8 Historicist Approach

8.9 New Historicist Approach

8.10 Let Us Sum Up

8.11 Questions for Self-Assessment

8.12 Further Readings


## 8.0 OBJECTIVE

The objective of reading "Literary Approaches to Research" is to gain comprehensive knowledge of distinct literary perspectives. It facilitates understanding of literary texts through varied lenses, such as formalist and comparative analysis, feminist viewpoints, psychoanalysis, and historicist and New Historicist methods. This Unit seeks to enhance critical analysis skills, offering insights into different literary approaches. The reader can cultivate a broad analytical toolkit, enabling a multifaceted understanding of literary works, fostering deep interpretation, and engaging with the political, historical, and sociological contexts that shape and are shaped by literature.

## 8.1 INTRODUCTION

The Unit delves into various approach focusing on textual elements, and Comparative Literature, bridging different cultural, linguistic, and temporal works. It thoroughly investigates Psychoanalysis and Feminism, scrutinizing patriarchal structures and their psychological impacts on women, and Historicist analysis,

emphasizing a work's historical context. New Historicism, intertwining literature with its social and cultural milieu, is also explored. By offering comprehensive discussions on these key literary theories, the Unit aims to equip readers with diverse analytical tools, enhancing their understanding of literature and its multifaceted representations of human experience.

## 8.2 LITERARY APPROACHES TO RESEARCH

Literary approaches to research refer to methods used to study, analyze, and interpret literature or other written works. These approaches employ a range of critical theories and frameworks to explore various aspects of a text, such as its structure, themes, language, and socio-cultural context. Literary research helps scholars understand the meaning, significance, and impact of a work on readers, society, and culture. Some popular literary approaches include:

**Formalism:** Formalism focuses on the form and structure of a text, emphasizing its intrinsic elements such as plot, character, setting, theme, imagery, and symbolism. This approach seeks to understand the text as an independent entity, without considering the author's intention or the socio-cultural context.

**New Criticism:** New Criticism, like Formalism, concentrates on the text itself. It analyzes the text's linguistic and aesthetic features, seeking to uncover the complexities and ambiguities present within the work. New Critics view literature as an autonomous object, often disregarding historical and biographical information.

**Psychoanalytic Criticism:** This approach applies theories from psychoanalysis, primarily those of Sigmund Freud, to literary texts. Psychoanalytic criticism explores the psychological motivations, unconscious desires, and conflicts within a text, as well as the author's and characters' psyches.

**Marxist Criticism:** Marxist criticism examines literature through the lens of Marxist theory, focusing on issues of class, power, and ideology. It investigates how economic and social factors influence the production, distribution, and consumption of literature, and how the text can reflect, reinforce, or challenge existing power structures.

**Feminist Criticism:** Feminist criticism is rooted in feminist theory, and it examines the representation of gender, sexuality, and power dynamics in literature. It explores how women are portrayed in texts and how the gendered experiences of authors might influence their work.

**Postcolonial Criticism:** Postcolonial criticism explores the impact of colonialism and its aftermath on literature, focusing on issues such as identity, power, and representation. It examines how texts can both perpetuate and challenge colonial ideologies, and how literature can be used as a tool of resistance and empowerment.

**Reader-Response Criticism:** This approach emphasizes the role of the reader in constructing meaning from a text. It acknowledges that individual readers bring their own experiences, biases, and expectations to a work, which influence their interpretation and response to the text.

**Structuralism and Post-structuralism:** These approaches focus on the underlying structures and systems that govern language, texts, and meaning. Structuralism seeks to identify common patterns and relationships within texts, while post-structuralism questions the stability of language and meaning, arguing that interpretation is always subjective and fluid.

These are just a few examples of the many literary approaches to research. Each method offers unique insights into a text, and scholars often employ multiple approaches to gain a comprehensive understanding of a work's meaning and significance.

## 8.3 FORMALIST APPROACH

Formalism is a literary approach to research that focuses on the intrinsic properties of a text, such as its structure, language, and style, rather than its context, author, or historical background. Originating in the early 20th century, formalism has its roots in the works of Russian Formalists such as Viktor Shklovsky, Roman Jakobson, and the Prague Linguistic Circle, as well as the American New Critics such as Cleanth Brooks, W.K. Wimsatt, and Monroe Beardsley.

Key aspects of formalism include:

**Close reading:** Formalists emphasize the importance of a careful and detailed analysis of a text's language, syntax, and rhetorical devices. This close reading helps to reveal patterns, motifs, and themes that might not be apparent at a cursory glance.

**Text as an autonomous entity:** Formalists believe that a literary work should be studied as an independent and self-contained object, separate from the author's biography, intentions, or the historical and social context in which it was created.

**Literary devices:** Formalists pay close attention to the use of various literary devices, such as imagery, metaphor, allusion, and symbolism, as these elements contribute to the overall meaning and aesthetic experience of the text.

**Defamiliarization:** Formalists argue that the primary function of literature is to make the familiar strange or to present ordinary experiences in an unexpected way. This idea, called *ostranenie* or defamiliarization, challenges readers to see the world from a new perspective and to question their preconceived notions.

**Structural analysis:** Formalists often analyze the structure of a text, including its plot, character development, and narrative techniques, to uncover how these elements contribute to the work's overall meaning and impact.

Formalism as a literary approach has its critics, who argue that it can be reductive and overly focused on the text at the expense of important contextual factors. Despite these critiques, formalism has made lasting contributions to the field of literary studies, particularly through its emphasis on close reading and the careful analysis of literary devices.

**Example:**

**Sonnet 18: 'Shall I compare thee to a summer's day?'**

**(BY WILLIAM SHAKESPEARE)**

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date;

Sometime too hot the eye of heaven shines,

And often is his gold complexion dimm'd;

And every fair from fair sometime declines,

By chance or nature's changing course untrimm'd;

But thy eternal summer shall not fade,

Nor lose possession of that fair thou ow'st;

Nor shall death brag thou wander'st in his shade,

When in eternal lines to time thou grow'st:

So long as men can breathe or eyes can see,

So long lives this, and this gives life to thee.

**Abstract**

This paper aims to provide a formalistic analysis of Shakespeare's Sonnet 18, examining the poem's structure, language, and imagery to reveal its underlying themes and the genius of the poet. By focusing exclusively on the formal elements of the text, we aim to provide a deeper understanding of how these elements contribute to the poem's meaning and overall effect.

**Introduction**

Formalism as a literary approach emphasizes the intrinsic elements of a literary work, such as structure, language, and imagery, to analyze and interpret its meaning. By concentrating on the text itself, formalism seeks to explore the ways in which these elements contribute to the overall effect of the piece. In this paper, we apply a formalistic approach to Shakespeare's Sonnet 18, one of the most famous and enduring examples of English literature.

**Analysis**

**Structure**

Sonnet 18 follows the traditional structure of the English sonnet, comprising 14 lines written in iambic pentameter with a rhyme scheme of ABABCDCDEFEFGG. The poem is divided into three quatrains and a final rhymed couplet, each of which develops and modifies the central theme.

### Language

Shakespeare's choice of words and phrasing in Sonnet 18 is key to its effectiveness. The poem begins with a rhetorical question, which immediately engages the reader and sets the stage for the ensuing comparison between the beloved and a summer's day. Throughout the poem, Shakespeare employs various literary devices, such as metaphor, personification, and simile, to convey the beauty of the beloved and the idea of immortality through poetry.

### Imagery

In Sonnet 18, Shakespeare employs vivid and contrasting imagery to enhance the poem's central themes. The summer's day is used as a metaphor for the beloved, highlighting the fleeting nature of beauty and life itself. This imagery is contrasted with the eternal nature of the poet's verse, which, unlike the summer's day, will not fade or lose its beauty.

### Theme

The primary theme of Sonnet 18 is the immortality of love and art. By comparing the beloved to a summer's day and asserting that the poet's verse will ensure the beloved's eternal beauty, Shakespeare explores the power of poetry as a means to defy the passage of time and the impermanence of life.

### Conclusion

The formalistic analysis of Shakespeare's Sonnet 18 provides insight into the poem's structure, language, and imagery, which work together to convey its central themes. By focusing on the text itself, we can appreciate the brilliance of Shakespeare's craft and the lasting impact of his work. The formal elements of the poem not only contribute to the poem's meaning but also showcase the ability of literature to encapsulate and immortalize human emotion and experience.

## 8.4 COMPARATIVE LITERATURE APPROACH

Comparative literature is a multidisciplinary approach to the study of literature that focuses on the analysis and comparison of literary works from different languages, cultures, time periods, and genres. By examining the similarities and differences among texts, scholars can gain a deeper understanding of the various ways literature reflects and influences society. This approach can provide valuable insights into a wide range of topics, such as cultural exchange, literary traditions, and the evolution of literary forms.

Some key aspects of comparative literature as a literary approach to research include:

**Interdisciplinarity:** Comparative literature often incorporates various fields of study, such as history, sociology, anthropology, and linguistics. This allows researchers to explore the complex relationships between literature and other aspects of human culture and society.

**Cross-cultural analysis:** Comparative literature encourages the examination of works from different cultural backgrounds, promoting a broader understanding of the diverse perspectives, themes, and narrative styles that exist within the global literary landscape.

**Intertextuality:** The study of comparative literature often involves the analysis of how texts reference or respond to one another, revealing the interconnectedness of literary works and the ways in which they shape and are shaped by their cultural contexts.

**Historical context:** A comparative approach to literary research often involves considering the historical contexts in which works were produced, allowing scholars to explore the ways in which literature reflects and responds to the social, political, and intellectual developments of its time.

**Genre analysis:** Comparative literature enables the examination of different genres, forms, and styles, helping to identify commonalities and differences among literary works and providing insights into the development and evolution of literary forms.

**Translation studies:** As comparative literature often involves the analysis of works in translation, researchers must consider the challenges and nuances of translating texts across languages and cultures. This can lead to valuable insights into the role of translation in shaping literary reception and interpretation.

Overall, comparative literature as a literary approach to research allows scholars to investigate a wide range of topics and questions within the field of literature. By engaging in cross-cultural, interdisciplinary, and intertextual analyses, comparative literature researchers can develop a richer and more nuanced understanding of the complex relationships between literature, culture, and society.

**Example :**

**A Comparative Analysis of Magical Realism in Gabriel García Márquez's *One Hundred Years of Solitude* and Salman Rushdie's *Midnight's Children***


**Abstract**

This research aims to undertake a comparative study of magical realism as a literary genre through the examination of two seminal works, *One Hundred Years of Solitude* by Gabriel García Márquez and *Midnight's Children* by Salman Rushdie. By analyzing the narrative techniques, themes, and socio-political contexts of both novels, this study seeks to illuminate the ways in which magical realism functions as a literary approach to understanding and critiquing reality.


**Introduction**

Comparative literature as a research approach enables scholars to examine and analyze the similarities and differences between texts from different linguistic, cultural, and historical contexts. This comparative study will focus on magical realism as a literary genre, which emerged primarily in Latin America and later spread to other parts of the world. By examining the works of García Márquez and Rushdie, we can identify the shared characteristics and unique features of magical realism in their respective cultural contexts.

**Methodologies**

- Close reading and analysis of the primary texts: *One Hundred Years of Solitude* and *Midnight's Children.*
- Contextualizing the novels within their respective socio-political and historical backgrounds.
- Identifying key themes, motifs, and narrative techniques employed by both authors.
- Comparing and contrasting the manifestations of magical realism in both works.
- Drawing conclusions about the significance of magical realism as a literary approach in the context of the studied novels.

**FINDINGS**

**Narrative Techniques and Magical Realism**

- Both novels exhibit a non-linear narrative structure, blending past, present, and future events.
- Use of magical elements is intertwined with everyday occurrences, highlighting the coexistence of the fantastical and the mundane.

**Themes and Motifs**

- Both novels explore themes of identity, memory, and history, in the context of nation-building and postcolonial realities.
- In both works, the protagonists' lives reflect the turbulent histories of their respective countries.

**Socio-Political Contexts**

- *One Hundred Years of Solitude* critiques Latin American history, particularly the cycles of violence and exploitation.
- *Midnight's Children* grapples with the complex legacy of colonialism and the challenges faced by post-independence India.

**Cultural Specificity and Universality**

- Both novels demonstrate the unique cultural manifestations of magical realism, rooted in their respective regional mythologies and folklore.
- At the same time, they exemplify the universality of magical realism as a literary approach that transcends cultural and linguistic boundaries.

**Conclusion:**

This comparative study highlights the multifaceted nature of magical realism as a literary genre, revealing its capacity to simultaneously challenge and enrich our understanding of reality. By examining *One Hundred Years of Solitude* and *Midnight's Children* side by side, we can appreciate the shared characteristics and

unique features of magical realism in different cultural contexts. This literary approach proves invaluable in shedding light on the complexities of human experience and socio-political realities.

## 8.5 PSYCHOLOGICAL/PSYCHOANALYTIC APPROACH

Psychoanalysis as a literary approach to research is a method that employs the concepts, theories, and techniques of psychoanalytic theory to interpret and analyze literary texts. Originating from the theories of Sigmund Freud, psychoanalysis seeks to uncover the unconscious motivations and desires that drive human behavior. When applied to literature, psychoanalysis can provide a deeper understanding of the characters, themes, and symbolism within a work, as well as insights into the author's own psychological experiences and the broader cultural context.

Some key aspects of psychoanalytic literary analysis include:

**Unconscious motivations:** Psychoanalytic critics often attempt to uncover the unconscious desires, fears, and conflicts that drive characters' actions within a text. This can lead to a more nuanced understanding of character motivations and relationships, as well as the thematic development of the narrative.

**The Oedipus complex:** One of Freud's most influential theories, the Oedipus complex posits that children develop unconscious sexual desires for their opposite-sex parent and feelings of rivalry with their same-sex parent. This concept can be applied to analyze the dynamics of familial relationships in literature, as well as the broader theme of desire and repression.

**The Id, Ego, and Superego:** Freud's structural model of the psyche consists of three components – the Id (primitive desires and instincts), the Ego (rational thought and reality-based decision-making), and the Superego (moral conscience and societal rules). Psychoanalytic critics often use this framework to analyze the internal conflicts and moral dilemmas faced by characters in a work of literature.

**Defense mechanisms:** To cope with internal conflicts and anxieties, the human psyche employs various defense mechanisms, such as repression, denial, and projection. Analyzing these mechanisms in literature can provide a deeper understanding of how characters deal with their psychological struggles and how these struggles impact the narrative.

**Dream analysis and symbolism:** Dreams and symbols play a significant role in psychoanalytic theory, as they are thought to reveal unconscious desires and fears. Analyzing the symbolism, imagery, and dream sequences in a text can lead to a richer understanding of the work's themes and the psychological landscape of its characters.

**Authorial intent and biographical analysis:** While some psychoanalytic critics focus on the text itself, others consider the author's own psychological experiences as a potential source of insight into their work. By examining the author's life and

personal experiences, critics can draw connections between the author's unconscious desires, conflicts, and the themes explored in their work.

Overall, psychoanalytic literary criticism offers a unique and in-depth approach to understanding literature by considering the psychological underpinnings of both the characters and the authors themselves. By examining the unconscious motivations, desires, and conflicts present in a work, this approach can yield a richer and more complex interpretation of a text.

**Example :**

**The Oedipal Complex in Shakespeare's *Hamlet*: An Analysis of the Protagonist's Psychological Depths**

**Abstract:**

This research paper aims to explore the psychological dimensions of William Shakespeare's *Hamlet*, focusing on the Oedipal complex as a key aspect of the protagonist's character. By applying Sigmund Freud's psychoanalytic theory to the text, this study will delve into the unconscious desires and conflicts that shape Hamlet's actions and motivations throughout the play.

**Introduction:**

The psychoanalytic approach to literary analysis, pioneered by Sigmund Freud, posits that literary works can reveal unconscious desires and conflicts in both authors and their characters. As one of the most complex and multi-layered characters in literature, Hamlet provides a rich ground for such exploration. The Oedipal complex, a central concept in Freudian psychoanalysis, involves a child's unconscious desire for the parent of the opposite sex and hostility toward the same-sex parent. In this paper, we will examine how the Oedipal complex manifests in Hamlet's relationships with his mother, Gertrude, and his father, King Hamlet.

**Analysis:**

**The Ghost of King Hamlet:**

The appearance of King Hamlet's ghost can be seen as a symbol of Hamlet's unresolved feelings toward his father. The ghost's command to avenge his death sparks Hamlet's internal conflict, as he grapples with the duty to honor his father and the unconscious resentment, he harbors for him. This resentment stems from the Oedipal complex, wherein Hamlet perceives his father as a rival for his mother's affections.

**Hamlet's Relationship with Gertrude:**

Hamlet's relationship with his mother is central to the play and provides ample evidence of his Oedipal complex. His disgust for her hasty remarriage to his uncle, Claudius, reveals his unconscious desire to possess his mother exclusively. The famous "closet scene" (Act 3, Scene 4) further exemplifies this, as Hamlet confronts Gertrude and expresses his deep-seated feelings of betrayal and jealousy.

His revulsion toward her sexuality and his fixation on her intimate relations with Claudius further underscore the Oedipal nature of his feelings.

**Hamlet's Inability to Act:**

Throughout the play, Hamlet's inability to act decisively and swiftly can be linked to his unresolved Oedipal conflict. His hesitation to kill Claudius is not solely due to moral or philosophical concerns but also reflects an unconscious identification with his murderous uncle. In Freudian terms, Claudius has carried out the very act that Hamlet unconsciously desires—eliminating the father figure and taking his place beside the mother.

**Conclusion:**

By applying the psychoanalytic lens to Shakespeare's *Hamlet*, we have uncovered the deep-seated Oedipal complex that shapes the protagonist's actions and motivations. This analysis not only enriches our understanding of the play but also highlights the enduring relevance of Freud's theories in the interpretation of literary works.

## 8.6 FEMINIST APPROACH

Feminism as a literary approach to research refers to a method of analysis that focuses on the representation, roles, and experiences of women in literature. This approach seeks to challenge traditional patriarchal norms and assumptions, while also highlighting the complex ways in which gender, sexuality, and power dynamics intersect in literary works. Feminist literary criticism is a valuable research methodology for interpreting and understanding literature from various time periods and cultures, as well as for critiquing the ways in which authors have portrayed women throughout history.

Key aspects of feminist literary research include:

**Examining the representation of women:** Feminist researchers explore how women are depicted in literature, including their roles, relationships, and experiences. This analysis can reveal both overt and subtle forms of sexism, and help to challenge limiting stereotypes.

**Analyzing power dynamics:** Feminist literary criticism considers the power dynamics between men and women in a text, as well as how these dynamics influence character development, plot progression, and thematic exploration.

**Investigating authorial intent:** Researchers may examine the life and beliefs of an author in order to better understand their work from a feminist perspective. This can provide insight into the ways in which an author's personal experiences and ideologies may have shaped their portrayal of women in their writing.

**Reclaiming women's voices:** Feminist literary research seeks to elevate the voices and perspectives of female authors, characters, and readers that have been historically marginalized or silenced.

**Intersectional analysis:** Feminist literary criticism often incorporates an intersectional approach, acknowledging that gender is just one aspect of identity

that can intersect with race, class, sexuality, and other factors to shape a person's experience. This can lead to a more nuanced understanding of the ways in which various forms of oppression and privilege interact within a text.

**Challenging traditional literary canons:** Feminist researchers often question the traditional literary canon and seek to include diverse voices and perspectives that have been historically underrepresented or excluded.

In conclusion, feminism as a literary approach to research offers a valuable lens through which we explore and interpret literature. By examining the representation and experiences of women, as well as broader power dynamics and intersections of identity, feminist literary criticism contributes to a more inclusive and equitable understanding of literary works.

**Example :**

**A Feminist Literary Approach to Charlotte Bronte's *Jane Eyre***

**Abstract**

This paper aims to explore the novel *Jane Eyre* by Charlotte Bronte from a feminist literary perspective, focusing on the way the protagonist, Jane Eyre, challenges the gender norms of the Victorian era. By examining the themes of education, economic independence, and self-determination, we will demonstrate how Jane's journey serves as a critique of the patriarchal society in which she lives, and how her actions ultimately contribute to her empowerment and the questioning of traditional gender roles.

**Introduction**

Charlotte Bronte's novel, *Jane Eyre*, published in 1847, is a significant work in the literary canon, particularly in terms of its exploration of gender relations and the role of women in the Victorian era. This paper utilizes a feminist literary approach to examine the character of Jane Eyre and her experiences as a means of challenging societal expectations and advocating for women's rights and equality.

**Education and Gender**

In *Jane Eyre*, education is an essential tool for empowering women and breaking free from the confines of a male-dominated society. As a young orphan, Jane is sent to Lowood School, an institution for impoverished girls. Despite the harsh conditions, Jane's time at Lowood provides her with valuable knowledge, allowing her to become a governess and gain a sense of independence. By highlighting the importance of education for women, Bronte challenges the Victorian era's expectation that women should focus solely on domestic duties.

**Economic Independence**

Jane Eyre emphasizes the importance of women's economic independence as a means of achieving gender equality. By becoming a governess, Jane is able to earn her own living and remain financially independent, which was uncommon for women during this time period. Her decision to reject Mr. Rochester's initial marriage proposal, despite her love for him, is a powerful demonstration of her unwillingness to sacrifice her autonomy and self-respect for a relationship.

**Self-determination and Challenging Patriarchy**

Throughout the novel, Jane asserts her right to self-determination, often defying the expectations of the patriarchal society in which she lives. She refuses to be silenced, insisting on expressing her thoughts and desires openly. Jane's strong sense of self is further exemplified when she rejects St. John Rivers' proposal of a loveless, missionary marriage, as it would rob her of her agency and passion.

**Conclusion**

Charlotte Bronte's *Jane Eyre* is a groundbreaking novel that explores feminist themes such as education, economic independence, and self-determination. Through the character of Jane Eyre, Bronte critiques the gender norms and patriarchal society of the Victorian era, empowering women and encouraging readers to challenge traditional roles and expectations. By employing a feminist literary approach, we can gain a deeper understanding of the novel's progressive message and its enduring relevance to contemporary discussions on gender equality and women's rights.

## 8.7 HISTORICIST APPROACH

The historicist literary approach to research is a methodology that seeks to understand literary works in the context of their historical, social, and cultural environments. This approach is grounded in the belief that literature is a product of its time and cannot be fully understood or appreciated without considering the historical circumstances surrounding its creation.

In conducting research using the historicist approach, scholars typically follow these steps:

**Identify the historical context:** Begin by researching the historical period in which the literary work was produced. This can include the political, social, and economic conditions, as well as the author's own experiences, beliefs, and circumstances.

**Investigate the author's background:** Delve into the author's life, works, and ideologies to gain a deeper understanding of the personal experiences and viewpoints that may have shaped their writing. This can help you identify patterns, themes, and perspectives that are consistent across their work.

**Analyze the text:** Examine the literary work itself, paying close attention to its language, style, themes, and characters. Look for connections between the text and the historical context you've researched, as well as any possible influences from the author's background.

**Connect the text to its broader historical and cultural context:** Consider how the literary work reflects or responds to the cultural, social, and political issues of its time. Assess the ways in which the text might have been shaped by the author's engagement with these issues, and how it might have been received by contemporary readers.

**Compare and contrast with other works:** Analyze other literary works from the same period or by the same author, drawing comparisons and contrasts to deepen your understanding of the text's historical context and significance. This can help

you identify broader trends, common themes, and divergent viewpoints within the literary landscape of that time.

**Present your findings:** Once you've conducted your analysis, synthesize your findings into a coherent argument, presenting evidence from both the text and your historical research. Be sure to address any relevant debates or controversies within the field of study, and acknowledge the limitations of your own research.

By employing the historicist approach, you can gain a deeper understanding of the complex interplay between literature and its historical context, as well as the ways in which authors have engaged with and responded to the cultural, social, and political issues of their time. This can provide valuable insights into both the literary work itself and the wider historical period in which it was produced.

**Example**

**The Paradox of Historical Progression in Samuel Beckett's *Waiting for Godot***

**Abstract**

In this study, we employ a historicist literary approach to examine Samuel Beckett's play, *Waiting for Godot*, against the backdrop of the socio-political context of the mid-twentieth century. By analyzing the interactions between the characters, themes, and historical influences, we explore the paradoxical nature of historical progression as presented in the play. We argue that Beckett's portrayal of the human condition in *Waiting for Godot* reflects the existential anxiety and hopelessness prevalent in a post-World War II society, serving as a critique of the modern human experience.

**Introduction**

*Waiting for Godot*, a play by Irish playwright Samuel Beckett appeared in 1953, is considered one of the seminal works of the Theatre of the Absurd. In order to fully understand the depth and complexity of Beckett's work, it is essential to consider the historical context in which it was written. Post-World War II Europe was marked by political uncertainty, economic instability, and widespread disillusionment with the idea of human progress. The historicist approach allows us to delve into the interconnectedness of the play's themes with the socio-political climate of its time.

**Analysis**

**The Fragmentation of Time and History:** Beckett's characters, Vladimir and Estragon, are trapped in a cyclical existence, waiting for the mysterious Godot who never arrives. This theme of waiting can be seen as a metaphor for the stagnation of history, where progress is expected but never truly achieved. The play's non-linear structure and repetition of events can be connected to the fractured experience of time during and after World War II, where traditional narratives of history were disrupted by the devastation of war.

**The Existential Anxiety and Alienation:** The characters in *Waiting for Godot* experience a deep sense of uncertainty and despair, reflecting the widespread anxiety that gripped post-war Europe. The play's exploration of the human condition highlights the absurdity and meaninglessness of life, resonating with the

existentialist philosophies of Jean-Paul Sartre and Albert Camus, which were gaining prominence during this time.

**The Critique of Modernity and the Human Experience:** The barren landscape of the play represents a world stripped of its cultural and historical context, symbolizing the loss of meaning and purpose in the modern world. The fruitless waiting of Vladimir and Estragon can be seen as a critique of the disillusionment with progress and the sense of hopelessness that pervaded post-war society. This theme is further emphasized by the play's minimalistic setting, which mirrors the emptiness and isolation experienced by many individuals in the wake of the war.

**Conclusion**

By employing a historicist literary approach, we can better understand the complex layers of meaning in Samuel Beckett's *Waiting for Godot*. The play serves as a poignant reflection of the socio-political climate of the mid-twentieth century, capturing the existential anxiety and disillusionment of a post-World War II society. Through the exploration of themes such as the fragmentation of time, existential anxiety, and the critique of modernity, Beckett's work serves as a powerful commentary on the human experience within the context of historical progression.

## 8.8 NEW HISTORICIST APPROACH

The New Historicist literary approach to research is a method of analyzing and interpreting literary texts by considering them in their historical, social, and cultural contexts. This method gained prominence in the 1980s and has since become an influential approach in literary and cultural studies. It aims to understand the complex relationship between literature, history, and culture, with the belief that literary texts are a product of their time and should be studied accordingly.

Here are some key principles and steps to adopt a New Historicist approach to literary research:

**Contextualize the text:** Study the historical, social, political, and cultural context in which the literary work was produced. This includes researching the author's life, the social and political events of the time, and other relevant cultural influences. This information will help to better understand the motivations, ideas, and values reflected in the text.

**Analyze power dynamics:** Investigate the power structures and relationships present in both the text and its historical context. This may involve examining hierarchies, such as gender, race, or class, and how these dynamics influence the characters, plot, and themes in the text.

**Explore the role of ideology:** Delve into the ideological beliefs and values of the time, and how they manifest in the text. Examine how the text challenges or reinforces these ideologies, and consider how the author's own beliefs and values may have shaped the work.

**Interrogate the text's construction of history:** Examine the way the text presents and interprets history, and how this representation may be influenced by the

author's perspective, biases, or the prevailing historical narrative of the time. Consider how the text might critique, revise, or challenge these narratives.

**Engage in intertextuality:** Explore the connections between the text and other works of literature or art from the same period. This can reveal broader patterns, themes, and discourses in the cultural landscape, helping to better understand the text's place within its historical context.

**Emphasize the text's "situatedness":** Acknowledge that the text is not an isolated work, but rather a product of its historical moment and cultural milieu. This means that the meaning and significance of the text may change over time as new interpretations and historical perspectives emerge.

**Reflect on your own positionality:** Recognize that as a researcher, your own historical and cultural context influences your interpretation of the text. This self-reflection encourages awareness of the ways in which your own experiences and beliefs might shape your analysis.

By using these principles, the New Historicist approach seeks to reveal the complex interplay between literature, history, and culture, offering a richer and more nuanced understanding of literary texts.

**Example :**

**New Historicist Analysis of Power and Politics in Shakespeare's *Macbeth*: A Postcolonial Indian Perspective**


**Abstract**

This research paper aims to analyze Shakespeare's *Macbeth* using the New Historicist literary approach, focusing on the complex interplay of power and politics as seen through a postcolonial Indian lens. The study examines the sociopolitical context of the play, emphasizing the influence of Elizabethan England's political climate and the then-emerging British colonialism on the portrayal of ambition, authority, and violence in the play. Drawing parallels between the power struggles in Macbeth and the Indian socio-political milieu, the paper ultimately seeks to foster a better understanding of the play's relevance to contemporary Indian society.


**Introduction**

William Shakespeare's *Macbeth*, a tragedy written in the early 17th century, explores themes of power, ambition, and political intrigue. With the rise of postcolonial studies and the New Historicist literary approach, there has been a growing interest in examining Shakespeare's works in the context of the cultural, social, and political forces that shaped them. This study seeks to analyze Macbeth from a postcolonial Indian perspective, drawing connections between the play's themes and the power dynamics present in contemporary Indian society.

**New Historicism as a literary approach**

New Historicism is a literary approach that emerged in the late 20th century, which emphasizes the interplay between literature and history. New Historicist scholars, like Stephen Greenblatt, focused on understanding texts in their historical context,

exploring how the cultural, social, and political forces of the time shaped the author's work. They also examine how the text may have influenced its contemporary society and its reception by later generations.

**This study aims to:**

- Analyze the power dynamics in *Macbeth* using a New Historicist lens.
- Examine the socio-political context of the play, particularly the influence of Elizabethan England and the emerging British colonialism.
- Draw parallels between the power struggles in Macbeth and the Indian socio-political milieu.
- Foster a better understanding of *Macbeth*'s relevance to contemporary Indian society.

## Literature Review

### Previous New Historicist analyses of *Macbeth*

Several New Historicist studies have explored the interplay between power and politics in Macbeth. Scholars such as Stephen Greenblatt and Catherine Belsey have highlighted the influence of the Elizabethan worldview on the play, particularly the social anxieties surrounding kingship, authority, and order.

### Shakespeare's representation of power and politics in his works

Shakespeare's plays often explore power dynamics and political intrigue. Characters in his works, like *Macbeth*, often grapple with ambition, corruption, and the consequences of their actions. Scholars have argued that these themes reflect the political climate of the Elizabethan era, during which power struggles and social upheaval were common.

### Postcolonial readings of Shakespeare

Postcolonial scholars have analyzed Shakespeare's works in the context of colonialism, examining the ways in which they reflect, challenge, or reinforce colonial ideologies. Ania Loomba, for example, has studied the relationship between Shakespeare's plays and the emergence of British colonialism, highlighting the ways in which his works engage with issues of power, race, and cultural difference.

## Socio-political context of *Macbeth*

### Elizabethan England and its influence on the play

*Macbeth* is set in medieval Scotland, but it was written during the reign of Queen Elizabeth I of England. The political climate of Elizabethan England, marked by power struggles and social unrest, is reflected in the play's themes of ambition, betrayal, and violence. Additionally, the Elizabethan belief in the divine right of kings and the importance of order and hierarchy may have influenced Shakespeare's portrayal of kingship and authority in the play.

### The emerging British colonialism and its effects on Shakespeare's works

During Shakespeare's time, England was beginning to establish itself as a colonial power. This expansionist agenda may have influenced the themes of power, conquest, and ambition in his works, including *Macbeth*. Scholars argue that the play can be read as a commentary on the violent means by which power is pursued and maintained, both in the domestic sphere and in the context of colonial expansion.

## Analysis of power and politics in *Macbeth* through a New Historicist lens

### Ambition and its consequences in the play

*Macbeth*'s central theme revolves around the destructive nature of unchecked ambition. Macbeth and Lady Macbeth's lust for power drives them to commit regicide, plunging Scotland into chaos and bloodshed. The play examines the moral and psychological consequences of their actions, ultimately demonstrating the danger of ambition without restraint. This theme resonates with the expansionist ambitions of Elizabethan England and the subsequent consequences of colonialism.

### The use of violence and manipulation to maintain power

Violence and manipulation play crucial roles in *Macbeth*, as characters employ these tactics to maintain or gain power. Macbeth's initial crime begets a cycle of violence, as he resorts to increasingly brutal means to secure his position. The play highlights the corrosive effects of power, as characters like Macbeth and Lady Macbeth become morally compromised in their pursuit of control. These themes can be linked to the historical context of Elizabethan England and the violent means used to assert authority during periods of social and political unrest.

### The role of women and their influence on the political landscape

Women play a significant role in *Macbeth*, particularly in relation to power dynamics. Lady Macbeth manipulates her husband, urging him to commit murder to fulfill their ambitions. The witches, too, wield considerable influence, their prophecies serving as catalysts for Macbeth's descent into tyranny. By examining the roles of women in the play, this research highlights the complex interplay between gender, power, and politics in the Elizabethan era.

## Postcolonial Indian perspective on *Macbeth*

### Parallels between *Macbeth* and the Indian socio-political landscape

Drawing from a postcolonial Indian perspective, this study reveals parallels between the power struggles in *Macbeth* and those in Indian society. Themes of ambition, betrayal, and the consequences of political machinations resonate with the Indian experience of colonialism, as well as postcolonial power struggles and corruption. Analyzing *Macbeth* in this context offers insights into the ways in which similar power dynamics manifest in different cultural and historical settings.

### The impact of colonialism on Indian society and its connection to the play

Macbeth's exploration of power, ambition, and violence can also be connected to the impact of British colonialism on India. The colonial project's ruthless pursuit of power and resources mirrors the destructive ambition portrayed in the play. By

examining these similarities, this research fosters a deeper understanding of the complex relationship between Shakespeare's works and the colonial experience.

### *Macbeth* as a reflection of the Indian struggle for power and identity

The play's exploration of identity, ambition, and power resonates with the Indian struggle for independence and the ongoing challenges of establishing a postcolonial national identity. By engaging with Macbeth from an Indian perspective, this study aims to illuminate the play's relevance to contemporary Indian society and contribute to a richer, more diverse discourse on Shakespeare's works.

### Conclusion

### Summary of the findings

This research has demonstrated the value of a New Historicist approach in analyzing Shakespeare's Macbeth from a postcolonial Indian perspective. By examining the play in its historical context and exploring parallels with the Indian socio-political landscape, the study has revealed new insights into the themes of power, ambition, and violence in the play.

### Implications for the understanding of *Macbeth* in Indian society

By highlighting the connections between *Macbeth* and contemporary Indian society, this research has shown the enduring relevance of Shakespeare's works in a postcolonial context. This analysis encourages a deeper engagement with the play, fostering a more nuanced understanding of its themes and their resonance with Indian audiences.

### Recommendations for further research

This study serves as a starting point for further research into the intersections of Shakespeare's works and postcolonial Indian society. Future research could explore other plays in the Shakespearean canon using a similar New Historicist approach, deepening our understanding of the connections between his works and the Indian socio-political landscape. Additionally, comparative analyses of Shakespeare's plays and Indian literature could reveal shared themes and concerns, contributing to a richer, more diverse discourse on the interplay between literature, power, and politics in a global context.

## 8.9 LET US SUM UP

This unit has dealt with expansive texts that delve into different principal methods of literary analysis. The Comparative method explores similarities and contrasts across different texts or authors. Psychological/psychoanalytical approach deals with the understanding of unconscious state, desires and motivations of characters and authors behind composing a piece of work. Feminist analysis probes the depiction and role of women in literature, employing psychological theories to analyze character motivations. Comparative literature approach to research analysis introduces analogies, influences and differences of texts from different linguistic, cultural, time and spatial zones. Historicist criticism assesses literary works in their historical context, aiming to understand the period's sociocultural influences. New Historicism also contextualizes literature within history, but with a greater focus on

power dynamics, marginal voices, and the interplay between the text and its socio-historical circumstances. The Unit illuminates each methodology, fostering a comprehensive understanding of literature and its intricate interplay with culture, society, and psychology.

## 8.10 QUESTIONS FOR SELF-ASSESSMENT

1. What are the key differences and similarities between the Formalist and New Historicist approaches to literature? Provide examples to illustrate your points.
2. Choose a well-known literary work and analyze it from a Comparative approach. How does this perspective enhance our understanding of the piece in question?
3. How does the Feminist approach to literature provide different insights into character development and plot compared to traditional literary approaches?
4. Explain the concept of "historicizing" in the Historicist and New Historicist literary approaches. How does this differ from a simple historical analysis of a literary work?
5. Using a literary work of your choice, discuss how a story might be interpreted differently using a Formalist approach versus a Psychological Feminist approach.

## 8.11 FURTHER READINGS


- Da Saousa Correa, Delia and WR Owens (ed). *The Handbook of Literary Research*. 2nd edn. 2010.
- Griffin, Gabriele (eds). *Research Methods for English Studies*. 2013.
- Pickering, Michael (eds). *Research Methods for Cultural Studies*. 2008.

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# MAEN-105
## Research Methodology

## Block
# 3
## Steps of Research

**Unit-1** **Formulation of Research**

**Unit-2** **Preparing Research Design and Study Design**

**Unit-3** **Developing Data Collection Instruments**

**Unit-4** **Writing a Research Proposal and Research Report**

# BLOCK-III INTRODUCTION

This block is aimed at making you aware about research steps. The research process consists of a series of systematic procedures that a researcher must go through in order to generate knowledge. This process is known as research steps. This block is considerable to learn the whole research process. It focuses on the relevant topic to conduct effective research. After reading this block you must understand the research process steps that make easier for you to understand the research. This block is divided into four units, i.e. from 9 - 12. Unit-9 focuses on the formulation of a Research Problem. It develops the power in learners how they design a suitable research problem to write a thesis on it. Unit-10 focuses on the process of preparing research design and study design.

Unit-11 focuses on the process to develop the skill to collect data for research. Unit-12 focuses on the writing a research proposal and research report.

# UNIT-9 FORMULATION OF A RESEARCH PROBLEM

**Structure**


9.0 Objective

9.1 Introduction

9.2 Formulation of Research Problem

9.3 Research Problem and Hypothesis

9.4 Formulation of a Research Problem

- 9.4.1 Identify A Broad Area Of Interest
- 9.4.2 Conduct a Literature Review
- 9.4.3 Narrow Down the Topic
- 9.4.4 State the Research Problem
- 9.4.5 Formulate research questions or hypotheses
- 9.4.6 Determine the Research Objectives
- 9.4.7 Identify the Research Design
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9.5 Formulation of a Research Problem in Literary Studies

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## 9.0 OBJECTIVES

The objectives of formulating a research problem include identifying specific issues or gaps in knowledge to explore, establishing a clear direction for the study, ensuring relevance and significance, assessing feasibility, enhancing credibility, validity, and reliability of findings, and facilitating communication with the target audience. It also contributes to the development of the research field, informs policy and practice, fosters researcher's interest and motivation, and promotes collaboration among researchers with similar interests.

## 9.1 INTRODUCTION

Formulation of research refers to the process of developing a well-defined, clear, and focused research problem, which can be effectively investigated and analysed to generate valuable insights and contribute to existing knowledge. The formulation of research involves identifying a topic of interest, developing a research question, and establishing a theoretical framework, objectives, and hypotheses. This is a crucial step in the research process as it sets the foundation for the subsequent stages, including data collection, analysis, and interpretation.

**Note:** In research many concepts and steps are interconnected and re-occur several times. Some times their order is reversed in order to achieve more focused and relevant findings.

## 9.2 FORMULATION OF RESEARCH PROBLEM

In the world of academia and scientific inquiry, the formulation of research plays a pivotal role in the success and impact of any study. It is the bedrock upon which the entire research process is built, as it determines the direction and scope of the investigation. A well-formulated research question not only increases the likelihood of discovering meaningful and relevant findings but also ensures that the study adheres to rigorous scientific standards.

The process of research formulation begins with identifying a subject or area of interest, which is typically based on the researcher's expertise, personal interests, or gaps in the existing literature. Once a general topic has been chosen, the researcher then delves deeper into the subject matter, reviewing previous research and related theories to refine their focus and establish the context for their study. This background knowledge and understanding is essential for the researcher to develop a precise and manageable research question.

A well-constructed research question is characterized by its clarity, relevance, and feasibility. It should be clear enough to guide the researcher in their pursuit of answers while being relevant to the field of study and contributing to the existing body of knowledge. Moreover, the research question must be feasible, meaning that it can be investigated within the constraints of time, resources, and ethical considerations.

In addition to the research question, the formulation of research also involves establishing a theoretical framework. This framework outlines the concepts, variables, and relationships that will be examined in the study, providing a roadmap for the researcher to follow during data collection and analysis. The researcher should also outline their research objectives, which are the specific aims and goals they hope to achieve through their study.

Lastly, the researcher may develop hypotheses, which are tentative predictions about the relationships between variables. Hypotheses are crucial in quantitative research, as they guide the statistical analysis and help the researcher draw conclusions about the outcomes of their investigation.

In conclusion, the formulation of research is a critical initial step in the research process, as it sets the stage for a systematic, well-structured, and impactful study. By developing a clear and focused research question, establishing a theoretical framework, and outlining research objectives and hypotheses, researchers can embark on a fruitful journey of discovery and contribute to the advancement of knowledge within their respective fields.

## 9.3 RESEARCH PROBLEM AND HYPOTHESIS

A research problem and a hypothesis are two essential components of the research process, but they serve different purposes and have distinct characteristics.

**Research Problem:**

A research problem is a clear, concise, and well-defined statement that outlines the issue or challenge that a researcher aims to address in a study. It identifies a gap in existing knowledge and provides the basis for formulating research questions or objectives. The research problem establishes the direction and focus of a study. It guides the researcher in selecting an appropriate methodology, designing the study, and collecting relevant data. A good research problem is specific, clear, and feasible. It should be grounded in existing literature and have practical or theoretical implications.

**Hypothesis:**

A hypothesis is a testable, tentative, and specific statement that predicts the relationship between two or more variables. It is derived from the research problem, existing theories, and/or previous research findings. The hypothesis serves as a guide for the researcher in testing the proposed relationships or effects, providing the basis for the study's conclusions. It allows the researcher to assess whether the research problem has been adequately addressed. A good hypothesis is clear, concise, and testable. It should be stated in a way that allows for empirical verification, which means it can be supported or refuted through data collection and analysis.

A research problem sets the stage for a research study by identifying the issue to be investigated, while a hypothesis is a specific, testable prediction that stems from the research problem and guides the study‘s data collection and analysis.

## 9.4 FORMULATION OF A RESEARCH PROBLEM

Formulating a research problem involves several key steps that help a researcher create a well-defined, specific, and manageable research question. Here are the processes for formulating a research problem, presented point-wise:

1. Identify a broad area of interest
2. Conduct a literature review
3. Narrow down the topic

4. State the research problem
5. Formulate research questions or hypotheses
6. Determine the research objectives
7. Identify the research design
8. Determine the research population and sample
9. Establish the ethical considerations
10. Review and refine the research problem

## 9.4.1 IDENTIFY A BROAD AREA OF INTEREST

Identifying a broad area of interest is the first and foremost step in formulating a research problem. It involves selecting a general topic or subject within your field of study that you find intriguing or holds potential for further investigation. This step is crucial as it sets the foundation for your research journey, providing direction and context for the subsequent stages of problem formulation. In this process, consider the following aspects:

a) **Relevance:** Choose a topic that is relevant to your academic discipline, professional background, or societal needs. This ensures that your research contributes to the existing body of knowledge and addresses issues that are of importance to your field and society at large.

b) **Personal interest:** Select a topic that genuinely interests you, as it will motivate you to delve deeper into the subject matter and maintain your enthusiasm throughout the research process. Your passion for the subject will also be evident in your work, making it more engaging and impactful.

c) **Scope:** While identifying a broad area of interest, ensure that the topic is not too narrow or too vast. A topic that is too narrow may limit your research potential, while an overly broad topic may make it difficult to focus your study and reach meaningful conclusions.

d) **Feasibility:** Assess the feasibility of researching your chosen area of interest, taking into account factors such as time constraints, resource availability, and accessibility to data or research participants.

e) **Knowledge gap:** To make a meaningful contribution to your field, it is essential to identify an area where existing research or knowledge is limited or has gaps. This will ensure that your research has the potential to provide new insights, improve existing theories, or address unexplored aspects of your chosen topic.

To identify a broad area of interest, you can start by brainstorming, discussing ideas with peers or mentors, attending conferences, reading academic journals, or browsing research databases. Keep an open mind and remain flexible during this process, as your area of interest may evolve over time as you learn more about your field and identify specific gaps or challenges that need to be addressed. Once you have identified a broad area of interest, you can proceed to conduct a literature

review, which will help you narrow down the topic and formulate a clear research problem.

## 9.4.2 CONDUCT A LITERATURE REVIEW

Conducting a literature review is a crucial step in formulating a research problem, as it helps you understand the existing body of knowledge related to your broad area of interest. A comprehensive literature review serves several purposes, including identifying gaps in research, understanding the current state of knowledge, and providing a context for your study. Here are some key aspects to consider while conducting a literature review:

a) **Define the scope:** Clearly outline the scope of your literature review, including the time frame, geographical focus, and subject matter. This will help you systematically search and review relevant research articles, books, conference papers, and other scholarly sources.

b) **Identify relevant databases and resources:** Use specialized research databases, search engines, and library catalogues relevant to your field of study to find pertinent literature. Familiarize yourself with the databases' search functionalities and keywords to maximize the efficiency and effectiveness of your search.

c) **Search and organize literature:** Conduct a systematic search using appropriate keywords, phrases, and Boolean operators to identify relevant literature. As you find sources, document and organize them using reference management software or other tools to facilitate the review process.

d) **Analyse and synthesize the literature:** Carefully read and analyse the selected literature to understand the key findings, theories, methodologies, and debates within your area of interest. Synthesize this information to identify trends, inconsistencies, and gaps in the research that can inform your research problem.

e) **Identify research gaps:** Based on your analysis and synthesis of the literature, pinpoint specific gaps, unanswered questions, or underexplored areas that warrant further investigation. These gaps will guide you in narrowing down your topic and formulating a specific research problem.

f) **Establish a theoretical or conceptual framework:** Review existing theories and concepts related to your area of interest, and determine which ones are most relevant to your research. This framework will help guide your research design and analysis, ensuring that your study is grounded in existing knowledge.

g) **Write the literature review:** Present your findings in a well-structured, coherent, and critical manner, highlighting the key studies, theories, and debates in your field. Explain how your research problem fills an identified gap and contributes to the existing body of knowledge.

By conducting a thorough literature review, you not only gain a comprehensive understanding of your area of interest but also establish the relevance and importance of your research problem. This process will also help you identify appropriate research questions, objectives, and methodologies for your study.

## 9.4.3 NARROW DOWN THE TOPIC

Narrowing down the topic is an essential step in formulating a research problem, as it allows you to focus on a specific issue or aspect within your broad area of interest. By refining your topic, you can develop a well-defined, manageable, and meaningful research question that contributes to the existing body of knowledge. Here are some key considerations for narrowing down your topic:

a) **Identify the research gap:** Based on your literature review, pinpoint specific gaps, unanswered questions, or underexplored areas within your area of interest. Focusing on addressing these gaps will ensure that your research is original, significant, and relevant.

b) **Define the research context:** Clearly establish the context of your research, such as the geographical area, target population, time period, or specific setting. Providing a well-defined context will make your research more focused, manageable, and applicable.

c) **Specify key variables or concepts:** Identify the main variables, concepts, or phenomena you will be investigating in your research. These could include independent, dependent, or control variables, depending on your research design. Clearly defining these elements will help you structure your research problem and guide your analysis.

d) **Determine the scope:** Establish the boundaries of your research, taking into account factors such as time constraints, resource availability, and the extent of existing knowledge on the subject. Make sure your narrowed topic is feasible to research and can be completed within the given parameters.

e) **Assess the relevance and significance:** Ensure that your narrowed topic is relevant to your field of study and has the potential to make a meaningful contribution to existing knowledge. Consider the practical implications, theoretical advancements, or methodological innovations that your research may provide.

f) **Seek feedback and guidance:** Discuss your refined topic with peers, mentors, or experts in your field to gather feedback, insights, and suggestions for further refinement. This will help you validate the importance and feasibility of your research problem and ensure that it is well-defined and focused.

g) **Iterate and refine:** Continuously assess and refine your topic as needed, based on feedback, new insights, or changes in the research context. This iterative process will help you maintain focus and relevance throughout your study.

By narrowing down your topic, you can develop a clear, specific, and manageable research problem that guides your investigation and contributes to your field. This process not only enhances the quality of your research but also increases its potential impact and value to your academic discipline or society at large.

## 9.4.4 STATE THE RESEARCH PROBLEM

Stating the research problem is a critical step in the formulation of a research problem, as it sets the foundation for your entire study. A well-defined research problem serves as a roadmap, guiding your research design, data collection, analysis, and interpretation. Here are some key aspects to consider while stating the research problem:

a) **Clarity and conciseness:** Clearly articulate your research problem in a concise, unambiguous, and easily understandable manner. Avoid using jargon, and ensure that your statement can be easily grasped by researchers and non-specialists alike.

b) **Specificity:** Ensure that your research problem is specific enough to guide your investigation and allow for the development of measurable research questions or hypotheses. This includes specifying key variables, relationships, and the context of your study.

c) **Relevance and significance:** Demonstrate the relevance and significance of your research problem by establishing its connection to your field of study, societal needs, or existing literature. Highlight the potential contributions of your research, such as filling knowledge gaps, addressing practical challenges, or advancing theoretical understanding.

d) **Feasibility:** Ensure that your research problem is feasible to investigate, given the available time, resources, and access to data or research participants. A well-defined research problem should be manageable and achievable within the scope of your study.

e) **Originality:** State your research problem in a way that demonstrates its originality, by addressing an unexplored aspect, challenging existing assumptions, or proposing a novel approach. This will help establish the value of your research and set it apart from existing studies.

f) **Alignment with research questions and objectives:** Ensure that your research problem aligns with your research questions, hypotheses, and objectives. This coherence will help maintain focus throughout your study and ensure that your research contributes to addressing the stated problem.

g) **Review and refine:** Continuously assess and refine your research problem as needed, based on feedback from peers, supervisors, or changes in the research context. This iterative process will help you maintain clarity, focus, and relevance throughout your study.

By stating the research problem clearly and effectively, you provide a solid foundation for your research project. This well-defined problem not only helps guide your investigation but also communicates the value and purpose of your

research to others, including academic peers, funding agencies, and potential users of your research findings.

## 9.4.5 FORMULATE RESEARCH QUESTIONS OR HYPOTHESES

Formulating research questions or hypotheses is a critical step in the research problem formulation process. These questions or hypotheses guide your investigation, provide focus, and help you organize your study in a systematic and coherent manner. Developing clear and answerable research questions or testable hypotheses is essential for producing meaningful and valuable research findings. Consider the following aspects when formulating research questions or hypotheses:

a) **Align with the research problem:** Ensure that your research questions or hypotheses directly address the research problem and contribute to its resolution. This alignment will ensure that your study remains focused and relevant to the stated problem.

b) **Specificity and clarity:** Develop research questions or hypotheses that are specific, clear, and unambiguous. This will facilitate the design of appropriate data collection and analysis strategies, as well as ensure that your research findings are meaningful and actionable.

c) **Feasibility:** Make sure your research questions or hypotheses are feasible to investigate within the constraints of your study, such as time, resources, and access to data or research participants. Consider the practicality of answering these questions or testing these hypotheses using available research methods and tools.

d) **Measurability:** Formulate research questions or hypotheses that can be empirically tested, measured, or observed. This includes specifying the key variables, relationships, or patterns that you will investigate in your study, as well as any expected outcomes or results.

e) **Flexibility:** Keep your research questions or hypotheses flexible, allowing for potential modifications or refinements as your study progresses. This adaptability will enable you to respond to new insights, challenges, or changes in the research context, ensuring the ongoing relevance of your study.

f) **Relevance and impact:** Ensure that your research questions or hypotheses are relevant and significant to your field of study, societal needs, or existing literature. This will help ensure that your research findings contribute to advancing knowledge, addressing practical challenges, or improving theoretical understanding.

g) **Seek feedback:** Consult with peers, mentors, or experts in your field to gather feedback on your research questions or hypotheses. This input can provide valuable insights, identify potential issues, and suggest refinements or alternative approaches.

By formulating well-defined and focused research questions or hypotheses, you set the stage for a systematic and rigorous investigation that yields meaningful and valuable research findings. These questions or hypotheses not only guide your data collection and analysis but also help communicate the purpose and value of your research to others, including academic peers, funding agencies, and potential users of your research findings.

## 9.4.6 DETERMINE THE RESEARCH OBJECTIVES

Determining the research objectives is a crucial aspect of the formulation of research, as it provides a clear and focused direction for the study. Research objectives are specific, measurable, and achievable goals that a researcher aims to accomplish throughout the course of the investigation. These objectives help researchers design a well-structured and methodologically sound study, which ultimately contributes to the credibility, validity, and reliability of the research findings.

Here are some key points to consider when determining research objectives in the formulation of research:

a) **Align with the research problem:** Research objectives should stem from the research problem and directly address the identified issue or question. They should be consistent with the research problem and contribute to its resolution or exploration.

b) **Be specific and clear:** Research objectives should be concise, unambiguous, and clearly stated, allowing both the researcher and the target audience to understand the intended goals and outcomes of the study.

c) **Be measurable and achievable:** Objectives should be formulated in a way that makes them measurable and achievable within the given timeframe and resources. This ensures that researchers can track their progress and evaluate the success of their research efforts.

d) **Cover various dimensions of the research problem:** Research objectives should encompass different aspects of the research problem, such as theoretical, methodological, empirical, or practical dimensions. This ensures that the research provides a comprehensive understanding of the issue at hand.

e) **Guide the research design:** Research objectives should inform the choice of research design, methods, and data analysis techniques. By aligning these elements with the objectives, researchers can ensure that their study is well-designed and methodologically sound.

f) **Facilitate the development of research questions or hypotheses:** Research objectives can also help researchers formulate research questions or hypotheses that drive the investigation and guide the data collection and analysis process.

g) **Enhance the relevance and significance of the study:** Well-defined research objectives contribute to the relevance and significance of the research, as they demonstrate the potential impact and contributions of the study to the academic community, policymakers, or practitioners.

By carefully determining the research objectives during the formulation of research, researchers can ensure that their projects are grounded in a meaningful and well-defined purpose, ultimately enhancing the quality and impact of their investigations.

## 9.4.7 IDENTIFY THE RESEARCH DESIGN

Identifying the research design is a vital step in the formulation of research, as it outlines the overall plan for conducting the study. The research design serves as a blueprint for the investigation, providing a systematic approach to addressing the research problem and achieving the research objectives. It encompasses various components such as research questions, theoretical framework, research paradigm, methodology, data collection, and data analysis strategies. A well-chosen research design ensures that the study is coherent, rigorous, and capable of generating meaningful findings.

Here are some key points to consider when identifying the research design in the formulation of research:

a) **Align with the research problem and objectives:** The research design should be tailored to the specific needs and objectives of the research project. It should provide a coherent and logical approach to addressing the research problem and achieving the research objectives.

b) **Choose an appropriate research paradigm:** The research design should be informed by the researcher's chosen research paradigm (e.g., positivism, interpretivism, or pragmatism), which guides their beliefs about the nature of reality, the role of the researcher, and the most suitable methods for investigating the research problem.

c) **Consider the type of study:** Researchers should decide on the type of study they intend to conduct, such as exploratory, descriptive, explanatory, or evaluative research. This decision will influence the research design and the methods used to collect and analyse data.

d) **Select a suitable methodology:** The research design should include a clear and well-justified choice of methodology, whether it is qualitative, quantitative, or mixed-methods. The chosen methodology should align with the research problem, objectives, and paradigm, as well as the researcher's skills and expertise.

e) **Plan data collection and analysis strategies:** The research design should outline the specific data collection methods (e.g., interviews, surveys, or observations) and data analysis techniques (e.g., thematic analysis, statistical analysis, or content analysis) that will be employed in the study. These strategies should be appropriate for addressing the research problem and achieving the research objectives.

f) **Ensure ethical considerations:** The research design should include plans for addressing any ethical issues that may arise during the study, such as informed consent, confidentiality, and data protection.

By carefully identifying the research design during the formulation of research, researchers can develop a well-structured and methodologically sound study that enhances the credibility, validity, and reliability of their investigations. This, in turn, increases the likelihood of generating valuable insights and making a meaningful contribution to the field.

## 9.4.8 DETERMINE THE RESEARCH POPULATION AND SAMPLE

Determining the research population and sample is an essential aspect of the formulation of research, as it directly influences the data collection process and the generalizability of the study's findings. The research population refers to the entire group of individuals, events, or objects that the researcher is interested in studying, while the sample is a smaller, representative subset of the population that will be the focus of the data collection.

Here are some key points to consider when determining the research population and sample in the formulation of research:

a) **Define the target population:** Clearly identify the target population based on the research problem and objectives. The target population should be relevant to the research question and provide meaningful insights into the issue being investigated.

b) **Determine the sampling frame:** The sampling frame is a list or set of elements from which the sample will be drawn. It should be as comprehensive and accurate as possible to ensure a representative sample of the target population.

c) **Choose a suitable sampling technique:** Select an appropriate sampling technique that aligns with the research objectives, design, and methodology. Common sampling techniques include probability sampling (e.g., simple random sampling, stratified sampling, or cluster sampling) and non-probability sampling (e.g., convenience sampling, purposive sampling, or snowball sampling).

d) **Consider sample size and representativeness:** Determine the sample size based on the research objectives, design, and available resources. The sample size should be large enough to allow for meaningful analysis and generalizable conclusions, yet manageable in terms of data collection and analysis. Ensure that the sample is representative of the target population to increase the external validity of the research findings.

e) **Address potential biases:** Be aware of potential biases in the sampling process, such as selection bias or nonresponse bias, and take measures to minimize their impact on the study's findings.

f) **Ensure ethical considerations:** When determining the research population and sample, consider the ethical implications of the study, such as informed consent, confidentiality, and the protection of vulnerable groups.

By carefully determining the research population and sample during the formulation of research, researchers can ensure that their study is methodologically sound and capable of generating credible, valid, and reliable findings. This, in turn, contributes to the quality and impact of the research and allows for meaningful conclusions and recommendations to be drawn from the study.

## 9.4.9 ESTABLISH THE ETHICAL CONSIDERATIONS

Establishing ethical considerations is a crucial aspect of the formulation of research, as it ensures that the study adheres to the principles of integrity, respect, and responsibility. Ethical considerations protect the rights and welfare of research participants, maintain the credibility and trustworthiness of the research process, and safeguard the reputation of the researcher and the institution they are affiliated with.

Here are some key points to consider when establishing ethical considerations in the formulation of research:

a) **Obtain informed consent:** Researchers must ensure that participants are fully informed about the purpose, procedures, potential risks, and benefits of the study, and that they voluntarily agree to participate. Consent should be documented, and participants should be allowed to withdraw from the study at any time without penalty.

b) **Protect confidentiality and anonymity:** Researchers must take steps to protect the confidentiality and anonymity of research participants. This may involve using pseudonyms or codes to conceal participants' identities, securely storing data, and limiting access to sensitive information.

c) **Minimize potential harm:** Researchers should carefully assess the potential risks associated with their study and take appropriate measures to minimize any harm to participants, whether it is physical, psychological, or emotional. Researchers should also have a plan in place to address any unforeseen issues or adverse events that may arise during the study.

d) **Respect cultural and social diversity:** Researchers should be sensitive to cultural, social, and individual differences among research participants and ensure that the study is conducted in a culturally appropriate and respectful manner.

e) **Obtain ethical approval:** Researchers must obtain ethical approval from the relevant institutional review board (IRB) or ethics committee before initiating the study. The research proposal should include a detailed description of the ethical considerations and measures to be taken to address potential concerns.

f) **Maintain integrity and objectivity:** Researchers should uphold the principles of integrity and objectivity throughout the research process, avoiding any forms of bias, fabrication, falsification, or plagiarism. They should also be transparent about their methods, findings, and potential conflicts of interest.

g) **Ensure data protection and privacy:** Researchers must comply with data protection and privacy regulations, such as the General Data Protection Regulation (GDPR), and ensure that data is collected, stored, and processed securely and responsibly.

By carefully establishing ethical considerations during the formulation of research, researchers can ensure that their study is conducted in a responsible and respectful manner, protecting the rights and welfare of research participants and upholding the principles of ethical research. This, in turn, contributes to the credibility, validity, and reliability of the research findings and enhances the reputation and trustworthiness of the researcher and their institution.

## 9.4.10 REVIEW AND REFINE THE RESEARCH PROBLEM

Reviewing and refining the research problem is an essential step in the formulation of research, as it ensures that the study is grounded in a meaningful and well-defined purpose. A clear and focused research problem lays the foundation for a coherent, rigorous, and impactful investigation. During the review and refinement process, researchers should critically evaluate their initial research problem to ensure it meets the necessary criteria for a successful research project.

Here are some key points to consider when reviewing and refining the research problem in the formulation of research:

a) **Assess clarity and specificity:** Ensure that the research problem is clearly stated and unambiguous. It should be specific enough to allow the researcher and the target audience to understand the issue being investigated and the intended outcomes of the study.

b) **Evaluate relevance and significance:** Examine whether the research problem addresses a current issue or knowledge gap within the specific field. The research problem should be relevant and significant to the academic community, policymakers, or practitioners, and have the potential to make a meaningful contribution to the field.

c) **Confirm feasibility:** Check if the research problem is feasible to investigate within the given timeframe, resources, and scope. Researchers should consider the availability of data, methodological challenges, and potential barriers to conducting the study.

d) **Align with research objectives and questions:** Ensure that the research problem aligns with the research objectives and questions, providing a coherent and focused direction for the study. The objectives and questions should stem from the research problem and directly address the identified issue or question.

e) **Review the theoretical framework:** Assess whether the research problem is grounded in an appropriate theoretical framework, which provides a lens through which the issue can be understood, explained, or predicted. The theoretical framework should be relevant and suitable for addressing the research problem.

f) **Examine the methodological fit:** Ensure that the research problem can be effectively addressed using the chosen methodology, whether it is qualitative, quantitative, or mixed-methods. The research problem should guide the choice of methods and data analysis techniques, contributing to a methodologically sound study.

g) **Consider feedback from peers or experts:** Solicit feedback from colleagues, advisors, or experts in the field to gain insights into the clarity, relevance, and feasibility of the research problem. This feedback can help identify potential issues, gaps, or inconsistencies that may need to be addressed during the refinement process.

By carefully reviewing and refining the research problem during the formulation of research, researchers can ensure that their study is grounded in a clear, relevant, and feasible purpose. This, in turn, contributes to the quality and impact of the research, allowing for meaningful conclusions and recommendations to be drawn from the investigation.

## 9.5 FORMULATION OF A RESEARCH PROBLEM IN LITERARY STUDIES

Formulating a research problem in literary research involves identifying a specific area of interest, developing a clear research question, and establishing a framework to analyse or explore the chosen topic. Here‘s a step-by-step guide to help you formulate a research problem in literary research:

a) **Choose a topic of interest:** Select a literary topic that you are passionate about and want to explore further. This can be related to a specific author, literary work, genre, period, theme, or theory.

b) **Conduct a literature review:** Familiarize yourself with existing research on your chosen topic. Identify the gaps in knowledge and recognize the areas that require further exploration. This will help you refine your research problem and avoid duplicating previous studies.

**Develop a clear research question:** Convert your general area of interest into a specific, focused research question that guides your study. The question should be concise, well-defined, and answerable through the research process. For example, if you are interested in exploring the portrayal of women in Victorian literature, your research question could be: “How does the portrayal of women in Emily Bronte’s *Wuthering Heights* challenge or reinforce traditional gender roles of the Victorian era?”

c) **Establish the scope and limitations:** Determine the extent of your study, including the time frame, geographical location, and the specific texts or authors you will be examining. Be realistic about what you can achieve within the available resources and time.

d) **Develop a theoretical framework or methodology:** Select a suitable theoretical approach or method to analyse your research question. This may include literary theories such as feminism, Marxism, or postcolonialism, or analytical methods such as close reading, comparative analysis, or historical context.

e) **Formulate a hypothesis or thesis statement:** Based on your research question and theoretical framework, formulate a tentative claim or argument that you will explore and support with evidence throughout your study.

f) **Outline your research plan:** Develop a clear plan for conducting your research, including the steps you will take to gather, analyse, and present data. This may involve close reading, textual analysis, interviews, or archival research.

g) **Seek feedback:** Share your research problem with peers, advisors, or mentors, and seek their feedback to refine and strengthen your research question and approach.

Remember, a well-formulated research problem is the foundation of any successful literary research project. It provides direction, focus, and coherence to your study, ensuring that your findings are relevant, valuable, and contribute to the existing body of knowledge.

## 9.6 EXAMPLES

**How to formulate research problem on the issue of colonial encounter in George Orwell's "Shooting an Elephant"?**

Formulating a research problem requires you to identify a specific aspect of the colonial encounter in George Orwell's "Shooting an Elephant" and develop a focused question that you aim to address through your research. Here are the steps to help you formulate a research problem:

**Read and analyse the text:** Begin by reading George Orwell's "Shooting an Elephant" closely, paying attention to the themes, symbols, and narrative techniques that relate to colonialism.

**Identify a specific aspect of colonial encounter:** Choose an aspect of the colonial encounter that interests you. This could be the power dynamics between colonizers and colonized, the role of race and identity, or the moral and ethical dilemmas faced by the narrator.

**Review existing research:** Familiarize yourself with previous research and analyses of "Shooting an Elephant." This will help you identify gaps in the current knowledge or areas where further exploration is needed.

**Develop a focused research question:** Based on your analysis and review of the literature, develop a research question that is specific, clear, and manageable. Ensure that your question is related to the aspect of colonial encounter you have identified.

Examples of research questions related to colonial encounters in "Shooting an Elephant":

a. How does Orwell portray the psychological impact of colonialism on the narrator in "Shooting an Elephant"?

b. What role does race and identity play in the power dynamics between the British and the Burmese in "Shooting an Elephant"?

c. How does the elephant symbolize the complex nature of colonialism in "Shooting an Elephant"?

**Refine your research question:** After developing your initial research question, refine it by considering the scope, feasibility, and originality of your question.

**Create a thesis statement:** Develop a clear and concise thesis statement that summarizes your research question and the argument you will be making in your paper.

**Example of a thesis statement:**

"In George Orwell's 'Shooting an Elephant', the narrative structure, characters, and symbolism illustrate the complex power dynamics and moral dilemmas inherent in colonial encounters."

With your research problem and thesis statement in hand, you can now proceed to conduct your research and develop a well-structured and insightful analysis of the colonial encounter in "Shooting an Elephant".

**How to formulate research problem on the issue of cultural studies on city narratives of Prayagraj/Allahabad?**

Formulating a research problem on the issue of cultural studies on city narratives of Prayagraj/Allahabad involves identifying a specific area of interest, crafting a clear research question or objective, and outlining the scope and limitations of the study. Here's a step-by-step guide on how to do this:

**Background and context:**

Conduct a literature review to understand the existing research on Prayagraj/Allahabad's cultural studies and city narratives. Identify gaps in knowledge or areas where further research is needed.

**Identify a specific area of interest:**

Select an aspect of Prayagraj/Allahabad‘s culture or city narratives that you find particularly intriguing or underexplored. This can include topics such as history, urban development, religious practices, social dynamics, or artistic expressions.

**Develop a research question or objective:**

Formulate a clear and focused research question or objective that guides your study. This should address your chosen area of interest and aim to contribute to the existing body of knowledge. For example:

- How do the historical narratives of Prayagraj/Allahabad reflect the city’s changing identity over time?
- What role do religious festivals and practices play in shaping Prayagraj/Allahabad’s urban culture and social dynamics?
- How do contemporary artistic expressions in Prayagraj/Allahabad engage with and reinterpret traditional cultural narratives?

**Determine your research approach:**

Choose an appropriate research methodology to address your question or objective. This can include qualitative, quantitative, or mixed-methods approaches, depending on your research question and the available data.

**Define the scope and limitations of your study:**

Clearly outline the parameters of your research, such as the time period under investigation, the specific cultural aspects you will focus on, and any limitations that may affect your findings. This will help to establish the boundaries of your research and provide context for your results.

**Write a research problem statement:**

Summarize your research question or objective, methodology, and scope in a concise problem statement. This should clearly communicate the purpose of your study and its significance within the broader field of cultural studies on Prayagraj/Allahabad.

For example:

“This study seeks to explore the role of religious festivals in shaping Prayagraj/Allahabad’s urban culture and social dynamics. Using a mixed-methods approach that combines historical analysis, ethnographic observations, and interviews with local residents, the research aims to uncover the complex relationships between religious practices, community identity, and urban development in Prayagraj/Allahabad. The study will focus on the period from the late 20th century to the present day and will consider the impact of broader social, political, and economic transformations on the city’s religious life. By examining the interplay between religion, culture, and urban space, this research seeks to contribute to a deeper understanding of Prayagraj/Allahabad‘s unique city narratives and the ways in which they reflect broader cultural trends in India.”

**How to formulate research problem on the issue of memory studies on the non-fictional personal narratives of the survivors of the Partition of India in 1947?**

Formulating a research problem requires you to identify a specific aspect of the issue and clearly define the objectives of your study. In the case of memory studies on the non-fictional personal narratives of the survivors of the Partition of India in 1947, you could follow these steps:

**Identify the main issue:** The focus of your study is on the personal narratives of survivors of the Partition of India in 1947.

**Determine the scope:** Memory studies involve exploring how memories are constructed, retained, and shared. You should decide whether you want to focus on individual memories or collective memories, or on the interplay between the two.

**Explore the theoretical framework:** Delve into the literature on memory studies, particularly theories related to individual and collective memories. Familiarize yourself with the works of scholars such as Maurice Halbwachs, Pierre Nora, and Aleida Assmann, among others.

**Develop a research question:** Based on your chosen scope and theoretical framework, formulate a clear and concise research question. For example: "How do the non-fictional personal narratives of the survivors of the Partition of India in 1947 construct and represent individual and collective memories of the event?"

**Define the objectives:** Break down your research question into specific objectives to guide your study. For example:

a. Analyse the recurring themes and motifs in the personal narratives.

b. Examine the role of language and storytelling in the construction of memories.

c. Investigate the influence of cultural, social, and political contexts on the formation of individual and collective memories.

d. Explore the potential impact of these narratives on the collective memory of the Partition in contemporary India and Pakistan.

**Determine the methodology:** Decide on the appropriate methods for collecting and analysing data. In this case, you could use qualitative methods such as textual analysis, interviews, or focus groups.

**Clarify the significance of your study:** Explain why your research is important and how it contributes to the existing body of knowledge in memory studies and Partition narratives.

Once you've followed these steps, you'll have a well-defined research problem that will serve as a solid foundation for your study on the non-fictional personal narratives of the survivors of the Partition of India in 1947.

## 9.7 LET US SUM UP

In summary, the formulation of a research problem is a critical initial step in the research process. It involves identifying a specific issue or question that needs to be investigated and addressed through empirical inquiry. A well-formulated research problem provides the foundation for the entire research project, guiding the development of research questions, objectives, hypotheses, theoretical framework, and methodology.

To formulate a research problem effectively, researchers should consider its relevance, significance, and feasibility. A relevant research problem addresses a current issue or gap in knowledge within a specific field, while a significant research problem has the potential to contribute to the understanding of the field or influence policy and practice. Feasibility is another crucial aspect, as the research problem should be manageable in terms of resources, time, and scope. Researchers can identify potential research problems by conducting a thorough literature review, examining the current state of knowledge in their field, and identifying gaps or contradictions in existing research. Additionally, researchers should consider their own interests and expertise, as well as the potential impact of their research on the broader academic community and society. By carefully formulating a research problem, researchers can ensure that their projects are grounded in a meaningful and well-defined issue, ultimately enhancing the credibility, validity, and relevance of their research findings.

## 9.8 QUESTIONS FOR SELF-ASSESSMENT

1. What are the key characteristics of a well-formulated research problem, and why are they important for the success of a research project?
2. Describe the process of formulating a research problem. What steps should a researcher take to identify and define a suitable problem for investigation?
3. How does a literature review contribute to the identification and formulation of a research problem? What role does it play in recognizing gaps or contradictions in existing knowledge?
4. What is the relationship between a research problem and research questions or objectives? How does a well-formulated research problem guide the development of these components?
5. Describe the challenges that researchers might face when formulating a research problem, and suggest strategies for overcoming these challenges.
6. How can researchers incorporate their own interests and expertise into the formulation of a research problem?

## 9.9 FURTHER READINGS


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# UNIT-10 PREPARING RESEARCH DESIGN & STUDY DESIGN

## Structure


10.0 Objective

10.1 Introduction

10.2 Research Design

- 10.2.1 Meaning of Research Design
- 10.2.2 Major Steps in preparing Research Design
- 10.2.3 Need For Research Design
- 10.2.4 Different Research Designs

10.3 Study Design

- 10.3.1 Major steps in preparing Study Design

10.4 Difference between Research Design and Study Design

10.5 Preparing Research Design and Study Design in Literary Studies

10.6 Example

- 10.6.1 Topic: 'Exploring Gender Identity and Family Dynamics in Mahesh Dattani's Tara
- 10.6.2 Example of preparing Study Design in the Literary Text

10.7 Let Us Sum Up

10.8 Questions for Self-Assessment

10.9 Further Readings


## 10.0 OBJECTIVES

The primary goal of preparing a research and study design is to create a systematic framework for conducting research, ensuring the validity, reliability, and generalizability of the findings. This involves considering various elements, such as research questions, hypotheses, variables, and methodologies, to develop a well-structured plan that guides researchers throughout the investigation. Minimizing biases, errors, and confounding factors is crucial by choosing the most suitable research paradigm and methodology, and addressing ethical considerations and limitations.

# 10.1 INTRODUCTION

This introductory unit focuses on the principles and methodologies behind research design and study design, two crucial elements in planning and executing research projects. Research design serves as a blueprint, outlining the overall approach, selection of research questions, hypotheses, variables, and data collection, analysis, and interpretation methods. A well-designed research plan minimizes biases, errors, and confounding factors, ensuring valid and reliable findings. Study design involves specific strategies, including experimental or non-experimental designs, control and treatment groups, and appropriate sample size and sampling techniques. A sound study design ensures ethical and efficient research, resulting in representative and statistically significant data. The guide covers key principles in preparing research and study designs, appropriate methodologies, research question formulation, and variable identification. It also explores various study designs like cross-sectional, longitudinal, and experimental, discussing their strengths, weaknesses, and suitability for different research questions. This knowledge will equip readers with the necessary tools to confidently and rigorously undertake research projects.

# 10.2 RESEARCH DESIGN

## 10.2.1 MEANING OF RESEARCH DESIGN

Research design refers to the comprehensive plan and strategy that guides a research project. It encompasses the entire process of selecting participants, defining variables, determining methods of data collection and analysis, and outlining procedures to be followed in order to answer a specific research question or problem. A research design serves as a blueprint for the study, providing a systematic and organized approach to gathering and interpreting evidence. The choice of research design depends on the research question, the researcher‘s objectives, and available resources. A well-designed study helps minimize errors, increase the validity of the results, and enhance the generalizability of the findings.

## 10.2.2 MAJOR STEPS IN PREPARING RESEARCH DESIGN

The process of preparing a research design is crucial for establishing a solid foundation for any research project. This step-by-step guide outlines the major stages involved in developing a research design, ensuring that researchers can effectively plan and execute their studies.

**Define the research problem:** The first step in preparing a research design is to clearly identify and define the research problem. This involves determining the specific issue, question, or phenomenon that the study will address. A well-defined research problem serves as the basis for the entire research project and guides subsequent decisions related to the research design.

**Formulate research questions and objectives:** Once the research problem has been identified, researchers must develop a set of research questions and objectives that will guide the investigation. These questions should be clear, specific, and

closely related to the research problem. The objectives should outline the expected outcomes and contributions of the study, providing a clear direction for the research project.

**Choose a theoretical framework:** A theoretical framework provides the underlying structure and assumptions for the research project. It helps researchers understand and interpret the data, linking the research questions and objectives to existing theories and concepts in the field. Researchers should select a theoretical framework that is relevant to their research problem and aligns with their research questions and objectives.

**Select a research paradigm and methodology:** Researchers must choose the most appropriate research paradigm (positivist, interpretivist, or critical) and methodology (qualitative, quantitative, or mixed methods) for their study. This decision should be based on the research problem, questions, and objectives, as well as the available resources and time constraints. The chosen methodology will determine the methods of data collection, analysis, and interpretation employed in the study.

**Develop a data collection plan:** The data collection plan outlines the specific methods and techniques that will be used to gather data for the study. This may include surveys, interviews, observations, or experiments, among others. Researchers should carefully consider the most appropriate data collection methods for their research questions and objectives, ensuring that the data collected is reliable and valid.

**Design a data analysis strategy:** Researchers must develop a plan for analysing and interpreting the data collected in the study. This involves selecting the most suitable statistical or qualitative analysis techniques, as well as identifying any potential biases or limitations that may impact the study findings. The data analysis strategy should be closely aligned with the research questions and objectives, ensuring that the results are relevant and meaningful.

**Address ethical considerations and limitations:** Finally, researchers should consider any ethical issues and limitations related to their study. This includes obtaining informed consent from participants, protecting the confidentiality of the data, and acknowledging any potential biases or limitations in the research design. By addressing these concerns, researchers can enhance the credibility and integrity of their study.

Preparing a research design involves a series of critical steps, from defining the research problem to addressing ethical considerations and limitations. By following this step-by-step guide, researchers can develop a well-structured and coherent research design that lays the groundwork for a successful research project.

## 10.2.3 NEED FOR RESEARCH DESIGN

Research design plays a crucial role in conducting high-quality research that generates valid and reliable results. It provides a systematic and structured approach to the research process, allowing researchers to make informed decisions about

various aspects of the study. The need for research design can be attributed to several reasons.

Firstly, a research design helps to clarify the research objectives and research questions. A clear research question and objective is essential for ensuring that the study is focused and well-defined. The research design helps to refine the research question and objective, ensuring that they are specific, measurable, and achievable within the given timeframe.

Secondly, a research design helps to identify the appropriate research methodology and data collection methods. Choosing the right methodology and data collection methods is crucial for ensuring that the data collected is relevant and appropriate for the research question. The research design helps to select the best methodology and data collection methods, based on the research question and the type of data required.

Thirdly, a research design helps to ensure that the data collected is valid and reliable. A well-designed research study is essential for producing data that is accurate and dependable. The research design helps to minimize bias and error in data collection, ensuring that the results are reliable and valid.

Finally, a research design helps to guide the analysis and interpretation of the data collected. A clear and structured research design provides a framework for analysing the data and drawing conclusions from the research findings. This ensures that the results of the study are meaningful and relevant to the research question and objective.

The need for research design arises from the need for clarity, appropriateness, validity, and reliability in the research process. A well-designed research study is essential for generating high-quality data that can contribute to the advancement of knowledge in a particular field.

## 10.2.4 DIFFERENT RESEARCH DESIGNS

There are several types of research designs, which can be broadly categorized into descriptive, experimental, quasi-experimental, correlational, and qualitative designs.

- **Descriptive Research Design:** Descriptive research aims to describe the current state of a phenomenon or the relationship between variables. This type of research design is often employed when researchers want to gather information about a specific subject or explore patterns and trends within a given population. Examples of descriptive research include observational studies, case studies, and surveys. Observational studies involve the systematic observation and recording of behaviour or events, while case studies focus on in-depth analysis of a single individual, group, or event. Surveys, on the other hand, use questionnaires or interviews to collect data from a sample of respondents.
- **Experimental Research Design:** Experimental research tests a hypothesis by manipulating one or more independent variables and observing the effects on dependent variables. This type of research design

is often employed when researchers want to establish cause-and-effect relationships between variables. Experimental research usually involves a control group and an experimental group, allowing researchers to compare the effects of different treatments or interventions. Random assignment of subjects to these groups helps to control for confounding variables and increase the internal validity of the study.

- **Quasi-Experimental Research Design:** Quasi-experimental research is similar to experimental research but lacks the random assignment of subjects to control and experimental groups. This design is often used when random assignment is not feasible or ethical, such as in educational or social settings. Quasi-experimental research may involve pretest-posttest designs, non-equivalent control groups, or time-series designs to establish relationships between variables and assess the effectiveness of interventions.

- **Correlational Research Design:** Correlational research examines the relationships between variables without manipulating any of them. This type of research design is often employed when researchers want to identify patterns or trends among variables but cannot establish cause-and-effect relationships due to ethical or practical constraints. Correlational research can involve the use of statistical techniques, such as Pearson's correlation coefficient or regression analysis, to quantify the strength and direction of relationships between variables.

- **Qualitative Research Design:** Qualitative research focuses on understanding the meaning and experiences of individuals or groups in their natural settings. This type of research design is often employed when researchers want to explore complex phenomena, such as social interactions, cultural practices, or individual experiences, that cannot be easily quantified or measured. Qualitative research often involves methods such as interviews, focus groups, and ethnography, which involve the collection and analysis of narrative or visual data. This research design is most commonly used in literary researches.

Research design is a critical component of any research study, providing a systematic and organized approach to data collection and interpretation. The choice of research design depends on the research question, the researcher's objectives, and available resources. By selecting an appropriate research design and adhering to its principles, researchers can minimize errors, increase the validity of their results, and enhance the generalizability of their findings.

## 10.3 STUDY DESIGN

Study design, often used interchangeably with research design, refers to the overall plan and strategy for conducting a research study. It encompasses the process of selecting participants, defining variables, determining methods of data collection and analysis, and outlining procedures to be followed in order to answer a specific research question or problem. The study design serves as a blueprint for the research, guiding the researcher through a systematic and organized approach to gathering and interpreting evidence.

There are several types of study designs, which can be broadly categorized into:

- **Descriptive Study Design:** Descriptive research aims to describe the current state of a phenomenon or the relationship between variables. Examples of descriptive research include observational studies, case studies, and surveys.
- **Experimental Study Design:** Experimental research tests a hypothesis by manipulating one or more variables and observing the effects on other variables. This research design usually involves a control group and an experimental group, allowing researchers to establish cause-and-effect relationships.
- **Quasi-Experimental Study Design:** Quasi-experimental research is similar to experimental research, but lacks the random assignment of subjects to control and experimental groups. This design is often used when random assignment is not feasible or ethical.
- **Correlational Study Design:** Correlational research examines the relationships between variables without manipulating any of them. This design can help to identify patterns or trends but cannot establish cause-and-effect relationships.
- **Qualitative Study Design:** Qualitative research focuses on understanding the meaning and experiences of individuals or groups in their natural settings. This type of research often involves methods such as interviews, focus groups, and ethnography.

The choice of study design depends on the research question, the researcher's objectives, and the available resources. A well-designed study helps to minimize errors, increase the validity of the results, and enhance the generalizability of the findings.

## 10.3.1 MAJOR STEPS IN PREPARING STUDY DESIGN

Preparing a study design is an essential step in the research process, as it outlines the specific strategies and decisions related to organizing and executing the study. The following are the major steps involved in preparing a study design:

- **Determine the type of study:** The first step in preparing a study design is to decide on the type of study that best addresses the research questions and objectives. This may involve choosing between experimental, quasi-experimental, or non-experimental designs, as well as considering cross-sectional, longitudinal, or case study approaches. The choice of study type will depend on factors such as the research problem, available resources, and the desired level of control over the variables being investigated.
- **Define the study population and sampling technique:** Researchers need to define the target population for their study and select an appropriate sampling technique. The choice of sampling method will depend on factors such as the research questions, study design, and available resources. Common sampling techniques include random sampling,

stratified sampling, cluster sampling, and convenience sampling. The selected technique should ensure that the sample is representative of the target population and that the study findings can be generalized.

- **Determine the sample size:** The sample size is the number of participants or units to be included in the study. Researchers must determine the optimal sample size based on factors such as the study design, research questions, and the desired level of statistical power and precision. Sample size calculations should take into account the expected effect size, variability in the data, and the desired level of confidence in the study findings.

- **Develop data collection methods:** Researchers must identify the most appropriate data collection methods for their study, based on the research questions, study design, and available resources. This may involve the use of questionnaires, interviews, observations, or experiments, among other methods. The selected data collection methods should ensure that the data collected is reliable, valid, and relevant to the research questions and objectives.

- **Establish procedures for data management and analysis:** Researchers need to develop a plan for managing and analysing the data collected in the study. This involves selecting the most suitable statistical or qualitative analysis techniques, as well as establishing procedures for data storage, organization, and quality control. The data management and analysis plan should be closely aligned with the research questions and objectives, ensuring that the study findings are meaningful and valid.

- **Design control and treatment groups (if applicable):** For experimental and quasi-experimental studies, researchers must establish the control and treatment groups to compare the effects of different interventions or exposures. This involves defining the inclusion and exclusion criteria for participants, randomizing the assignment to groups, and determining the interventions or exposures to be administered.

- **Address ethical considerations:** Researchers must consider any ethical issues related to their study, such as obtaining informed consent from participants, protecting the confidentiality and anonymity of the data, and ensuring the welfare of the participants. Ethical considerations should be addressed in the study design to enhance the credibility and integrity of the research project.

- **Develop a timeline and budget:** Finally, researchers should develop a realistic timeline and budget for their study, taking into account factors such as the study design, data collection methods, and available resources. The timeline should include milestones for each stage of the study, from planning and data collection to analysis and reporting. The budget should account for all costs associated with the study, such as personnel, equipment, and data collection materials.

By following these major steps in preparing a study design, researchers can ensure that their studies are well-organized, rigorous, and capable of generating valid and reliable findings.

## 10.4 DIFFERENCE BETWEEN RESEARCH DESIGN AND STUDY DESIGN

Research design and study design are both integral components of a research project, but they serve distinct purposes and encompass different aspects of the research process. Understanding the differences between these two concepts is crucial for researchers to effectively plan and execute their studies. This comparison will explore the major differences between research design and study design in terms of their scope, focus, and components.

**Scope**:

Research design refers to the overarching framework that outlines the entire research process, from formulating research questions and hypotheses to data collection, analysis, and interpretation. It serves as the blueprint for conducting a study, providing a comprehensive roadmap to guide researchers through each stage of the investigation. Study design, on the other hand, is a more specific aspect of the research process, focusing on the organization and execution of the study. It deals with the strategic decisions related to the selection of study participants, sampling techniques, data collection methods, and the choice of experimental or non-experimental approaches.

**Focus:**

Research design is primarily concerned with the overall structure and organization of the research project. It helps researchers define the research problem, set objectives, and choose the most appropriate research paradigm and methodology, whether it be qualitative, quantitative, or mixed methods. Study design focuses on the tactical aspects of the research project, such as the selection of control and treatment groups, the determination of sample size, and the identification of the most suitable data collection methods. It is directly concerned with the internal and external validity of the study findings and aims to minimize biases, errors, and confounding factors.

**Components**:

Research design encompasses several components, including the research questions, hypotheses, variables, theoretical framework, research paradigm, methodology, ethical considerations, and limitations. Study design involves a range of specific elements, such as the choice between experimental, quasi-experimental, or non-experimental designs, the selection of study participants, sampling techniques, data collection methods, and the organization of control and treatment groups.

While both research design and study design play critical roles in the planning and execution of a research project, they address different aspects of the research process. Research design serves as the overall framework that guides the entire

investigation, whereas study design focuses on the specific strategies and decisions related to organizing and executing the study. By understanding the distinctions between these two concepts, researchers can ensure that their projects are well-structured, rigorous, and capable of generating valid and reliable findings.

## 10.5 PREPARING RESEARCH DESIGN AND STUDY DESIGN IN LITERARY STUDIES

Preparing research design and study design in literary studies involves careful consideration of the research questions, methodologies, and strategies that are specific to the analysis and interpretation of literary texts. Literary studies encompass a wide range of topics, including the examination of specific authors, genres, themes, or historical periods. As such, crafting a research design and study design for a literary project requires a deep understanding of both the subject matter and the theoretical frameworks and methodologies available to researchers in this field.

Research design in literary studies focuses on the overall structure and organization of the research project, beginning with the formulation of research questions and objectives. These questions may explore the thematic, stylistic, or historical aspects of a literary work or seek to understand the broader cultural or social contexts in which it was created. It is essential to select a theoretical framework that aligns with the research questions and provides a foundation for analysis and interpretation. Examples of such frameworks include formalism, structuralism, post-structuralism, Marxism, feminism, and postcolonialism, among others.

Once the research questions and theoretical framework have been established, researchers must choose the most appropriate methodology for their study. In literary studies, this typically involves qualitative methodologies, such as close reading, discourse analysis, or textual analysis. However, quantitative or mixed-methods approaches, such as distant reading or corpus analysis, may also be employed, particularly when analysing large volumes of text or exploring patterns and trends across multiple works.

Study design in literary studies encompasses the specific strategies and decisions related to organizing and executing the research project. This may involve selecting the primary and secondary texts to be analysed, determining the sample size (i.e., the number of texts or authors), and identifying the most suitable data collection methods. Depending on the nature of the research questions and objectives, researchers may choose to conduct a single case study or a comparative analysis, exploring multiple texts, genres, or authors within a specific literary tradition or historical period.

Ethical considerations and limitations are also important components of research and study design in literary studies. Researchers must ensure that they adhere to principles of academic integrity and properly credit the work of others when using primary and secondary sources. Additionally, they should be transparent about any limitations or potential biases in their analysis,

acknowledging the subjective nature of literary interpretation and the influence of their theoretical framework on their findings.

Preparing a research design and study design in literary studies requires a nuanced understanding of the research questions, theoretical frameworks, and methodologies specific to this field. By carefully considering each element of the research and study designs, researchers can develop a well-structured, rigorous, and insightful project that contributes valuable knowledge to the discipline of literary studies.

## 10.6 EXAMPLE OF PREPARING RESEARCH DESIGN IN THE LITERARY TEXT

### 1.6.1 TOPIC : 'EXPLORING GENDER IDENTITY AND FAMILY DYNAMICS IN MAHESH DATTANI'S *TARA*'

**Research Design:**

**Introduction:**

The research project aims to explore the themes of gender identity and family dynamics in Mahesh Dattani's play *Tara*. This contemporary Indian drama presents a compelling narrative that raises questions about gender bias, social expectations, and the impact of family relationships on individual identity formation. By analysing Dattani's portrayal of the characters and their interactions, this study will contribute to a deeper understanding of the play's themes and their relevance in contemporary society.

**Research Questions**:

a. How does Mahesh Dattani's *Tara* address issues of gender identity and bias within the family structure?

b. What are the key symbols and motifs in the play that contribute to the exploration of gender and family dynamics?

c. How do the characters' relationships and conflicts reflect broader societal attitudes toward gender roles and expectations?

**Theoretical Framework:**

This study will employ a feminist lens to analyse the play, focusing on the representation of gender roles, power dynamics, and the construction of identity within the family structure. By applying feminist theories and concepts, such as the patriarchal family model and the social construction of gender, the analysis will highlight the play's critique of traditional gender norms and its examination of the complexities of identity formation within a family context.

**Methodology:**

A qualitative research methodology will be employed in this study, utilizing close reading and textual analysis as primary methods of data collection and

interpretation. The analysis will focus on the dialogues, characterizations, and narrative structure of the play, examining how these elements contribute to the development of the themes of gender identity and family dynamics. Additionally, relevant secondary sources, such as scholarly articles, book chapters, and interviews with Mahesh Dattani, will be consulted to provide context and support the analysis.

**Structure of the Study:**

The study will be divided into four main sections:

a. **Introduction:** Providing an overview of the research project, its objectives, and research questions.

b. **Literature Review:** Summarizing existing research and scholarly discussions on Mahesh Dattani's *Tara*, as well as broader theories and concepts related to gender identity and family dynamics.

c. **Analysis:** Conducting a close reading and textual analysis of the play, focusing on the representation of gender and family dynamics, as well as the characters' relationships and conflicts.

d. **Conclusion:** Summarizing the findings of the analysis, discussing their implications for the understanding of *Tara* and its themes, and suggesting potential avenues for future research.

**Ethical Considerations:**

This research project will adhere to the principles of academic integrity, ensuring that all primary and secondary sources are properly cited and credited. Furthermore, the study will approach the sensitive themes and issues explored in *Tara* with respect and empathy, acknowledging the potential impact of such discussions on readers and audiences.

**Limitations:**

This study will focus exclusively on Mahesh Dattani's *Tara*, and its findings may not be generalizable to other plays or literary works. Additionally, the use of a feminist lens in the analysis may influence the interpretation of the play's themes and characters, potentially limiting alternative perspectives or interpretations.

## 10.6.2 EXAMPLE OF PREPARING STUDY DESIGN IN THE LITERARY TEXT

Title: **"Analysing the Dynamics of Power, Patriarchy, and Inheritance in Mahesh Dattani's *Where There is a Will*"**

**Study Design**

**Introduction**

This research will be a qualitative, non-experimental study employing a case study approach. The focus will be on the analysis and interpretation of the play *Where There Is a Will* by Mahesh Dattani.

**Study population and sampling technique:**

As a case study of a single play, the study population will consist of the characters in *Where There Is a Will*. The entire play will be analysed, and no sampling technique will be required.

**Data collection methods**

The primary data collection method for this study will be a close reading and textual analysis of the play. This will involve examining the dialogues, characterizations, and narrative structure to understand the themes and issues related to power dynamics, patriarchy, and inheritance. Secondary data will be collected through a review of relevant scholarly articles, book chapters, and interviews with Mahesh Dattani, which will provide context and support for the analysis.

**Data management and analysis**

The textual analysis will be organized using thematic analysis, which involves identifying recurring themes, patterns, and motifs within the play. The identified themes will be coded and categorized to facilitate a systematic and in-depth analysis of the power dynamics, patriarchal structures, and inheritance conflicts in the play. The secondary data will be used to support and enrich the primary analysis and will be referenced throughout the study.

**Ethical considerations**

As a study focused on the analysis of a literary work, the primary ethical considerations will involve ensuring proper citation and attribution of both primary and secondary sources. Additionally, the study will approach the sensitive themes and issues explored in *Where There Is a Will* with respect and empathy, recognizing the potential impact of such discussions on readers and audiences.

**Timeline and budget**

The proposed timeline for this study will be as follows:

Weeks 1-2: Conduct a literature review and collect secondary data.

Weeks 3-4: Perform close reading and textual analysis of *Where There Is a Will*.

Weeks 5-6: Code and categorize themes, patterns, and motifs identified in the analysis.

Weeks 7-8: Draft the study report, incorporating primary and secondary data.

Week 9: Revise and finalize the study report.

As a qualitative study focused on the analysis of a single literary work, the budget for this project will be minimal, primarily consisting of the cost of acquiring the play text and any required secondary sources.

In conclusion, this study design outlines the approach to be taken in analysing the dynamics of power, patriarchy, and inheritance in Mahesh Dattani's *Where There Is a Will*. By employing a case study approach and utilizing close reading and textual analysis, the study aims to provide a comprehensive understanding of the play's themes and their relevance in contemporary society.

## 10.7 LET US SUM UP

In summary, research and study designs are crucial for a well-structured, methodologically sound investigation. The research design serves as a roadmap, addressing the research problem, questions, objectives, framework, paradigm, methodology, data collection, and analysis strategies. The study design focuses on the practical aspects, such as study type, population, sampling, data collection, management, analysis, and ethical considerations. By systematically crafting these designs, researchers can create coherent, comprehensive plans that enhance the credibility, validity, and reliability of their studies.

## 10.8 QUESTIONS FOR SELF-ASSESSMENT

1. What is the primary purpose of a research design, and how does it differ from a study design?
2. List the major steps involved in preparing a research design.
3. What are the key components of a study design, and how do they contribute to the organization and execution of a research project?
4. Explain the importance of defining a research problem and formulating research questions and objectives in the research design process.
5. What factors should researchers consider when selecting a research methodology (qualitative, quantitative, or mixed methods)?
6. Describe the importance of ethical considerations in the research and study design process, and provide examples of common ethical concerns.
7. Explain the role of data collection and data analysis plans in the research and study design process.

## 10.9 FURTHER READINGS


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# UNIT-11 DEVELOPING DATA COLLECTION INSTRUMENTS

## Structure


11.0 Objective

11.1 Introduction

11.2 Meaning of Data Collection

11.2.1 Collection of Primary Data

11.2.2 Collection of Secondary Data

11.3 Steps to Develop Data Collection Instruments

11.4 Selection of Suitable Data Collection Methods

11.5 Limitations of Developing Data Collection Instruments

11.6 Implementing Data Collection Instruments in Literary Research

11.7 Let Us Sum Up

11.8 Questions for Self-Assessment

11.9 Further Readings


## 11.0 OBJECTIVES

The primary objective of developing data collection instruments is to ensure accurate and relevant data collection that addresses the research question and objectives. This involves targeting specific variables or phenomena and generating meaningful information. A crucial aspect of this process is maintaining consistency and reliability across different participants, settings, and time points by creating clear instructions, standardized procedures, and well-defined measurement scales to minimize errors. Developing instruments that demonstrate validity is another important objective, as they should measure what they are intended to measure. This can be achieved by selecting appropriate methods and designing instruments that capture the essence of the variables or phenomena under investigation. Furthermore, data collection instruments should be user-friendly and efficient for both researchers and participants, while upholding ethical standards and complying with relevant guidelines.

Adaptability and generalizability are essential, as instruments should be designed to be applicable to different contexts, populations, or settings while maintaining their validity and reliability. This broadens the applicability and generalizability of research findings. Finally, well-developed data collection

instruments should facilitate data analysis by generating data that is easy to organize, analyse, and interpret, with clear response options, well-defined categories, and measurement scales aligned with the intended data analysis techniques.

## 11.1 INTRODUCTION

The success of any research study relies heavily on the accuracy and relevance of the data collected, which, in turn, depends on the effectiveness of the data collection instruments used. Developing data collection instruments is a crucial step in the research process, as it lays the foundation for gathering meaningful and reliable information to address the research question and objectives. The choice of instrument depends on various factors, including the research design, the nature of the variables being studied, and the target population. This paper aims to provide a comprehensive guide on developing data collection instruments, covering various aspects such as selecting appropriate methods, designing effective instruments, pilot testing, and ensuring validity and reliability. By following the guidelines and principles outlined in this guide, researchers can create robust and accurate data collection instruments, leading to more reliable and valid research findings.

## 11.2 MEANING OF DATA COLLECTION

Data collection in research refers to the process of gathering information to address a specific research question or objective. In simple terms, it involves obtaining the necessary evidence to support or refute a hypothesis, explore relationships between variables, or understand a particular phenomenon. Data collection is a crucial aspect of any research study, as it forms the basis for analysis and interpretation, ultimately leading to meaningful conclusions and insights.

There are various methods for collecting data in research, including surveys, interviews, observations, experiments, and document analysis. The choice of method depends on the nature of the research question, the type of data needed (quantitative or qualitative), and the resources available to the researcher.

Quantitative data is numerical and can be measured, counted, or compared using statistical methods. It is typically collected using structured instruments like surveys or questionnaires, or through experiments and controlled observations. Qualitative data, on the other hand, is non-numerical and provides a rich, in-depth understanding of a topic. It is often collected using unstructured or semi-structured methods such as interviews, focus groups, and open-ended observations.

Regardless of the data collection method chosen, it is essential to ensure the accuracy, reliability, and validity of the data. This involves carefully designing data collection instruments, selecting appropriate samples, and following ethical guidelines. In summary, data collection is a critical step in the research process, as it provides the necessary evidence for researchers to draw conclusions, make recommendations, and contribute to the existing body of knowledge.

## 11.2.1 COLLECTION OF PRIMARY DATA

Primary data collection involves gathering original data directly from the source or subjects being studied. Various methods can be employed to collect primary data, each with its advantages and limitations.

- **Observation method:** Researchers systematically observe and record behaviours, events, or interactions in their natural setting. This method allows for the study of phenomena in real-life contexts without manipulating variables, offering authentic and unbiased insights.
- **Interview method:** Researchers conduct one-on-one or group interviews to gather in-depth information and insights. These interviews can be structured, semi-structured, or unstructured, depending on the research question and objectives. Interviewing allows for a deeper understanding of participants' experiences, opinions, and motivations.
- **Through questionnaires:** Questionnaires are a common method for collecting primary data using a series of structured questions. They can be self-administered or interviewer-administered and can be distributed on paper or electronically. Questionnaires are useful for collecting quantitative data and opinions from a large number of participants in a relatively short amount of time.
- **Through schedules:** Schedules are similar to questionnaires but are typically administered by an interviewer, often in face-to-face settings. Schedules allow the interviewer to clarify questions, probe deeper, and observe non-verbal cues, which can enhance the quality of the collected data.
- **Projective techniques:** Projective techniques, such as word association tests, sentence completion tests, or storytelling, are used to uncover underlying motivations, beliefs, or attitudes that may not be easily accessible through direct questioning.
- **Depth interviews:** Depth interviews are unstructured, open-ended conversations between a researcher and a participant that delve deeply into the participant's thoughts, feelings, and experiences, providing rich qualitative data.
- **Content analysis:** Content analysis involves systematically examining and interpreting text, images, or other forms of communication to identify patterns, themes, or meanings.

Primary data collection offers a wide range of methods to gather original data directly from the source, allowing researchers to tailor their approach based on the research question, objectives, and available resources.

## 11.2.2 COLLECTION OF SECONDARY DATA

Secondary data collection refers to the process of accessing and using pre-existing data that has been collected by someone else for a different purpose.

Secondary data can be an efficient and cost-effective way to gather information for research, as it does not involve the time and resources required to collect primary data. The various sources and methods of secondary data collection include:

- **Official statistics:** Official statistics are data collected and published by governmental organizations, agencies, or institutions. This can include data on population, economic indicators, social trends, and health outcomes. These statistics are often reliable, well-documented, and easily accessible through public databases or websites.
- **Academic research:** Researchers can access findings from previous research studies published in scholarly journals, conference papers, or books. This allows them to build on existing knowledge, identify gaps in the literature, and explore new research questions. Academic databases and libraries are valuable resources for locating relevant research articles and reports.
- **Media sources:** Media sources such as newspapers, magazines, television broadcasts, radio programs, and social media content can provide valuable information on current events, public opinions, and trends. Researchers should critically evaluate the credibility and reliability of media sources to ensure the accuracy of the information being used.
- **Business records:** Company reports, financial statements, market research, and industry analyses can be valuable sources of secondary data for researchers studying business trends, market dynamics, or organizational performance. Business databases, company websites, and industry associations can provide access to this type of information.
- **Archival data:** Archival data includes historical records, documents, photographs, or artifacts that have been preserved over time. This type of data can provide unique insights into past events, trends, or behaviours and can be accessed through libraries, archives, or museums.
- **Geographic information systems (GIS) and satellite data:** GIS and satellite data provide spatial information on a wide range of topics, such as land use, vegetation, climate, or urban development. Researchers can access this data through online databases, government agencies, or research institutions.
- **Publicly available datasets:** Numerous datasets are publicly available online, providing access to a wealth of secondary data on various topics. These datasets may be obtained from government agencies, research institutions, or private organizations and can be used to explore patterns, trends, and relationships between variables.

When using secondary data, researchers must be aware of potential limitations, such as the relevance and specificity of the data to their research question, the quality and accuracy of the data, and the potential for biases or errors in the data collection process. Despite these limitations, secondary data collection can be a valuable and efficient method for gathering information in research studies.

## 11.3 STEPS TO DEVELOP DATA COLLECTION INSTRUMENTS

Developing data collection instruments is an essential part of any research study. These instruments are tools used to gather information relevant to your research question or objectives. The type of instrument you choose depends on your research design, the nature of the variables, and the population you are studying. Here are the steps to develop data collection instruments:

1. **Define your research question and objectives:** Clearly state the research question and objectives, as these will guide the development of your data collection instruments. Identify the variables you want to measure or explore and decide whether you need quantitative or qualitative data.
2. **Choose the appropriate data collection method:** Based on your research question and objectives, decide on the most suitable data collection method. Common methods include surveys, interviews, observations, experiments, and document analysis. Consider the advantages and limitations of each method in relation to your research goals.
3. **Review existing instruments:** Before developing your own instrument, review existing instruments that have been used in similar research studies. Assess their reliability and validity, and consider whether they can be adapted or modified for your specific research context.
4. **Develop your instrument:** Design your data collection instrument according to the chosen method. Keep in mind the following guidelines:
    a. Surveys and questionnaires:
        - Use clear and concise language.
        - Choose appropriate question types (e.g., open-ended, closed-ended, Likert scale).
        - Sequence the questions logically, starting with general questions and moving to more specific ones.
        - Ensure that the questionnaire is not too long to avoid respondent fatigue.

    b. Interviews and focus groups:
        - Develop an interview guide or script with open-ended questions.
        - Include probes or follow-up questions to encourage elaboration.
        - Keep the questions neutral and avoid leading questions.

    c. Observations:

- Develop an observation protocol or checklist to record relevant behaviours, events, or interactions.
- Determine whether the observation will be structured or unstructured.
- Define the categories or codes to be used for data analysis.

d. Experiments:

- Develop a detailed experimental procedure, including instructions for participants, materials needed, and the process for data collection.
- Ensure that the experimental design allows for control of confounding variables and random assignment of participants to conditions.

5. **Pilot test the instrument:** Conduct a pilot test of your instrument with a small sample of participants similar to those in your target population. This helps identify any issues with the instrument, such as unclear instructions, confusing questions, or technical problems.
6. **Revise the instrument:** Based on the feedback and results from the pilot test, revise your instrument as needed to address any issues or concerns. This may involve rewording questions, reordering items, or modifying the data collection procedures.
7. **Validate and assess reliability:** If possible, assess the validity and reliability of your instrument. Validity refers to the extent to which the instrument measures what it is intended to measure, while reliability refers to the consistency and stability of the measurements over time and across different observers or raters.
8. **Train data collectors:** If your study involves multiple data collectors, train them to use the instrument consistently and accurately. This helps to minimize errors and ensure the reliability of the data.

By following these steps, you can develop data collection instruments that are appropriate for your research question, objectives, and design, ensuring the quality and relevance of the data you collect.

## 11.4 SELECTION OF SUITABLE DATA COLLECTION METHODS

Various data collection methods are available to researchers, and it is essential to carefully choose the most appropriate method(s) for a particular study. The selection should be based on the following factors:

- **Nature, scope, and objectives of the inquiry:** The most crucial factor in choosing a data collection method is the type of inquiry being conducted. The chosen method should align with the research question and objectives.

This factor also influences whether to use already available secondary data or collect new primary data.

- **Financial resources:** The availability of funds for the research project significantly affects the data collection method selection. When operating on a limited budget, researchers might have to opt for a less expensive method, which may not be as efficient or effective as a costlier alternative. Financial constraints often dictate the researcher's choices in practice.
- **Time considerations:** The amount of time available for data collection plays a role in determining the method to be used. Some methods require more time, while others enable data collection in a relatively shorter duration. The researcher's available time influences the selection of the data collection method.
- **Required precision:** The level of precision needed for the research findings is another critical factor to consider when selecting a data collection method. The chosen method should yield data that is accurate and reliable to meet the study's desired level of precision.

## 11.5 LIMITATIONS OF DEVELOPING DATA COLLECTION INSTRUMENTS

Developing data collection instruments is an essential step in conducting research, but it comes with several limitations. Limitations of Developing Data Collection Instruments are as follows:

- **Resource constraints:** Developing data collection instruments can be time-consuming and resource-intensive. Researchers may face constraints such as limited time, funding, or personnel, which can impact the quality and suitability of the instruments.
- **Subjectivity and bias :** Data collection instruments may be influenced by the researcher's subjective interpretations, preconceptions, or biases, which can affect the validity and reliability of the data collected. It can be challenging to create completely objective instruments, especially when dealing with qualitative data.
- **Complexity of the research question:** Some research questions or topics may be too complex or multifaceted to be adequately captured by a single data collection instrument. Researchers may need to develop multiple instruments or use a combination of methods to address the research question comprehensively.
- **Cultural and contextual factors:** Data collection instruments may be influenced by cultural and contextual factors, which can impact their applicability and generalizability. Researchers must consider these factors when designing instruments, but it can be challenging to create instruments that are sensitive to all potential cultural and contextual variations.

- **Validity and reliability concerns:** Ensuring the validity and reliability of data collection instruments is crucial, but it can be difficult to achieve in practice. Researchers may face challenges in designing instruments that accurately measure the intended variables or phenomena, maintaining consistency and reliability across different participants, settings, and time points, and demonstrating the validity of the instruments through appropriate methods.
- **Ethical considerations:** Addressing ethical considerations when developing data collection instruments can be challenging, particularly in sensitive or vulnerable populations. Researchers must consider issues such as informed consent, confidentiality, and potential harm or discomfort to participants, while balancing the need for accurate and relevant data collection.
- **Adaptability and generalizability:** Designing data collection instruments that are adaptable to different contexts, populations, or settings while maintaining their validity and reliability can be challenging. Researchers may face limitations in creating instruments that are flexible enough to accommodate diverse research contexts without compromising the quality of the data collected.
- **Data analysis limitations:** Data collection instruments should facilitate data analysis by generating data that is easy to organize, analyse, and interpret. However, developing instruments with clear response options, well-defined categories, and appropriate measurement scales can be challenging, particularly when dealing with complex or nuanced research questions. These limitations can impact the ease and accuracy of data analysis and interpretation.

## 11.6 IMPLEMENTING DATA COLLECTION INSTRUMENTS IN LITERARY RESEARCH

In literary research, the primary aim is to analyse and interpret various aspects of literature, such as themes, motifs, character development, style, and historical context. Implementing data collection instruments in literary research involves selecting appropriate methods and designing tools to gather and analyse information from literary texts and their contexts. Here are some steps to implement data collection instruments in literary research, along with suitable examples:

- **Define the research question and objectives:** Begin by clearly stating the research question and objectives, which will guide the selection of appropriate data collection instruments. For example, if the research question is, "How does Jane Austen use irony in *Pride and Prejudice* to critique societal norms?" the primary objective might be to identify instances of irony and analyse their function in the novel.
- **Choose the data collection method(s):** Based on the research question and objectives, decide on the most suitable method(s) for collecting data. In literary research, primary data collection methods often involve close

reading, textual analysis, and content analysis. For the example above, a close reading of *Pride and Prejudice* would be the primary method for identifying instances of irony. Additionally, secondary data collection methods, such as reviewing existing critical analyses, can provide context and support for the analysis.

- **Develop data collection instruments:** Design tools to help systematically collect and analyse data from the chosen sources. In literary research, these instruments might include coding schemes, annotation guidelines, or thematic analysis templates. For the Pride and Prejudice example, develop a coding scheme to categorize different types of irony (e.g., verbal, situational, or dramatic irony) and an annotation guide to help consistently identify and analyse instances of irony within the text.
- **Pilot the instruments:** Test the data collection instruments on a small sample of the text to ensure their effectiveness and identify any potential issues. Refine the instruments based on feedback and observations from the pilot test. For the example, conduct a pilot test by analysing a few chapters of Pride and Prejudice using the coding scheme and annotation guide. Make any necessary adjustments to improve clarity, consistency, and accuracy.
- **Implement the instruments and collect data:** Once the instruments are refined, apply them to the entire text or selected passages to collect data systematically. In the example, use the coding scheme and annotation guide to analyse the entire text of Pride and Prejudice, identifying and categorizing instances of irony and analysing their function in critiquing societal norms.
- **Analyse and interpret the data:** After collecting the data, analyse and interpret the findings in the context of the research question and objectives. In literary research, this often involves a qualitative analysis of patterns, themes, and relationships within the data. For the example, examine the patterns and relationships between different types of irony and their functions in *Pride and Prejudice*. Identify how Austen uses irony to challenge societal norms and expectations, and provide textual evidence to support the analysis.
- Validate the findings: Compare the findings with existing critical analyses and interpretations to validate the results and ensure their reliability and relevance. This may involve reviewing scholarly articles, books, or essays on the topic. For the example, review existing critical analyses of irony in *Pride and Prejudice* and compare them with the findings from the data collection instruments. This will help contextualize the results and ensure their validity.

By following these steps, researchers can effectively implement data collection instruments in literary research to gather and analyse information from literary texts, allowing for a systematic and thorough exploration of the research question and objectives.

## 11.7 LET US SUM UP

In conclusion, developing data collection instruments is a crucial step in conducting research. However, it is important to recognize the limitations that come with this process. Researchers must carefully design their instruments to minimize bias and maximize the accuracy and completeness of the data collected. They must also consider the potential for participant error or misreporting and take steps to address these issues. Despite these limitations, developing effective data collection instruments is essential for producing high-quality research. Without reliable data, research findings may be incomplete or inaccurate, leading to erroneous conclusions and recommendations. Therefore, researchers must prioritize the development and testing of their data collection instruments, ensuring that they are effective, reliable, and valid. Finally, as technology advances, new data collection tools and techniques will emerge, providing researchers with new opportunities and challenges. As such, researchers must remain vigilant in assessing the effectiveness and limitations of these tools, continually seeking to improve their data collection instruments and methods to produce high-quality research.

## 11.8 QUESTIONS

1. What are the potential limitations of developing data collection instruments in research, and how can they be addressed?
2. What are some of the key considerations when designing effective data collection instruments?
3. How can researchers ensure that their data collection instruments are reliable and valid?
4. What are some of the potential sources of bias that can arise in the design of data collection instruments, and how can they be mitigated?
5. What role does participant error or misreporting play in the accuracy and completeness of data collected, and how can it be minimized?
6. What are some of the emerging technologies or techniques that are changing the way data is collected in research, and how do they compare to traditional methods?
7. How can researchers assess the effectiveness and limitations of their data collection instruments, and what steps can they take to improve them?
8. How do the limitations and challenges of developing data collection instruments impact the interpretation and generalizability of research findings?

## 11.9 FURTHER READINGS


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# UNIT-12 WRITING A RESEARCH PROPOSAL AND RESEARCH REPORT

## Structure


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## 12.0 OBJECTIVES

The objectives of writing a research proposal and research report are multifaceted and include demonstrating a deep understanding of the research area by conducting a comprehensive review of existing literature and having a clear understanding of the research question or hypothesis. Another objective is to provide a clear and concise plan for conducting research, which should include the methodology, data collection techniques, and expected outcomes. The proposal should also identify any potential ethical concerns and limitations of the study, including issues related to participant safety and privacy. Additionally, the proposal should communicate the significance of the proposed study and its potential contribution to the field by highlighting the potential impact of the research and its implications for future research. Once the research proposal is approved, the research report should provide a comprehensive summary of the study's findings,

including any significant results, limitations, and recommendations for future research. The research report should be written in a clear and concise manner that is accessible to a broad audience. Overall, the objectives of writing a research proposal and research report are to produce high-quality research that advances the field‘s knowledge base and contributes to the scientific community's understanding of important research questions.

## 12.1 INTRODUCTION

Writing a research proposal and research report is an essential task for any researcher or academic who wants to carry out a successful research project. The research proposal outlines the proposed study’s purpose, methodology, and expected outcomes, while the research report provides a detailed summary of the study‘s findings and conclusions. The process of writing a research proposal and research report requires careful planning, organization, and attention to detail. Researchers must have a clear understanding of the research area, review relevant literature, and develop a research question or hypothesis that can be tested through empirical data.

In the research proposal, researchers must outline the study’s purpose, identify the research question or hypothesis, and describe the methodology to be used. This may include details about the data collection methods, data analysis techniques, and expected results. The proposal should also address any potential ethical concerns and limitations of the study.

Once the research proposal is approved, researchers can begin collecting and analysing data. The research report provides a detailed summary of the study’s findings, including any significant results, limitations, and recommendations for future research. Writing a research proposal and research report can be a challenging task, requiring both technical writing skills and an understanding of the research process. However, with careful planning and attention to detail, researchers can produce high-quality proposals and reports that contribute to the field’s knowledge base and advance understanding of important research questions.

## 12.2 MEANING OF RESEARCH PROPOSAL

A research proposal is a document that outlines a proposed research project, providing a detailed plan for conducting research and obtaining relevant data. It serves as a blueprint for the research process, providing a clear and concise summary of the proposed study’s purpose, methodology, and expected outcomes. The research proposal typically includes several key components, such as an introduction to the topic, a review of relevant literature, a statement of research questions or hypotheses, a description of the methodology to be used, a timeline for the research process, and a budget for the proposed project.

The purpose of a research proposal is to persuade the intended audience, such as a funding agency or academic institution, that the proposed research is worth pursuing and that the researcher has the skills and resources necessary to successfully carry out the project. A well-written research proposal should be clear, concise, and focused, demonstrating a deep understanding of the research area and

the potential significance of the proposed study. It should also adhere to established guidelines and ethical standards for research, including considerations of participant safety and privacy, and address any potential limitations or challenges that may arise during the research process.

## 12.2.1 BASIC REQUIREMENTS OF RESEARCH PROPOSAL

A research proposal is a document that outlines a proposed research project, providing a detailed plan for conducting research and obtaining relevant data. A well-written research proposal is essential for securing funding or approval for research projects. The basic requirements of a research proposal include the following:

- **Title:** The title of the research proposal should be clear and concise, and should accurately reflect the proposed study's purpose.
- **Abstract:** The abstract is a brief summary of the proposed study, outlining the research question or hypothesis, the methodology, and the expected outcomes. The abstract should be clear and concise, and should provide a clear overview of the proposed study.
- **Introduction:** The introduction should provide a comprehensive review of existing literature, highlighting gaps in knowledge and potential avenues for research. It should also clearly define the research question or hypothesis and explain the rationale for conducting the proposed study.
- **Review of literature:** The review of literature is a critical component of any research proposal, as it demonstrates a deep understanding of the research area and highlights gaps in knowledge and potential avenues for research. The literature review should be comprehensive, up-to-date, and relevant to the proposed study. It should also be structured in a clear and concise manner, with key themes and findings clearly identified.
- **Aims and objectives:** The aims and objectives of the proposed study should be clearly defined in the research proposal. The research aims should be specific, measurable, achievable, relevant, and time-bound (SMART). The research objectives should be aligned with the research aims and should clearly outline the steps needed to achieve the research aims.
- **Research design:** The research design is the overall plan for conducting the proposed study. It should be clearly outlined in the research proposal, including the research methodology, research instruments, data collection techniques, data analysis methods, and expected outcomes. The research design should be feasible, ethical, and aligned with the research aims and objectives.
- **Methodology:** The methodology section should outline the proposed research methodology, including the research design, data collection techniques, and data analysis methods. The methodology should be detailed enough to be replicable by other researchers, and should address any potential limitations or biases of the proposed methodology.

- **Data collection and analysis:** The data collection and analysis section of the research proposal should provide a detailed plan for collecting and analysing the data that will be used to answer the research question or hypothesis. This should include information on the data collection instruments, sampling techniques, data analysis methods, and any statistical tests that will be used to analyse the data. The data collection and analysis plan should be feasible, ethical, and aligned with the research aims and objectives.
- **Expected outcomes:** The expected outcomes section should clearly outline the expected results of the proposed study. It should be based on the research question or hypothesis and should be realistic and achievable.
- **Contribution to knowledge:** The contribution to knowledge is an important aspect of any research proposal, as it highlights the potential impact of the proposed study and its implications for future research. The basic requirements for demonstrating the contribution to knowledge in a research proposal include clearly defining the research question or hypothesis, providing a comprehensive review of existing literature, highlighting gaps in knowledge, and outlining the potential impact of the proposed study on the field's knowledge base. The research proposal should also demonstrate a deep understanding of the research area and the potential significance of the proposed study.
- **Timeline:** The timeline section should provide a clear and comprehensive plan for conducting the proposed study, including key milestones and deadlines. It should be realistic and should take into account any potential delays or setbacks.
- **Budget:** The budget section should provide a detailed breakdown of the costs associated with conducting the proposed study. It should include all necessary expenses, including research materials, equipment, and personnel costs.
- **Ethical considerations:** The ethical considerations section should address any potential ethical concerns or issues related to the proposed study. This may include issues related to participant safety and privacy, as well as potential biases or limitations of the methodology or data collection techniques.
- **Appendices:** Appendices can be used to provide additional information that supports the research proposal, but is not essential to the main document. This may include copies of relevant publications or other supporting materials, such as consent forms or survey questions.
- **Citations:** The research proposal should include a comprehensive list of all sources cited in the document. This list should be formatted according to the requirements of the intended audience, such as a specific citation style or formatting guidelines.

The conclusion should summarize the proposed study's purpose, methodology, expected outcomes, and significance. It should clearly explain why the proposed study is important and how it will contribute to the field's knowledge base.

In addition to these basic requirements, there are several other factors to consider when writing a research proposal. These include:

- **Target audience:** The research proposal should be written with the intended audience in mind. This may include funding agencies, academic institutions, or other researchers.
- **Formatting:** The research proposal should be formatted according to the requirements of the intended audience. This may include specific formatting guidelines or page limits.
- **Writing style:** The research proposal should be written in a clear and concise style, using language that is accessible to a wide audience. It should also be well-organized and easy to navigate.
- **Peer review:** The research proposal should be reviewed by colleagues or mentors before submission to ensure that it is clear, concise, and focused.
- **Revision:** The research proposal may need to be revised multiple times before it is finalized. This may involve addressing feedback from colleagues or funding agencies, or making adjustments to the methodology or budget.

In conclusion, a research proposal is a document that outlines a proposed research project, providing a detailed plan for conducting research and obtaining relevant data. The basic requirements of a research proposal include a clear and concise title, an abstract, an introduction, a methodology, expected outcomes, a timeline, a budget, ethical considerations, and a conclusion. With careful planning and attention to detail, researchers can produce high-quality research proposals that contribute to the field's knowledge base and advance understanding of important research questions.

## 12.2.2 COMPONENTS OF WRITING A RESEARCH PROPOSAL

Writing a research proposal is an essential skill for researchers and academics. A research proposal is a document that outlines a proposed research project, providing a detailed plan for conducting research and obtaining relevant data. Writing a research proposal requires careful planning and attention to detail, as it serves as a blueprint for the research process, providing a clear and concise summary of the proposed study's purpose, methodology, and expected outcomes.

The first step in writing a research proposal is to identify a research question or hypothesis. This should be a specific and focused question that can be answered through empirical data. Once the research question has been identified, the researcher should conduct a comprehensive review of existing literature to identify gaps in knowledge and potential avenues for research.

The next step is to develop a clear and concise plan for conducting research. This includes identifying the research methodology, such as qualitative, quantitative, or mixed-methods, and the data collection techniques, such as surveys, interviews, or experiments. The plan should also include a timeline for the research process, outlining key milestones and deadlines.

The research proposal should also address any potential ethical concerns and limitations of the study. This includes addressing issues related to participant safety and privacy, as well as potential biases or limitations of the methodology or data collection techniques. The researcher should also identify any potential sources of funding for the proposed study, such as grants or fellowships.

Another important aspect of writing a research proposal is to communicate the significance of the proposed study and its potential contribution to the field. This includes highlighting the potential impact of the research and its implications for future research. The researcher should also demonstrate a deep understanding of the research area and the potential significance of the proposed study.

The research proposal should be written in a clear and concise manner, using language that is accessible to a wide audience. It should be well-organized, with each section clearly labelled and easy to navigate. The proposal should also adhere to established guidelines and ethical standards for research, including considerations of participant safety and privacy.

Once the research proposal has been written, it should be carefully reviewed and edited. The researcher should seek feedback from colleagues or mentors to ensure that the proposal is clear, concise, and focused. The proposal should also be formatted according to the requirements of the intended audience, such as a funding agency or academic institution.

In conclusion, writing a research proposal is an essential skill for researchers and academics. A well-written research proposal should be clear, concise, and focused, demonstrating a deep understanding of the research area and the potential significance of the proposed study. It should also provide a detailed plan for conducting research and obtaining relevant data, while addressing any potential ethical concerns and limitations of the study. With careful planning and attention to detail, researchers can produce high-quality proposals that contribute to the field's knowledge base and advance understanding of important research questions.

## 12.3. RESEARCH REPORT

### 12.3.1 INTRODUCTION

A research report is a detailed document that summarizes the findings of a research study, written in a formal and objective style. It is used by researchers to disseminate their findings to the scientific community, document the research process, and contribute to the knowledge base in a particular field. The report format may vary, but generally includes an abstract, introduction, literature review, methodology, results, discussion, and conclusion. The literature review provides a comprehensive review of existing literature, while the methodology outlines the research design and data collection techniques. Results are presented using tables and graphs, while the discussion interprets the findings and places them in the context of existing literature. The conclusion summarizes the main findings and identifies potential avenues for future research. By adhering to established guidelines for research reporting, researchers can produce high-quality reports that

advance understanding of important research questions and contribute to the field's knowledge base.

## 12.3.2 DIFFERENT STEPS IN WRITING REPORT

Research reports are a vital product of thorough and accurate work. The process of creating a research report includes several steps, which are essential for organizing and presenting research findings in a clear and comprehensive manner. These steps are: logical analysis of the subject-matter, preparation of the final outline, preparation of the rough draft, rewriting and polishing, preparation of the final bibliography, and writing the final draft.

The first step in creating a research report is logical analysis of the subject matter. This involves developing the subject matter through a logical or chronological approach. Logical development is based on the analysis of mental connections and associations between different elements of the research. It often involves developing the material from simple to complex structures. On the other hand, chronological development is based on the connection or sequence in time or occurrence, which is common for procedural or instructional reports.

The next step is the preparation of the final outline, which serves as a framework for the entire report. The outline helps in organizing and structuring the report, providing a clear and concise representation of the content. It acts as a guide for the researcher to ensure that all the key elements of the report are covered.

The preparation of the rough draft follows the logical analysis of the subject matter and the preparation of the final outline. This step is essential for the researcher to write down the procedure adopted in collecting the data, along with the limitations faced, the technique of analysis adopted, the broad findings, and generalizations, and the various suggestions offered regarding the problem concerned. It provides an opportunity for the researcher to put together all the data collected and analyse it to draw conclusions.

Once the rough draft is complete, the next step is rewriting and polishing. This is a critical stage where the researcher takes time to carefully revise the report, making necessary changes and improvements to the text. The aim is to ensure that the report is free of grammatical errors, spelling mistakes, and any other inconsistencies that may affect the overall quality of the report. During this step, the researcher checks the report for weaknesses in logical development or presentation and ensures that the material is presented with unity and cohesion.

The preparation of the final bibliography is the next step, which is generally appended to the research report. The bibliography is a list of books, articles, and other sources consulted during the research process. It should contain all the works that the researcher has consulted and be arranged alphabetically. The entries in the bibliography should be consistent in style and format, depending on the specific requirements of the report.

Finally, the last step is writing the final draft. This involves consolidating the previous steps, ensuring that the report is written in a concise and objective style, in simple language that avoids abstract terminology and technical jargon. It should

include illustrations and examples based on common experiences to communicate the research findings effectively. The final report should be original, maintain interest, and show originality.

In conclusion, the different steps involved in writing a research report require a meticulous and careful approach to ensure that the research findings are presented comprehensively and accurately. Logical analysis of the subject matter, preparation of the final outline, preparation of the rough draft, rewriting and polishing, preparation of the final bibliography, and writing the final draft are the crucial steps that guide the researcher to develop a report that contributes to the solution of an intellectual problem and adds to the knowledge of both the researcher and the reader.

## 12.3.3 LAYOUT OF THE RESEARCH REPORT

The layout of a research report plays a crucial role in conveying the study's importance and enabling readers to place it within its scientific context, evaluate its methods, and determine the reliability of its findings. Therefore, it is essential to ensure that the report is properly structured. A comprehensive layout typically includes three main sections: (A) preliminary pages, (B) the main text, and (C) the end matter. Each section serves a specific purpose in providing a clear and concise summary of the research study.

### A. Preliminary Pages:

The preliminary pages of a research report should include a title and date, followed by acknowledgements in the form of a preface or foreword. A table of contents and a list of tables and illustrations should also be included to help readers easily locate the necessary information in the report.

### B. Main Text:

The main text of the research report provides a complete outline of the study. The title of the research study is repeated at the top of the first page of the main text, followed by the other details on consecutively numbered pages, beginning with the second page. Each main section of the report should begin on a new page. The main text of the report should contain the following sections: (i) Introduction; (ii) Statement of Findings and Recommendations; (iii) Results; (iv) Implications Drawn from the Results; and (v) Summary.

#### (i) Introduction:

The introduction of the research report should clearly state the objectives of the research and provide enough background information to explain why the problem was worth investigating. A brief summary of other relevant research may also be included to provide context for the present study. The report should explicitly state the hypotheses of the study and the definitions of major concepts employed in the research.

The methodology adopted for the study should be explained in detail. Readers would want to know how the study was conducted, its basic design, the experimental manipulations (if any), and the exact questions asked in questionnaires or interviews (the questionnaire or interview schedule should be included in an appendix). If measurements were based on observation, instructions given to the observers should be explained. The sample used in the study should also be described, including who the subjects were, how many were there, and how they were selected. All of these details are essential for estimating the probable limits of generalizability of the findings. The statistical analysis adopted should also be clearly stated. The scope of the study should be explained and boundary lines demarcated. The various limitations under which the research project was completed must also be narrated.

**(ii) Statement of Findings and Recommendations:**

After the introduction, the research report should include a statement of findings and recommendations in non-technical language that is easy to understand by all concerned. If the findings are extensive, they should be summarized at this point.

**(iii) Results:**

The third step in writing the main text of a research report is the presentation of the study's findings, which should be accompanied by supporting data in the form of tables and charts. This section generally constitutes the main body of the report and may extend over several chapters. It is important to note that the results section should contain statistical summaries and reductions of the data rather than the raw data. All relevant results must find a place in the report, but deciding what is relevant can be a challenge. The research problem and hypotheses, if any, with which the study was concerned, can provide guidance for determining which results to include. However, ultimately, the researcher must rely on their own judgment to decide the outline of the report. Nonetheless, it is essential that the researcher clearly states the problem they were concerned with, the procedure they used to work on the problem, the conclusions they arrived at, and the bases for their conclusions.

**(iv) Implications of the results:**

After presenting the detailed findings of the study, it is essential to provide a discussion on the implications of the results. This section should clearly explain the significance of the research and how it can contribute to a better understanding of the phenomenon being studied. The implications section may have three aspects as described below:

(a) **Inferences:** The researcher should state the inferences drawn from the present study, which may be expected to apply in similar circumstances. It is important to highlight the key

findings and explain how they contribute to the existing body of knowledge in the field. The researcher should also emphasize the practical implications of the study and how the results can be used to improve current practices or policies.

(b) **Limitations:** The conditions of the present study should also be discussed to limit the extent of legitimate generalizations of the inferences drawn from the study. The researcher should clearly state any limitations of the research, such as sample size or research design, which may affect the generalizability of the findings. It is important to acknowledge the limitations of the study to avoid misinterpretations of the results.

(c) **Unanswered questions:** This section should highlight the relevant questions that still remain unanswered or new questions raised by the study. The researcher should suggest the kind of research that would provide answers to these questions. This will help to guide future research and provide a clear direction for further investigation.

It is also considered a good practice to end the report with a short conclusion that summarizes and recapitulates the main points of the study. The conclusion should be related to the hypotheses that were stated in the introductory section. Additionally, the researcher should provide a forecast of the probable future of the subject and suggest the kind of research that needs to be done in that particular field. This will help to provide a clear direction for future research and contribute to the advancement of knowledge in the field.

**(v) Summary:** In order to conclude the research report, it is customary to include a brief summary. This summary should briefly outline the research problem, methodology, major findings, and conclusions drawn from the research results.

**(C) End Matter:** In the final section of the report, appendices should be included for all technical data such as questionnaires, sample information, mathematical derivations, and other related data. A bibliography of sources consulted should also be given. Finally, an index should be provided which lists names, places, and topics, along with the corresponding page numbers where they are mentioned or discussed in the report. The value of the index lies in the fact that it serves as a guide for the reader to navigate the contents of the report easily.

## 12.3.4 MECHANICS OF WRITING A RESEARCH REPORT

There are specific and established guidelines that must be adhered to when preparing a research report or paper. Once the techniques have been determined, they should be strictly followed without any deviation. The format criteria should be decided as soon as the materials for the research paper are gathered. The following aspects are crucial with regards to the mechanics of writing a report:

- **Size and Format:** Use 8.5“ x 11“ unruled paper for your manuscript. For handwritten reports, use black or blue-black ink. Maintain a 1.5-inch margin on the left and at least a 0.5-inch margin on the right, with 1-inch margins at the top and bottom. Ensure the text is neat and legible. If typing, double-space the text on one side of the page, except for lengthy quotations.

- **Adherence to Procedure:** Strictly follow the steps for writing the report as previously outlined in this chapter.

- **Layout:** Determine the layout of the report based on the objective and nature of the problem. Refer to the earlier sections in this chapter on research report layouts and types as a guide for your specific problem.

- **Quotation Handling:** Place quotes in quotation marks and double-space them within the text. If a quotation is more than four or five typewritten lines, single-space and indent it at least half an inch to the right of the regular text margin.

- **Footnotes**: Keep the following guidelines in mind for footnotes:

    a) Footnotes serve to identify materials used in quotes and provide supplementary information not crucial to the main text. They are used for cross-referencing, citing sources, acknowledging, and clarifying points of view. Modern scholarship favours minimal use of footnotes.

    b) Place footnotes at the bottom of the page where the reference or quote ends. Separate them from the main text with a 0.5-inch space and a 1.5-inch line.

    c) Number footnotes consecutively, typically starting with 1 in each chapter. Place the number slightly above the line at the end of a quote. At the bottom of the page, indent the footnote number and type it slightly above the line. Use consecutive numbers to correlate the reference in the text with the corresponding note, except for statistical tables and numerical material where symbols like asterisks (*) can be used to avoid confusion.

    d) Type footnotes in single space, separating them from one another with double space.

- **Documentation Style:** When it comes to documentation, the first footnote reference for any given work should provide comprehensive information, detailing all essential facts about the edition used. These documentary footnotes typically follow a general sequence.

- **Punctuation and Abbreviations in Footnotes:** Begin a footnote with the author’s name in the normal signature order, followed by a comma. After the comma, provide the book title, omitting articles (e.g., “A,” “An,” “The”) and capitalizing only the first word and proper nouns and adjectives. Add a comma after the title. Next, include information about the edition, followed

by a comma. Mention the place of publication, which can be abbreviated for well-known locations (e.g., Lond. for London, N.Y. for New York, N.D. for New Delhi). Add a comma after the location. Then, state the publisher's name, followed by a comma. If the publication date is available on the title page, include it, but if it appears in the copyright notice or elsewhere, omit the comma and enclose the date in square brackets (e.g., [c 1978], [1978]). Add a comma after the date. Finally, provide the volume and page references, separated by a comma if both are given. Close the complete documentary reference with a period. Note that documentation for acknowledgements from magazine articles and periodical literature follows a different format, as explained earlier in the section on bibliography entries.

- **Incorporating Statistics, Charts, and Graphs:** Using statistics judiciously in research reports is advantageous as it clarifies and simplifies the material and research findings. Remember that a well-designed visual can be more effective than a thousand words. Present statistics as tables, charts, bars, line graphs, or pictograms, ensuring they are self-explanatory and comprehensive. The presentation should be suitable and relevant to the research problem, as well as neat and visually appealing.

- **Final Draft:** Thoroughly revise and rewrite the rough draft before finalizing it. During the process, ask yourself: Are the report's sentences clear and grammatically correct? Do they convey the intended meaning? Do the various points fit together logically? Having a colleague read the report before the final revision is highly beneficial, as they can point out unclear or illogical passages and suggest improvements, aiding in effective communication.

- **Bibliography:** Prepare a bibliography and append it to the research report, as discussed earlier.

- **Index Preparation:** Always include an index at the end of the report to guide readers. You can create both a subject index and an author index. The subject index lists subject-topics or concepts with corresponding page numbers, while the author index provides similar information for author names. Arrange the index alphabetically. Some people prefer a single, combined index for authors, subject-topics, concepts, and related items.

## 12.4. EXAMPLES

### 12.4.1 RESEARCH PROJECT

**Title: "Exploring the Representation of Women in the Mainstream Histories on the Indian Independence Movement"**

Duration: 5 years

Funds Required: INR 10,00,000

Addressed to: Indian Council of Historical Research, New Delhi

## I. Introduction

The Indian Independence movement was a monumental struggle involving millions of people from different walks of life. Among the myriad of contributors, women played an integral role in shaping the course of this epic struggle. However, mainstream historical narratives often overlook or understate their contributions. This research proposal aims to critically explore and redress the representation of women in the mainstream histories of the Indian Independence Movement.

## II. Objective

The primary objective of this research is to:

- Analyse the extent of women's representation in the primary and secondary sources of Indian Independence Movement.
- Illuminate the contributions of women, including lesser-known figures, in the Independence Movement.
- Understand the reasons behind the limited representation and visibility of women in these histories.
- Create a comprehensive, nuanced narrative that accurately represents the role and impact of women in the Independence Movement.

## III. Methodology

**Literature Review**: A thorough review of the existing literature on the Indian Independence Movement, with a specific focus on the representation of women.

**Primary Source Analysis:** Examination of primary sources, such as letters, diaries, newspapers, and autobiographies to uncover women's experiences and contributions.

**Oral Histories:** Conduct interviews with descendants of women involved in the Independence Movement to collect oral histories.

**Archival Research:** Visit various libraries, archives, and museums in India and abroad to gather untapped resources.

## IV. Timeline

Year 1: Conducting literature review and primary source analysis

Year 2-3: Collecting and recording oral histories, and carrying out archival research

Year 4: Analysing and interpreting the data collected

Year 5: Writing, presenting, and publishing the research findings

## V. Budget

The requested funding of INR 10,00,000 will be allocated as follows:

Travel and Accommodation: INR 3,00,000

Purchase of Books and Access to Archives: INR 2,00,000

Recording Equipment and Transcription Services: INR 1,00,000

Data Analysis and Research Tools: INR 1,00,000

Publication and Dissemination of Research: INR 1,00,000

Miscellaneous and Unforeseen Expenses: INR 2,00,000

## VI. Expected Outcome

This research project will significantly contribute to the existing literature by presenting a more nuanced and comprehensive history of the Indian Independence Movement. It will not only enhance our understanding of women's roles but also provide a more inclusive narrative for future generations to study and appreciate.

## VII. Conclusion

The proposed research aims to revisit and reconstruct the narratives of the Indian Independence Movement, emphasizing the role of women. It is a timely and much-needed endeavour, considering the growing emphasis on gender equality and women's empowerment in contemporary discourse. The generous support of the Indian Council of Historical Research will be instrumental in bringing this significant project to fruition.

We look forward to your positive response and to the opportunity to shed light on the unsung heroines of the Indian Independence Movement.

Primary Investigator:

ABC

(The Designation of the Researcher)

(The Institution where the Researcher is working at present)

# 12.4.2 RESEARCH REPORT

**Project Title: "Exploring the Representation of Women in the Mainstream Histories on the Indian Independence Movement"**

Sponsored by: Indian Council of Historical Research, New Delhi

Duration: 5 Years (2018 - 2023)

Budget: 10 Lakh Rupees

## Abstract

This research project, sponsored by the Indian Council of Historical Research, sought to critically analyse the representation of women in mainstream narratives of the Indian Independence Movement. Over the course of five years, it conducted an extensive review of primary and secondary sources, utilized oral histories, and integrated feminist historiographical methodologies to challenge traditional histories and bring forth the unheralded stories of women freedom fighters.

## Introduction

While the Indian Independence Movement is well-documented, there is a prevailing tendency to focus on prominent male leaders, often side-lining the contributions of women. This research project aimed to correct this imbalance, providing a nuanced understanding of the roles women played, the challenges they faced, and the contributions they made towards India's fight for independence.

## Methodology

The project employed interdisciplinary research methods, drawing upon social and cultural history, gender studies, and postcolonial theory. Primary sources, including letters, diaries, photographs, newspaper reports, and government documents, were meticulously analysed. The project also relied on oral histories, collected through interviews with descendants of women involved in the movement, and from the few remaining living participants.

## Findings

The project revealed that women participated in the Indian Independence Movement in numerous capacities, not just as symbolic figures, but also as strategists, protestors, and even armed revolutionaries. The research also showed that their involvement was intersectional, spanning various socio-economic classes, castes, and regions.

The research identified several key figures whose contributions have often been overlooked or minimized in mainstream histories, such as Captain Lakshmi Sahgal, Pritilata Waddedar, Usha Mehta, and Begum Hazrat Mahal.

## Impact and Implications

This project has significant implications for the understanding of the Indian Independence Movement and for the broader practice of history. It challenges the male-centric narrative and underscores the need for a more inclusive historiography that recognizes the contributions of all participants, regardless of gender.

The project also offers a model for how future research can reframe historical narratives, by integrating feminist perspectives and highlighting marginalized voices.

## Financial Summary

The total fund of 10 lakh rupees was judiciously utilized over the five-year period. Major expenses included acquisition of primary source materials, travel for field

research and interviews, transcription and translation services, and publication costs. A detailed financial report is available upon request.

**Conclusion**

The "Exploring the Representation of Women in the Mainstream Histories on the Indian Independence Movement" project has made a significant contribution to understanding the multi-faceted roles of women in India's freedom struggle. It has paved the way for a more comprehensive, inclusive history that truly reflects the diverse individuals and groups that shaped India's path to independence.

**Future Research**

The research findings highlight the need for further exploration into the lives of these women post-independence, and how their experiences in the movement shaped their subsequent roles in the newly independent India. Additionally, similar research into other historical movements within the Indian context would also yield valuable insights.

**Acknowledgements**

We express our gratitude to the Indian Council of Historical Research for their generous sponsorship and unwavering support throughout the duration of this project. Our thanks also go to the countless individuals who contributed their time, knowledge, and resources to bring these untold stories to light.

## 12.5 LET US SUM UP

Research Proposal and Research Report writing are vital components of academic and professional research. A well-crafted research proposal provides a roadmap for the intended research, outlining the objectives, methods, and potential impacts, enabling reviewers to assess its feasibility and value. It is often instrumental in securing funding or approval for the project. On the other hand, a research report presents the findings, methodology, and implications of the completed study. It is a comprehensive record of the research performed, offering transparency and allowing others in the field to understand, replicate, or build upon the work. Both the proposal and the report facilitate scholarly communication, promoting the progression of knowledge and understanding in the respective field.

## 12.6 QUESTIONS

1. What are the key components of a research proposal? How do they contribute to a coherent and persuasive proposal?
2. How do you ensure that the research problem and objectives presented in the proposal are clear, relevant, and significant?
3. What is the role of the literature review in a research proposal, and how can you effectively synthesize existing research to contextualize your study?

4. How do you select an appropriate research design and methodology for your proposal, and what factors should you consider when making this decision?

5. How can you address ethical considerations in your research proposal to ensure the protection of research participants and maintain the integrity of your study?

6. What strategies can you use to write a compelling and persuasive research proposal that effectively communicates the significance and feasibility of your study to reviewers or funding agencies?

7. In a research report, what are the main sections and their purposes? How do these sections contribute to a coherent and comprehensive presentation of your research findings?

8. How can you effectively present and discuss your research findings in the research report, ensuring that your conclusions are well-supported by the data and aligned with your research objectives?

9. What is the role of the discussion section in a research report, and how can you use this section to interpret your findings, draw conclusions, and identify implications for theory, policy, or practice?

10. How can you critically evaluate the strengths and limitations of your study in the research report, and how can you use this evaluation to suggest directions for future research or improvements in research design?

11. How can you ensure that your research report is well-organized, clearly written, and adheres to the appropriate formatting and citation standards for your field?

## 12.9 FURTHER READINGS


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# MAEN-105
## Research Methodology

## Block
# 4
## Use of ICTs in Research


**Unit-13** **Use of Computer Application in Research**

**Unit-14** **SPSS and Data Analysis**

**Unit-15** **Citation, References and Bibliography**

**Unit-16** **Plagiarism**

# BLOCK-IV INTRODUCTION

This block is aimed at making you aware about the use of ICTs in research. ICT stands for "Information and Communication Technology." It refers to the diverse set of technologies and tools that are used to manage, process, transmit, and exchange information. ICT encompasses both hardware and software components, as well as the networks and systems that enable communication and data manipulation. It is a holistic term associated with all communication devices such as television, cellular phones, computer, and network hardware and software. ICT pays major role in research. This block is divided into four units, i.e. from 13 to 16. Unit 13 focuses on use of computer application in research. Unit 14 informs us SPSS and Data Analysis. Unit 15 develops skill how to write citation, references and bibliography. Unit 16 focuses on the literary crime known as Plagiarism.

# UNIT-13 USE OF COMPUTER APPLICATIONS IN RESEARCH

## Structure


13.0 Objectives

13.1 Introduction

13.2 A Short History

13.3 Word Processing Software

- 13.3.1 Document Creation and Organization
- 13.3.2 Collaboration and Co-authorship
- 13.3.3 Spell Checking and Grammar Correction

13.4 Review of Literature

- 13.4.1 Google Books
- 13.4.2 Shodhganga
- 13.4.3 Google Scholar

13.5 Data Collection

- 13.5.1 Oxford Dictionary of National Biography
- 13.5.2 American National Biography
- 13.5.3 Britannica Encyclopaedia
- 13.5.4 N-LIST by INFLIBNET
- 13.5.5 NPTEL
- 13.5.6 National Digital Library

13.6 Referencing

- 13.6.1 RefWorks
- 13.6.2 EndNote
- 13.6.3 Microsoft OneNote

13.7 Summing Up

13.8 Self-Assessment Questions and their Answers

13.9 Further Readings

## 13.0 OBJECTIVES

In this Unit, you will be introduced to various computer applications, websites, and mobile applications that are useful in conducting your research. With the use of these applications, you can learn to do research work with ease. It would not be hyperbole to say that no research can be completed without the use of computers nowadays. Theoretical methods have their own limitations, and it is also true that computer applications can't be learned in theoretical mode only. However, the links of the websites and the names of computer applications, along with their commands as far as possible, have been provided within this Unit. It is expected from the students to practice the computer applications mentioned in this Unit for better understanding. At the end of this Unit, it is hoped that students will be able to understand the use of various computer applications in research. Regardless of their existing computer experience, the students will gain familiarity with a variety of computer applications after completing this unit.

## 13.1 INTRODUCTION

In the rapidly changing world of research, computer applications have become necessary tools for researchers across qualitative and quantitative research. These computer applications offer a multitude of purposes, including data collection, review of literature, data analysis, formatting, referencing and printing as well. By using these applications, you can streamline your processes, save valuable time, and achieve more accurate results. You can communicate complex information effectively through graphs, charts, and interactive dashboards. If you are familiar with computers, then you might be aware about the various computer applications that can be used in text formatting. However, it doesn't matter whether you will become familiar with computer or not as you are going to be familiar with various tools in this Unit. You will be introduced to only those computer applications that are useful in qualitative research or more specifically literary research.

## 13.2 A SHORT HISTORY

The landscape of research is rapidly changing with this fast-evolving world. Those days are gone when a researcher was wasting his time in writing, compiling, copying, analysing the information manually. Before the invention of the printing press and the typewriter, the theses or dissertations or research papers were written by hand. The breakthrough came in 1967 when Christopher Latham Sholes, an American inventor, invented first typewriter. In late 1800s, electric typewriters started offering faster and more efficient typing compared to manual typewriters. The invention of personal computers in the 1970s laid the foundation for the transition from typewriters to computers. Eventually, word processing software was developed in 1980s and provided users with powerful tools to create, edit, and format text on computers. In 1990s, the internet and the emergence of email communication accelerated the shift towards computer-based writing and

communication. At present, a wide range of writing technologies is available like laptops, tablets, smartphones, voice recognition software and virtual keyboards.

## 13.3 WORD PROCESSING SOFTWARE

Word processing software is the backbone of a research in any field of knowledge. There are various word processing software such as Microsoft Word (Windows), Google Docs (Website), and Apple Pages (MacBook). You can do following tasks related to your research through word processing software.

### 13.3.1 DOCUMENT CREATION AND ORGANIZATION

You can create your research document and organize it by using any of the word processing software. You can write and format your manuscripts, research paper, and notes with ease, utilizing features like headings, styles, and tables. The software allows for manipulation of text, classifying sections, revisions, and inserting citations and references. The latest version of the word processing software allows the researcher to design, draw, mail, and review data.

### 13.3.2 COLLABORATION AND CO-AUTHORSHIP

Word processing software, specifically Google Docs facilitates collaboration among researchers and co-authors. Now, more than one researcher can work on the same document simultaneously, making real-time edits and providing comments. This eliminates the need for email exchanges and ensures seamless collaboration. Additionally, the version control features enable tracking changes and reviewing the evolution of the document, enhancing transparency and accountability in collaborative research projects.

### 13.3.3 SPELL CHECKING AND GRAMMAR CORRECTION

Word processing software has in-built spell-checking and grammar-correction tools. This feature of word processing software not only detects and highlights the spelling, grammatical and syntax mistakes but also provides the prospective suggestions. The researcher can click on these suggestions and improve the readability of his/her research paper. The researcher has to choose the most appropriate option from the suggestions according to the cohesion and coherence of the text. This automatic correction tool makes the writing clear and error-free.

## 13.4 REVIEW OF LITERATURE

Review of Literature is one of the important steps for starting the research journey. In review of literature, a researcher has to make the analysis of the previous research done in his/her filed of study. The duplication and repetition of the research are usually avoided. The researcher has to make a comprehensive analysis of the previously published books, theses, dissertations, research papers and reviews to justify their claim. After making the analysis the researcher comes to know the research gaps, limitations and unexplored fields of the study. Review of

literature helps in the selection of a topic, formulation of hypotheses, and research questions. Although, it is difficult to ascertain the unexplored fields of study in literary research but there are some websites that can help in doing review of literature.

### 13.4.1 GOOGLE BOOKS (www.books.google.co.in)

Google is the most popular and widely used search engine not only in India but in all over the world as well. Surprisingly, Google search engine provides vague results when a researcher wants to find out the previously published books on a given topic. The solution to this problem has been provided by Google itself. Google has provided a specific search engine to search for books, which is named as Google Books. A researcher can search specific terms and authors in the wide range of books available on this search engine. This wide range of books includes out-of-print books, rare books and latest books as well. It provides all the bibliographical details of the books, which are helpful in making the list of references or citation. The researcher can see the previews, reviews, overviews and links to get the books on this website.

### 13.4.2 SHODHGANGA: A RESERVOIR OF INDIAN THESES (www.shodhganga.inflibnet.ac.in)

Shodhganga is an initiative of INFLIBNET, UGC, the Government of India. It is a digital repository of theses and dissertations submitted in Indian Universities for the award of M.Phil. and Ph.D. degrees. The website consists of more than four lakh theses and dissertations, eleven thousand synopses and reports of major research projects and post-doctoral fellowships. It is a powerful source for reviewing the literature as more than eight hundred universities are uploading their theses and dissertations on this website. All the research data is available in open access. The researchers are not required to create their account on the website, and they can view and download the available material available on the website.

### 13.4.3 GOOGLE SCHOLAR

Google Scholar is also a specific search engine for the academic purpose like Google Books. It provides access to all academic publications such as research articles, books, abstracts, reviews, and court opinions published by various academic and non-academic publications. Its advance search options allow the researcher to find out the citation details of particular articles. The researcher can find out the profiles of the researchers on the website and differentiate between widely cited articles and less-cited articles. The researcher can search specific terms, authors, keywords and publications related to their research titles. It allows the researchers to view, download and set up alerts for new academic publications in the field of research.

## 13.5 DATA COLLECTION



Data collection is also a very important part of any research process. Data collection is the soul of any research work. The data for research can be divided

into two parts i.e. Primary Sources and Secondary Sources. Primary sources consist of the works of the author on which a researcher is planning to conduct the research while secondary sources mean the research work done on the author or works upon which the research is proposed. In this digital world, the online database plays a crucial role in making the primary and secondary sources accessible. A few very important databases of primary as well as secondary sources are described in the sub-sections.

## 13.5.1 OXFORD DICTIONARY OF NATIONAL BIOGRAPHY (www.oxforddnb.com)

The Oxford Dictionary of National Biography is a very important tool for literary research as it provides biographical details of authors. It consists of more than sixty thousand biographies. It gives biographical details of British authors as well as details of their significant contribution to literature. This wide collection includes eleven thousand portraits and seventy-two million words. The researchers can read, view, download and print the details available on the website.

## 13.5.2 AMERICAN NATIONAL BIOGRAPHY (www.anb.org)

American National Biography is an online database of biographical details of American personalities. It is not as big as Oxford Dictionary of National Biography as it consists of only nineteen thousand biographies. If any researcher is working in American literature or using American authors in secondary sources, then ANB is a reliable and authentic source to provide in-depth information. It is a subscription-based website; however, some biographies are available free of cost. The researchers can view, download, and print the database from this website.

## 13.5.3 BRITANNICA ENCYCLOPEDIA (www.britannica.com)

An encyclopedia plays a very important role in understanding the key terms in literary research. You have to be very conscious while choosing an encyclopedia for your research. There are some researchers who use Wikipedia Encyclopaedia to get the information on key terms. Wikipedia is a popular and widely used search engine but it should be avoided in research as it provides inaccurate, unreliable, and unauthentic data sometimes. Britannica encyclopedia is open access, reliable, and authentic and widely recommended encyclopedia for research purpose. It provides information on various subjects and literature is also one of them. It offers around six thousand authentic biographies of poets, critics, playwrights and theatre artists. All the information available on the website is free of cost. In addition, this encyclopedia provides definitions, information and explanations of all literary concepts, movements, terms, and theories.

## 13.5.4 N-LIST BY INFLIBNET (www.nlist.inflibnet.ac.in)

The full form of N-LIST is National Library and Information Services Infrastructure for Scholarly Content. It is an initiative of INFLIBNET, UGC, Government of India. Through N-LIST, the researchers can access all the scholarly content available on this website. These scholarly contents include all the e-books

and e-journals from various disciplines. The N-LIST provides a virtual key to the shelf of Indian libraries. Instead of going into the library physically, now the researchers can access the information at home. Users have to make their account on the website, or the institution provides login details to access the available information. However, all the bibliographical details are available free of cost.

### 13.5.5 NPTEL (www.nptel.ac.in)

The Indian Institute of Science, Bangalore launched the NPTEL (National Programme on Technology Enhanced Learning) educational initiative in 2003. Seven prestigious Indian Institutes of Technology (IIT Bombay, IIT Delhi, IIT Kanpur, IIT Kharagpur, IIT Madras, IIT Guwahati, and IIT Roorkee) also participated in this initiative. The programme aims to improve education and learning in fields related to technology.

One can access a variety of online course materials, such as video lectures, lecture notes, and assignments on the website of NPTEL. These resources cover a range of topics and academic fields related to literature and social sciences. It offers courses on literary theory and criticism as well.

Because students can access the course materials at their own pace and leisure, the programme offers flexibility and convenience. It enables students to learn literary theory, criticism, and keep up with the most recent emerging areas of research. The NPTEL programme has significantly influenced the research as well.

### 13.5.6 NATIONAL DIGITAL LIBRARY (www.ndl.gov.in)

The National Digital Library of India is a ground-breaking project that aspires to compile the enormous richness of information and resources from all around the nation into one thorough digital library. This platform provides a large selection of resources in different forms. It offers a huge selection of e-books, research articles, audio files, films, PowerPoint presentations, theses, and much more, totalling more than 4 Crore (40 million) materials. The varying demands of students, researchers, and hobbyists across disciplines are met by this wide variety of materials.

National Digital Library guarantees the accuracy and dependability of the resources offered. The researcher can simply search for and obtain the needed content because of the user-friendly interface. Through removing regional restrictions and fostering inclusivity in education, this project has revolutionised access to knowledge and information. No matter where you are located or what institution you are affiliated with, users from all across India can take advantage of the library’s extensive collection of resources. It has established itself as a useful tool for educators, researchers, and students.

## 13.6 REFERENCING

Citations should always be used in research. It permits academics to acknowledge and credit other people's efforts. Researchers can increase the validity and reliability of their own findings by demonstrating their deep comprehension of

the corpus of earlier research by clearly referencing their sources. References allow readers to locate and validate the sources utilised, increasing transparency and promoting further research. Reference also enables students to take part in meaningful academic discussions that build on earlier research and broaden their knowledge.

### 13.6.1 REFWORKS (www.refworks.proquest.com)

The online bibliography management tool RefWorks makes it simple and effective to keep track of, organise, and arrange references to both paper and electronic sources. It provides a wide range of features and tools to help scholars manage their citations. RefWorks' unrestricted storage capacity for references, full-text publications, and other research resources is one of its main benefits. Researchers can swiftly generate and organise their references with this method, which makes it simpler to find and acknowledge sources throughout the study process.

References can be easily imported into RefWorks from a variety of places, including internet databases, catalogues, reference management programmes, and even the user's computer. Researchers can automate the acquisition of references as a result, doing away with manual data entry. The ability to easily store full-text documents and references from any website is another useful feature of RefWorks'. This feature is quite helpful when researchers are surfing the web and come across pertinent content they wish to save for later use. RefWorks' capability to automatically complete citation data utilising big ProQuest databases is an important feature. By automatically creating citation information for sources, this technique saves researchers' time and effort while maintaining uniformity and quality in citation style.

### 13.6.2 ENDNOTE (www.endnote.com)

EndNote is a useful programme for efficiently handling references. It provides a wide range of tools and functionalities to improve cooperation and productivity across the research workflow. Searching through numerous PDFs and internet references is one of EndNote's primary benefits. The programme facilitates researchers' access to a wide range of academic resources, which expedites the literature review procedure. Finding comprehensive content for references is made easier by EndNote. Scholars can identify and read the entire text of cited publications with only one click, ensuring full access to pertinent research resources. The software streamlines the reading, analysing, annotating, and searching of PDFs for the researcher.

EndNote provides automatic reference and link updating in order to guarantee the accuracy of the data. This function is very useful for keeping references current when referencing material from dynamic web databases. EndNote's group collaboration tools make it easy to collaborate. The researcher can grant read-only or write access to their collaborator. This function makes it easier for researchers to collaborate. EndNote ensures bibliographic accuracy by supporting the most recent reference types and offering the most recent journal and referencing styles.

### 13.6.3 MICROSOFT ONENOTE

A mobile app called Microsoft OneNote is available for iOS and Android devices. It is a note-taking programme that offers several capabilities to assist researchers in planning and managing their work. OneNote is available to many scholars because it is free of charge. OneNote users have the ability to record audio, text, images, and web content, including web clippings. This makes note-taking versatile and dynamic, allowing for different information formats and fully capturing ideas. Sticky notes in OneNote provide a useful way to rapidly capture thoughts, reminders, or important information. These portable digital sticky notes give note-taking in the digital workspace a visual and movable component.

OneNote enables researchers to effectively organise their notes with its notebook organisation capabilities. Researchers can build numerous sections, pages, and subpages to order and categorise their notes as well as make it simple to access and retrieve information. In this application, collaboration is also quite simple. Real-time collaboration and fluid teaming are made possible by researchers' capacity to invite others to review and edit the same note. Researchers can take notes in accordance with their research goals thanks to the tailored note-taking experience it offers. The researchers can generate notes that reflect their distinctive writing style by using a variety of formatting options, including fonts, colours, and styles. Several different software and hardware platforms are supported by the programme. The researchers can view their notes on any device, including a desktop computer, laptop, tablet, or smartphone, and access them from any location.

## 13.7 SUMMING UP

Many computer programs, websites, and mobile applications that are useful for performing research are introduced to the students in this unit. It highlights how using computer programmes may streamline operations, save time, and yield more reliable results. The unit emphasises how the internet and computers are helpful in conducting the research. A variety of books, journals, and scholarly publications can be found using Google Books, Shodhganga, and Google Scholar. These programs make it easier to explore scholarly papers, evaluate citations, and conduct effective literature searches.

Several websites, such as the National Digital Library of India, the American National Biography, the Britannica Encyclopaedia, N-LIST by INFLIBNET, and the Oxford Dictionary of National Biography, might alter the paradigms of research. These sources offer access to a wealth of resources related to literature and several academic fields, including biographical data, scholarly writing, course materials, and many more.

## 13.8 SELF-ASSESSMENT QUESTIONS AND THEIR ANSWERS

**Q. 1. What are some advantages of using computer applications in research? How can they streamline processes and improve accuracy?**

Ans. Read carefully all sections of the Unit.

**Q. 2. Name three Word Processing Software mentioned in the unit and describe their role in research. How do they facilitate document creation, collaboration, and formatting?**

Ans. Read carefully section 13.3, 13.3.1, 13.3.2, and 13.3.3.

**Q. 3. How can computer applications aid in the literature review process? Mention two applications discussed in the unit and explain how they assist in efficient literature searches and citation evaluation.**

Ans. Read carefully section 13.4, 13.4.1, 13.4.2, and 13.4.3.

**Q. 4. Describe the significance of comprehensive data collection in literary research. Provide examples of different data sources mentioned in the unit and explain how they contribute to analysis and interpretation.**

Ans. Read carefully section 13.5, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5 and 13.5.6.

**Q. 5. Name three computer applications introduced in the unit that provide access to valuable resources for literature and academic disciplines. Explain how these applications can support research efforts and enhance knowledge acquisition.**

Ans. Read carefully all sections of the Unit.

## 13.9 FURTHER READINGS


Arlow, Jim. *Research Methods for Computer Science*. Springer, 2019.

Barzun, Jacques. *The Modern Researcher*. Wadsworth Publishing, 2016.

Booth, Wayne C. and et.al. *The Craft of Research*. University of Chicago Press, 2016.

Machi, Lawrence A. and Brenda T. McEvoy. *The Literature Review: Six Steps to Success*. Corwin, 2016.

Mann, Thomas. *The Oxford Guide to Library Research*. Oxford University Press, 2015.

Ridley, Diana. *Literature Review: A Step-by-Step Guide for Students*. SAGE Publications Ltd, 2018.

# UNIT–14 SPSS AND DATA ANALYSIS

## Structure


14.0 Objectives

14.1 Introduction

14.2 How it works?

14.3 Variables

- 14.3.1 Numeric/scale Variables
- 14.3.2 Categorical Variables
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14.4 Output on SPSS

14.5 Data Analysis Using SPSS

- 14.5.1 Means
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- 14.5.3 ANOVA (Analysis of Variance) Test
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14.6 Charts in SPSS

14.7 Summing Up

14.8 Self-Assessment Questions and their Answers

14.9 Further Readings


## 14.0 OBJECTIVES

The two main categories of research are qualitative and quantitative. You learnt how to do qualitative research in the earlier modules. You will discover how to do quantitative research in this Unit. This begs the question: Can quantitative research be done in English? Unexpectedly, the response is "Yes". Let's use an example to better grasp this. Consider a scenario in which you wish to investigate English Language Teaching (ELT) and contrast the Second Language acquisition of students in government and private schools. Data collection for this sort of research is required from both groups. It is impossible to manually analyse this data

in a timely manner without making mistakes. However, using SPSS makes it simple, error-free, and effective to analyse the acquired data.

## 14.1 INTRODUCTION

The Statistical Package for the Social Sciences (SPSS) was developed by Stanford University's Norman H. Nie, C. Hadlai Hull, and Dale H. Bent in the late 1960s to analyse social scientific data. The software's user-friendliness helped it become popular in institutions across the US. They created a handbook in the 1970s, which increased its appeal even further. By the 1980s, SPSS had been converted for use on personal computers and was widely used in business and government as well as in academics. Because of its precise forecasts and the SPSS team's capacity for innovation and adaptation, it has maintained its success over time. Today, SPSS remains a widely used software for data analysis.

## 14.2 HOW IT WORKS?

The SPSS package consists of various versions, with the Base system at its centre, around which other parts revolves. SPSS is designed to work with numbers only. Even though names and descriptions are internally assigned numbers. The survey questions with multiple answers are also assigned numbers for processing. You can understand this thing with a very simple example. For example a question in the survey is written as follows:

How much are you satisfied with the teaching methodology of your teacher? You have to select your answer from the following options:

a) Very Satisfied

b) Satisfied

c) Neutral

d) Dissatisfied

e) Very Dissatisfied

In the above-mentioned case, a number will be assigned to the question and all possible answers. The assigned numbers will be used to make the analysis through SPSS. One has to remain very careful about the distinction between words and numbers when working with SPSS. Accurate record-keeping of data, its sources, and interpretation is essential. While SPSS can handle calculations, it is up to the user to interpret the results.

## 14.3 VARIABLES

SPSS is very easy to use, and it has features that make it user-friendly. There are fewer chances of mistakes, and it provides a smooth user experience. Though errors are still possible, the software actively guides users to avoid critical missteps. First, one has to define the variables and enter data according to these variables to create cases. You can understand this with a very simple example, such as in a research work on teaching methodologies of English as a second language, where

a teacher and student are variables, and they will be assigned corresponding numbers/values. Variables in SPSS can be of different types, including Numeric/scale Variables, Categorical Variables, Ordinal Variables, String (or Text) Variables, Date and Time Variables, and Missing Value Variables.

## 14.3.1 NUMERIC/SCALE VARIABLES

When making measurements with numerical values, numerical variables are employed to express quantitative data. Both continuous and discrete ones are possible. Age, weight, height, temperature, and test results are a few examples. Numerous statistical analyses, like calculating means, standard deviations, and correlations, rely on numerical variables.

## 14.3.2 CATEGORICAL VARIABLES

Data that can be categorized into separate categories or groups is represented by categorical variables. They don't naturally have a numerical value. For example, caste (UR/SC/ST/OBC/EWS), sex (male/female), and religion (Hindu/Muslim/Christian/Persian). Descriptive statistics and the creation of frequency tables frequently involve categorical variables.

## 14.3.3 ORDINAL VARIABLES

Those variables are called ordinal variables, which do not have a set numerical value but instead have a meaningful order or rank. For illustration, consider the responses given above: a) Very Satisfied, b) Satisfied, c) Neutral, d) Dissatisfied, e) Very Dissatisfied. Ordinal variables are also assigned numbers/values and used to make data analysis.

## 14.3.4 STRING (OR TEXT) VARIABLES

String variables are used for qualitative data that cannot be represented in numbers/values. It can include text or alphanumeric characters. For example, names, father’s name, mother’s name, nationality, and hobbies can have text and alphanumeric characters in their response. These variables are frequently employed in data for identification purposes.

## 14.3.5 DATE AND TIME VARIABLES

As it is clear from its name, this variable represents date and time. The information regarding date and time is also very crucial in data analysis. You can use SPSS to do a number of operations and calculations on date and time variables, such as calculating the age of the participants, calculating the duration between the test conducted, and isolating particular components like day, month, or year.

## 14.3.6 MISSING VALUE VARIABLES

This variable is used to show missing or insufficient data for other variables in the dataset. When you enter and analyze the data with SPSS, you can define

missing values appropriately, which will help you find any value missing in your data. Not only can you figure out the missing value, but you can also manage it in your analysis.

## 14.4 OUTPUT ON SPSS

After entering the data, users can run analyses or generate graphs through a straightforward process. Selections are made from menus, variables are assigned, and with a click of the OK button, SPSS processes the data and presents the output in the SPSS Viewer dialog box.

SPSS ensures that users make appropriate choices before producing output. The software checks that a sufficient number of variables are selected, and the correct types of variables are chosen for specific analyses or graphing tasks. This prevents incompatible selections, though the responsibility of interpreting the output's meaning lies with the user based on their data and research.

In SPSS, the SPSS Viewer dialogue box receives all output. Any other actions that result in output will also be shown in this box. Almost every operation taken in SPSS creates output, ensuring that users have access to pertinent data for their analysis.

## 14.5 DATA ANALYSIS USING SPSS

You must enter your raw data into SPSS in order to undertake data analysis. The information may be manually input or imported from several sources, such the Table and Microsoft Excel programmes. Once the data is input, you may use a wide range of tools and functions in SPSS to make it possible to successfully analyse the data.

This analysis involves various tests discussed briefly in this section. These tests include inferential statistics, correlation analysis, regression analysis, and other statistical methods, all of which are available through SPSS. Based on your research objectives and the characteristics of the data, you can select the most suitable tests for your research.

After the analysis, you can produce output in the form of tables and charts, with various options available. The representation in charts makes it easier to comprehend and analyze the findings. The statistical metrics, such as means, standard deviations, p-values, and confidence intervals, are frequently included in the tables to aid in inference and data-driven decision-making. The prominent and common tests that can be used in data analysis are given as follows:

### 14.5.1 MEANS

There is a wider range of flexible tests available in SPSS for comparing the means of two different variables. The basic purpose of these tests is to find out the means of different variables. You can understand this test with a very simple example. Suppose you have taken a sample from 300 students, and you want to find out the mean of their age; this can be done with a single click through SPSS. This test can also be used to detect whether there is a significant difference between the

means of two or more variables. It helps in evaluating the statistical distinctness of the average values of numerical data from several variables.

## 14.5.2 T-TEST

To compare the means of two groups and ascertain if there is a statistically significant difference between them, a t-test is required. The t-test aids researchers in drawing conclusions about population parameters based on sample data when working with numerical data from two separate groups. The independent samples t-test and the paired samples t-test are the two types of t-tests offered by SPSS. The independent samples t-test is utilized when two unique and unrelated groups are being compared, such as when comparing the test results of students from two different schools.

The paired samples t-test is suitable when the two groups are comparable or matched, like in the case of comparing the effectiveness of teaching pedagogy before and after the classes on the same students.

To analyze the data through a t-test, you have to load the data and identify the variables for the two groups being compared. The t-value represents the difference in the means of the two groups relative to the variability within each group. SPSS also provides the p-value, which shows the likelihood of generating the observed difference by pure chance.

A necessary step in interpreting the results of the t-test in SPSS is comparing the p-value to a predefined significance level, typically 0.05. If the p-value is less than the significance level, it indicates that there is a statistically significant difference between the groups, and the difference in means between the groups is unlikely to be the result of random chance. A p-value higher than the significance level shows the absence of a meaningful difference between the groups.

## 14.5.3 ANOVA (ANALYSIS OF VARIANCE) TEST

The means of three or more groups can be compared altogether using the SPSS-based ANOVA (Analysis of Variance) test. In addition to identifying which groups, if any, differ significantly from the others, it assesses if there is a significant difference between the group means. For independent groups and related groups, SPSS provides one-way ANOVA and repeated measures ANOVA, respectively. In order to ascertain statistical significance, the test evaluates the variation both within and across groups. Researchers may effectively analyze large datasets using ANOVA in SPSS and draw conclusions about group differences and correlations in their data.

## 14.5.4 CORRELATION

A fundamental statistical test called correlation evaluates the connection between two variables in a dataset. A positive correlation indicates that both variables increase together. On the other hand, a negative correlation indicates that one variable declines as the other increases. A zero correlation indicates that there

is no linear link between the variables. Correlation measures the intensity and direction of the linear relationship between the variables. Correlation tests are essential in data analysis for understanding relationships between elements and spotting trends. This test may be used to gain insights, foresee correlations between variables, and make data-driven decisions in a range of fields, including social sciences, economics, psychology, and medical research.

### 14.5.5 REGRESSION

Regression analysis is a statistical method used to forecast future results using historical data. Regression analysis uses this test to predict occurrences with a specific degree of probability. The dependent variable, which is impacted by one or more independent factors, is the subject of attention. For precise forecasts, certain independent factors must be taken into account since they have a bigger influence than others. Finding predictors and assessing their prediction power are steps in the process. Simple regression is used when just one independent variable is taken into account, while multiple regression is used when numerous independent variables are employed. A popular tool for undertaking thorough regression analysis is SPSS, which provides dialogue boxes for multiple regression.

## 14.6 CHARTS IN SPSS

Depending on your needs, you may obtain the output from SPSS after the analysis in a variety of methods. Tables and charts can be used to display this output. Over time, SPSS has made improvements to its chart-creation tools, expanding your possibilities. Bar charts, line graphs, pie charts, scatterplots, histograms, box plots, dual-axis graphs, dot plots, drop-line charts, clustered bar charts, stacked bar charts, three-dimensional bar charts, and error bars are just a few of the graph kinds offered by SPSS. In SPSS, there is also the ability for customisation with various colour schemes and bar styles. Traditional methods may still be used to create charts, but utilising SPSS makes the process more streamlined. Scaling of text and graphics is currently handled by SPSS, along with graph.

## 14.7 SUMMING UP

The section covers SPSS, a statistical programme used for data analysis, and its goals and features. The concept of performing quantitative research in English is introduced, and the advantages of utilising SPSS for effective and error-free data analysis are highlighted. The progression of SPSS from academic use to more widespread applications is illustrated by an overview of its history and popularity. The section also covers how SPSS deals with numerical data and variables, such as string, date, time, and category ones. It highlights how crucial it is for consumers to understand data correctly. We explore the many statistical tests offered by SPSS, such as means, t-tests, ANOVA, correlation, and regression analysis, along with the applications for which they are appropriate. The section also discusses the many kinds of graphs and charts that SPSS may create with customizable choices. In conclusion, SPSS is user-friendly by design, assisting in the reduction of mistakes and facilitating data analysis. Through menus, users may simply specify variables,

enter data, conduct analysis, and produce graphs. The programme verifies input choices to guarantee accurate output generation, and all outcomes are readily shown in the SPSS Viewer dialogue box.

## 14.8 SELF-ASSESSMENT QUESTIONS AND THEIR ANSWERS

**Q. 1.** What are the two broad types of research, and what differentiates qualitative research from quantitative research?

**Ans.** Read carefully section 14.1 of the Unit.

**Q. 2.** How does SPSS facilitate the analysis of quantitative research data, and what are the advantages of using this software?

**Ans.** Read carefully section 14.1, 14.2, 14.4 of the Unit.

**Q. 3.** In the context of English Language Teaching (ELT) research, how can SPSS be utilized to compare Second Language acquisition between government school students and private school students?

**Ans.** Read carefully section 14.1, 14.2, 14.4 and 14.5 of the Unit.

**Q. 4.** Describe the various types of variables used in SPSS and provide examples for each type.

**Ans.** Read carefully section 14.3 of the Unit.

**Q. 5.** How does SPSS handle data analysis, and what are the main statistical tests available in SPSS for conducting quantitative research?

**Ans.** Read carefully all sections of the Unit.

## 14.9 FURTHER READINGS


- Griffith, Arthur. *SPSS for Dummies*. Wiley Publishing, 2007.
- Gupta, Vijay. *SPSS for Beginners*. VJ Books Inc, 1999.
- Hinton, Perry R. and et.al. *SPSS Explained*. Routledge, 2005.

# UNIT–15 CITATION, REFERENCE AND BIBLIOGRAPHY

## Structure


15.0 Objectives

15.1 Introduction

15.2 MLA Handbook

15.3 Why Citation

15.3 Citation

15.3.1 Citation from the Work of One Author

15.3.2 Citation without an Author

15.3.3 Citation of More than one Author

15.4 Reference/Works Cited

15.5 Bibliography or Works Consulted List

15.5.1 Primary Sources

15.5.2 Secondary Sources

15.6 Summing Up

15.7 Self-Assessment Questions and their Answers

15.8 Further Readings


## 15.0 OBJECTIVES

In this unit, you will be introduced to Citation, Reference, and Bibliography, which are the essential components of any research work. As a researcher, you are expected to provide proper attribution to the sources so that a reader can easily differentiate between your content and the content of others quoted by you. In addition to this, a review of your research work can easily trace the source of the citation or quotation if you have used citation, reference, and bibliography properly in your research work. It enhances the credibility and validity of the information presented by you in your research work. In this unit, you will learn the difference, significance, and use of citation, reference, and bibliography.

## 15.1 INTRODUCTION

It has been stated earlier that Citation, Reference, and Bibliography are the components of a research work, and there are different style sheets according to the nature of the discipline.

1. Modern Language Association (MLA) Handbook: For language, literature, and humanities disciplines
2. American Psychological Association (APA) Style: For social sciences
3. Chicago Manual of Style (CMS): For history, arts, and humanities disciplines
4. American Medical Association (AMA) Style: For medical and biological sciences
5. Institute of Electrical and Electronics Engineers (IEEE) Style: For engineering, computer science, and related fields
6. Council of Science Editors (CSE) Style: For natural sciences
7. Bluebook Style: For law and legal studies
8. American Chemical Society (ACS) Style: For chemistry-related disciplines

You can figure out from the above-mentioned table that the MLA (Modern Language Association) Handbook is used for research done in the fields of language, literature, and humanities disciplines.

## 15.2 MLA HANDBOOK

*MLA Handbook* is a style guide published by the Modern Language Association (MLA), which was founded in 1883. The association has more than twenty thousand members from one hundred countries. It is a professional organisation of academics dedicated to the study of language and literature. One of the prominent publications of MLA is the *MLA Handbook*, which provides the rules for formatting research papers, which include citation, reference, and bibliography. *MLA Style Sheet* was printed first in 1977 and was initially prepared by William Riley Parker, the then executive director of MLA. In 2021, the ninth edition of MLA was released, and we are going to talk about citation, reference, and bibliography according to the latest edition of MLA in this unit. The latest edition of the *MLA Handbook* covers a wide range of topics related to literary research, like:

1. Formatting Your Research Project
2. Mechanics of Prose
3. Principles of Inclusive Language
4. Documenting Sources: An Overview

5. The List of Works Cited
6. Citing Sources in the Text
7. Notes

The main objective of the *MLA Handbook* is to provide standard rules for the writers of research papers. The handbook ensures consistency, clarity, reliability, and credibility in literary research. It helps the researcher avoid plagiarism and give proper credit to the original author. The citation style mentioned in the handbook has acceptance in English all over the world.

## 15.3 WHY CITATION

The first question that may arise in your mind is: why is a citation required in any research paper? The answer to this question cannot be given briefly. Let's try to understand the answer to this question. When you are doing research on any subject in literature, you are expected to give a quotation or citation in your research paper or dissertation. The citation or quote increases the credibility and authority of your research. It shows that your research is based on existing knowledge in that field. The argument that you are presenting in your paper should be supported by proper evidence and support, and your citations serve that purpose. It also helps in avoiding plagiarism. You are not expected to use the arguments of others without giving proper citation. It is called academic theft or cheating if one uses the arguments of others without proper credit. Plagiarism is a serious offence, and it has serious consequences. You will read about plagiarism in the next unit. A quotation contains the original meaning of the writer, as paraphrasing and translation can distort the original meaning intended by the author. A citation helps the reader find out the original source of the quotation. Citation also helps the reader identify your arguments from those of your peers. Without citation, the reader might get the impression that you have not based your argument on the existing knowledge of research. Hence, citation is very important in any research paper. It would not be wrong to say that citation is the soul of a research paper; without it, any research is dead or lifeless.

## 15.3 CITATION

Citation is defined in detail in the sixth chapter of the MLA Handbook, 9th edition. Citation here means in-text citation, which means giving short details about the quotation after quoting it. You are expected to put the quotation in your research paper in double quotation marks You are expected to put the quotation in your research paper in double quotation marks ("...."). This in-text citation contains very brief details about the author or work, which can help the reader trace the full details of the source in references or a bibliography. The citation can appear in prose or parentheses. When it comes into parentheses, it is called a parenthetical citation. Parenthetical citation, or parentheses, here means giving brief information at the end of the quotation in brackets (……). Usually, the first component, whether author or work, is used for in-text citation first. In the case of the author, the surname will be used. If any other details like page number, line number, time stamp, or any other indicator are available, then that detail is also mentioned in

parentheses (…..). You are not expected to repeat the in-text citation information in prose and parentheses.

## 15.3.1 CITATION FROM THE WORK OF ONE AUTHOR

In the case of book by one author, the in-text citation will be as follows:

**Citation in Prose :**

Allan Bell in his book *The Language of News Media* says that the study of media language has much to offer to the different disciplines on whose territory it touches, including linguistics, sociolinguistics, discourse analysis, semiotics, communication studies, sociology and social psychology.

**Parenthetical citation :**

The study of media language has much to offer to the different disciplines on whose territory it touches, including linguistics, sociolinguistics, discourse analysis, semiotics, communication studies, sociology and social psychology (Bell 5).

## 15.3.2 CITATION WITHOUT AN AUTHOR

In case the source doesn't have any author then the title will be mentioned alongside the page number or any other location marks. Don't give author and title details in parenthetical citation and prose citation:

**Citation in Prose :**

According to *Wikipedia,* in *Life of Pi,* "The narrator describes how he acquired his full name as a tribute to the swimming pool in France."

**Parenthetical citation:**

According to *Wikipedia,* "The narrator describes how he acquired his full name as a tribute to the swimming pool in France (*Life of Pi*)."

## 15.3.3 CITATION OF MORE THAN ONE AUTHOR

In case, a work has two authors then the first name and second name of the authors will appear in prose citation. In parenthetical citation, the surnames of both the author will be mentioned. If the work is composed by more than two authors then the entry will start with start with the surname of the first author followed by *et al*.

**Citation in Prose :**

Neil Gaiman and Terry Pratchett says that "She was beautiful, but she was beautiful in the way a forest fire was beautiful: something to be admired from a distance, not up close (100)."

**Parenthetical citation:**

They have described her beauty by saying that "She was beautiful, but she was beautiful in the way a forest fire was beautiful: something to be admired from a distance, not up close (Gaiman and Pratchett 100)."

## 15.4 REFERENCE/WORKS CITED

Reference, or Works Cited, is the detailed list of the sources that you have cited in your research paper. The term 'Reference' has been replaced by Works Cited in the MLA Handbook 9th Edition. In this list, you are expected to provide a detailed description of the works from which you have taken quotations and used them in your research paper. The reader of your research paper, thesis, or dissertation can easily find out the source of your quotation by accessing this list. The following details are usually provided in the list of references or works cited:

Research Work/Source

1. Author.
2. Title of the Source.

Container

3. Title of the Container,
4. Contributor,
5. Version,
6. Number,
7. Publisher,
8. Publication Date,
9. Location.

References or Works Cited list contains all the sources cited in the document. They are typically arranged alphabetically by the author's last name. For each entry, the author's name, publication year, title of the work, and publication details are included. The reference list provides complete information about the sources used, facilitating further reading and research. The list of the various sources has been given for your reference so that you can find out how to arrange the above-mentioned details.

**Book:**

Smith, John. *The History of England*. New York: Penguin Books, 2012.

**Article in a journal:**

Jones, Jane. "The Rise of the Novel." *The Atlantic Monthly*, vol. 312, no. 2, Feb. 2015, pp. 56-65.

**Website:**

The MLA Handbook. *MLA*, 2021, mlahandbook.org/.

**Blog post:**

Smith, John. "The MLA Handbook: A Guide to MLA Style." *The Writing Center Blog*, Purdue University, 15 Jan. 2023, writinglab.purdue.edu/blog/2023/01/15/the-mla-handbook-a-guide-to-mla-style/.

**Online book:**

Austen, Jane. *Pride and Prejudice*. Project Gutenberg, 2008, gutenberg.org/ebooks/1342.

**Article in an online journal:**

Brown, Emily. "The Impact of Social Media on Mental Health." *The Journal of Mental Health*, 2023, doi:10.1080/15239323.2023.2891403.

**Podcast:**

*The History of England Podcast*. Hosted by John Smith. *BBC Sounds*, 2023, bbc.co.uk/sounds/play/p07s8336.

**Video:**

*The Rise of the Novel*. Directed by Jane Jones. *BBC*, 2015, bbc.co.uk/programmes/b0606887.

**Work of art:**

*The Mona Lisa*. Painted by Leonardo da Vinci, c. 1503-19. Louvre Museum, Paris, France.

**Performance:**

*Hamlet*. Performed by the Royal Shakespeare Company, 2023. Royal Shakespeare Theatre, Stratford-upon-Avon, England.

**Musical composition:**

Beethoven, Ludwig van. *Symphony No. 5 in C minor*, Op. 67. Recorded by the Berlin Philharmonic Orchestra, conducted by Herbert von Karajan, 1971. Deutsche Grammophon, 1971.

## 15.5 BIBLIOGRAPHY OR WORKS CONSULTED LIST

Bibliography or Works Consulted List, is a list of the sources that have been consulted for the research work during the journey of research. It is similar to a reference list, but it includes not only the sources cited but also additional sources consulted during research. A bibliography, or Works Consulted List, can be divided into two parts.

### 15.5.1 PRIMARY SOURCES

In Primary Sources, you have to provide detailed information about the sources on which the research work has been carried out. For example, one is doing

research on the fiction of Namita Gokhale. So, the novels written by Namita Gokhale will come under the title Primary Sources. The detailed information about the novels like The Blind Matriarch, Jaipur Journals, Double Bill: Priya and Paro, Paro: Dreams of Passion, etc. will come under Primary Sources.

### 15.5.2 SECONDARY SOURCES

Secondary Sources mean the research papers, interviews, reviews, books, videos, audios, theses, dissertations, blogs, website articles, etc. available from the said author. It is usually considered a very comprehensive list. This list contains detailed information about the research work that has been consulted during the duration of the research. These sources may have influenced your thinking or provided background information. The detailed information is provided to facilitate the reader's comprehension of your research work. The reader will find out the exact source of the quotation and related works by going through your secondary sources. For example, while the novels written by Namita Gokhale constitute Primary Sources, the research work available on the novels of Namita Gokhale will come under Secondary Sources.

Bibliography or Works Consulted List is usually provided at the end of the research paper, thesis, dissertation, or project. The list should be arranged alphabetically in both parts, i.e. Primary Sources and Secondary Sources.

## 15.6 SUMMING UP

The citations, references/works cited, and bibliographies/work consulted lists demonstrate the writer's commitment to academic integrity and respect for the intellectual property of others. It also helps readers to explore deeper into the subject matter and verify the accuracy and reliability of the information presented. A good research paper or thesis should be properly formatted according to the latest edition of the *MLA Handbook*. The guidelines given in the *MLA Handbook* are very comprehensive. In this unit, efforts have been made to give you a very brief overview of the same. However, for further information, you can read the *MLA Handbook*, 9th edition.

## 15.7 SELF-ASSESSMENT QUESTIONS AND THEIR ANSWERS

**Q. No. 1 Write short note on the following:**

a. Works Cited

b. Bibliography

d. In-text citation

Ans. 1 Read section 15.3 to 15.5.

**Q. No. 2 Rearrange the following in correct order following MLA Handbook, 9th edition.**

a. Naomi S. Baron, "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, volume 128, number. 1, January. 2013, page numbers 193–200.

b. Jamaica Kincaid. "In History." *Callaloo*, volume 24, number 2, spring 2001. page numbers 620–26.

c. Alan Jacobs. *The Pleasures of Reading in an Age of Distraction*. Oxford University Press. 2011.

d. Michael Dorris and Louise Erdric, *The Crown of Columbus*. HarperCollins Publishers. 1999.

e. Rita Charon, et al. *The Principles and Practice of Narrative Medicine*. Oxford University Press. 2017.

f. Sandra M. Gilbert, and Gubar, Susan, editors, *The Female Imagination and the Modernist Aesthetic*. Gordon and Breach Science Publishers. 1986.

g. Kenzaburo Oe. *A Quiet Life*. translated by Kunioki Yanagishita and William Wetherall, Grove Press. 1990.

h. Roger Chartier, *The Order of Books: Readers, Authors, and Libraries in Europe between the Fourteenth and Eighteenth Centuries.* translated by Lydia G. Cochrane, Stanford University Press. 1994.

i. *Beowulf*. Translated by Stephen Mitchell, Yale University Press. 2017.

j. John Milton, *Paradise Lost*. Editd by Stephen Orgel and Jonathan Goldberg, Oxford University Press. 2008.

k. Mark Twain, *Adventures of Huckleberry Finn*. William Collins. 2010.

l. Mark Twain, Letter to Francis D. Clark. 5 Jan. 1876. *Mark Twain Project*, Regents of the University of California, 2017–20, www.marktwainproject.org.

m. *Point of No Return.* Direction by John Badham, Warner Bros., 1993.

n. Freud, Sigmund. *Civilization and Its Discontents*. edited and translated by James Strachey, W. W. Norton, 2005.

ii. Felstiner, John, ***Preface***, *Selected Poems and Prose of Paul Celan*, translated by Felstiner, W. W. Norton, 2001, pp. xix–xxxvi.

Ans. 2 Read section 15.3 to 15.5.

## 15.8 FURTHER READINGS

- Modern Language Association of America. *MLA Handbook*. 9th edition, 2021.

# UNIT–16 PLAGIARISM

## Structure

16.0 Objectives

16.1 Introduction

16.2 Plagiarism

16.3 What comes under Plagiarism

16.3 Forms of Plagiarism

16.4 What is not Plagiarism?

16.5 Permissible Levels of Similarity

16.6 Impermissible Levels of Similarity and Penalty

16.7 Anti-Plagiarism Software

16.8 How to avoid Plagiarism

16.9 Summing Up

16.10 Self-Assessment Questions and their Answers

16.11 Further Readings

## 16.0 OBJECTIVES

In this unit, you will be introduced to Plagiarism and its nuances. You will learn the definition of plagiarism and its various forms. In this unit, we will try to find the answers to some questions like, What will be the consequences of plagiarism in India, both academically and professionally? What are the plagiarism prevention strategies used in Indian educational institutions? What skills are necessary to avoid plagiarism? What efforts have been made by the Government of India to curb plagiarism?

## 16.1 INTRODUCTION

Before finding out the answers to the questions that have been raised in the previous section, let's understand what plagiarism is. “Plagiarism means the practice of taking someone else’s work or idea and passing them as one’s own” (UGC). Let’s see the definition of plagiarism given by the University of Oxford:

> “Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the

use of material generated wholly or in part through use of artificial intelligence (save when use of AI for assessment has received prior authorisation e.g. as a reasonable adjustment for a student's disability). Plagiarism can also include re-using your own work without citation. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence."

It doesn't matter whether you have the consent of the concerned person or not; the claimed work will come under the purview of plagiarism. In simple words, you cannot claim the research work or idea of someone else as your own under any circumstances. The definition of script (your work) is also very comprehensive. According to UGC:

"Script includes research paper, thesis, dissertation, chapters in books, full-fledged books and any other similar work, submitted for assessment / opinion leading to the award of master and research level degrees or publication in print or electronic media by students or faculty or researcher or staff of an HEI; however, this shall exclude assignments / term papers / project reports / course work / essays and answer scripts etc."

According to the above-mentioned definition of script, it is clear that if you are using the works of others as your own for assessment leading to the award of any degree, this falls under plagiarism.

## 16.2 PLAGIARISM

The research work done in academics in the form of a book, research paper, chapter of a book, thesis, dissertation, etc. leads to intellectual property rights. One can claim copyright for the said work. Hence, claiming the intellectual property or copyrights of someone else is considered plagiarism. Most countries in the world have made regulations to curb cases of plagiarism. Unfortunately, there were not any regulations for plagiarism in India before 2018. The University Grants Commission, vide its notification dated July 23, 2018, published "University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018" in the gazette, which categorically makes strict rules for awareness, detection, and punishment for people committing plagiarism.

## 16.3 WHAT COMES UNDER PLAGIARISM

According to UGC, as described in Section 16.1 of this Unit, "assignments, term papers, project reports, course work, essays, and answer scripts" (Oxford), etc. don't come under the definition of plagiarism. In these cases, you use the research work done by others without proper acknowledgement. But when you enter the research stage and academics, you are supposed to be honest. You cannot claim the intellectual property of others as your own. By academic integrity, we mean the intellectual honesty with which one should act when doing anything that leads to the award of any research degree or any research work. One is not supposed to copy from any source without giving proper acknowledgement. The definition of the source is also very comprehensive; UGC, in its Regulation 2018, defines a source as:

"Source means the published primary and secondary material from any source whatsoever and includes written information and opinions gained directly from other people, including eminent scholars, public figures and practitioners in any form whatsoever as also data and information in the electronic form be it audio, video, image or text; Information being given the same meaning as defined under Section 2 (1) (v) of the Information Technology Act, 2000 and reproduced here in Regulation 2 (l);"

As it is clear from the above definition, the source can be written, oral, video, audio, image, text, etc. Hence, if you are taking the ideas of others, you are expected to give credit to the originator of the idea. By academic integrity, we mean giving acknowledgement and credit to the person who originated that idea.

## 16.3 FORMS OF PLAGIARISM

According to University of Oxford, plagiarism can be of nine types:

1. Verbatim (word for word) quotation without clear acknowledgement: This kind of plagiarism is caused when one does not give proper acknowledgement of the quotations.

2. Cutting and pasting from the Internet without clear acknowledgement: Taking material from the internet or websites without mentioning the source constitutes plagiarism.

3. Paraphrasing: Paraphrasing of the material cannot remove plagiarism from the content. It is not the language that is important. It is an idea for which the originator gets the intellectual copy rights. Hence, one is required to give proper acknowledgement even after paraphrasing the content.

4. Collusion: Unauthorised collusion can also constitute plagiarism. One is supposed to do the research work by himself or herself to get the research degree.

5. Inaccurate citation: We have read about citations in Unit 15. The citation, whether in-text or reference, should be accurate. One is supposed to show the work of the originator under some other name.

6. Failure to acknowledge assistance: If you have taken assistance from someone and you are not acknowledging that assistance in your acknowledgement of that work, then that can also be considered plagiarism.

7. Use of material written by professional agencies or other persons: One usually does research work to get a PG or research degree, a position as a faculty member, or a promotion to a higher post. Hence, one should do the research by himself or herself. Getting the material written by professional agencies by giving money or without giving money cannot be considered academic integrity.

8. Auto-plagiarism / Self-Plagiarism: Publishing a research work repeatedly or using the partial material or data of a previous publication in a recent publication is considered auto-plagiarism or self-plagiarism. UGC has also

issued a public notice in this regard on April 20, 2020, wherein it has been described as follows: "Reproduction, in part or whole, of one's own previously published work without adequate citation and proper acknowledgment and claiming the most recent work as new and original for any academic advantage amounts to 'text recycling' (also known as 'self-plagiarism') and is not acceptable" (UGC).

9. Unintentional Plagiarism: One cannot make the excuse that he or she was not aware of the fact that he or she has used some material without proper acknowledgement. Plagiarism done intentionally or unintentionally does not make any difference. The penalty for both kinds of plagiarism will be the same.

## 16.4 WHAT IS NOT PLAGIARISM?

A researcher has to submit his or her research work for a plagiarism check before submission to his or her institution. The institution will check for plagiarism and find out the percentage of similarity in the given research work. According to UGC, this similarity check shall exclude the following:

1. All quoted work reproduced with all necessary permission and/or attribution.
2. All references, bibliography, table of content, preface and acknowledgements.
3. All generic terms, laws, standard symbols and standards equations.

It is expected from a researcher that their abstract, summary, hypothesis, observations, results, conclusions, and recommendations will consist of their original ideas only, and they will not use any common knowledge up to fourteen words in the same. In the chapters and main body of their research paper, they can make proper use of quotations, common knowledge, and generic laws with proper attribution or acknowledgement.

## 16.5 PERMISSIBLE LEVELS OF SIMILARITY

There is some permissible level of similarity that is not going to affect the submission of research work to any degree. According to UGC, if the level of similarity is greater than 10%, it is considered minor and there will be no penalty. The researcher can submit his or her research work for publication or for the award of a degree. But if it is more than that, then it has certain punishments according to the level of similarities. UGC has categorised similarity into four levels:

i. Level 0: Similarities upto 10% - Minor similarities, no penalty
ii. Level 1: Similarities above 10% to 40%
iii. Level 2: Similarities above 40% to 60%
iv. Level 3: Similarities above 60%

## 16.6 IMPERMISSIBLE LEVELS OF SIMILARITY AND PENALTY

A similarity level above 10% is not permissible for the award of any degree or for publication. The Government of India has notified various penalties in such cases of plagiarism. These penalties are not only applicable to students and researchers but also to all members of higher educational institutions. Higher educational institutions will form two committees to look into the matter of plagiarism: The Departmental Academic Integrity Panel (DAIP) and the Institutional Academic Integrity Panel (IAIP). These committees will look into the matter and, after conducting an investigation, impose penalties according to the level of similarity. UGC has prescribed the following penalties for students and research scholars:

1. "Level 0: Similarities upto 10% - Minor Similarities, no penalty.
2. Level 1: Similarities above 10% to 40% - Such student shall be asked to submit a revised script within a stipulated time period not exceeding 6 months.
3. Level 2: Similarities above 40% to 60% - Such student shall be debarred from submitting a revised script for a period of one year.
4. Level 3: Similarities above 60% -Such student registration for that programme shall be cancelled." (UGC)

It has been stated earlier that the rules of plagiarism will be applicable to all members of higher educational institutions, whether they are faculty members or staff of the institution. The penalty for the staff of the institutions is different from that for the students. In its 2018 Regulation, UGC has prescribed the following penalties for the staff of the institution in cases of plagiarism in any kind of publication:

I. "Level 0: Similarities up to 10% - Minor similarities, no penalty.

II. Level 1: Similarities above 10% to 40%
   i) Shall be asked to withdraw manuscript.

III. Level 2: Similarities above 40% to 60%
   i) Shall be asked to withdraw manuscript.
   ii) Shall be denied a right to one annual increment.
   iii) Shall not be allowed to be a supervisor to any new Master's, M.Phil., Ph.D. Student/scholar for a period of two years.

IV. Level 3: Similarities above 60%
   i) Shall be asked to withdraw manuscript.
   ii) Shall be denied a right to two successive annual increments.
   iii) Shall not be allowed to be a supervisor to any new Master's, M.Phil., Ph.D. Student/scholar for a period of three years." (UGC)

## 16.7 ANTI-PLAGIARISM SOFTWARE

There are various plagiarism check software programmes available on the internet. You should not rely on the free software available on the internet. There are chances that those softwares can upload your data to their cloud, and when you check your content from authentic software, it will show plagiarised. Higher educational institutions use two plagiarism check software programmes prominently: Turnitin and Urkund. Turnitin is a widely used software programme for plagiarism checking all over the world. Its database contains billions of web resources, research papers, books, etc. It can identify very small instances of similarity. It is said that if one copies more than four words from the internet, it will be traced by Turnitin. Turnitin has the capacity to check for plagiarism in more than 100 languages. On the other hand, Urkund is also widely used, but its database is smaller than Turnitin's. It has around 12 million archived resources, which include research papers, websites, books, theses, projects, etc. Urkund has been renamed Ouriginal recently. It is owned by Turnitin. Now both the software and hardware used in educational institutions belong to the same company.

## 16.8 HOW TO AVOID PLAGIARISM

You might be thinking that if using the work of others in your research can cause plagiarism, then it would be better not to use the work of others. On the contrary, the fact is that you are expected to use the work of others, but with proper credit. You have to quote others to prove your point. The primary objective of the research is to develop your critical insights. Hence, you are expected to write your original thoughts. You don’t have to use any quotations or common knowledge in your abstract, summary, hypothesis, observations, results, conclusions, or recommendations because in these pieces of your writing, the reader wants to read your original thoughts. You can use quotations or the work of others with proper attribution or acknowledgement in the introduction, chapters, works cited, bibliography, and main body of your research papers or project. If you are copying more than six consecutive words, then put them in quotation marks If you are copying more than six consecutive words, then put them in quotation marks ("..."). You can use pictures, graphs, and tables in your research work only after obtaining permission from the originator. Any kind of assistance taken during the research work should be properly acknowledged in the research work. The in-text citation and list of works cited should contain all the required information and be properly formatted according to the latest edition of the MLA Handbook. We have discussed citation and referencing in Unit 15. A researcher can avoid plagiarism by using all these steps properly.

## 16.9 SUMMING UP

Plagiarism is a very serious offence. It is a breach of academic integrity. A person cannot survive in the field of academics by committing plagiarism. There are various cases where students, faculty members, and staff of higher education have faced severe consequences because of plagiarism. Paraphrasing can also not remove plagiarism from the content. UGC has notified the UGC Regulations 2018

to curb cases of plagiarism. There are various ways to create plagiarism-free content. The first and foremost step is to be loyal and honest in your research. You are expected to write your thoughts in the thesis, so don't claim the content or material of others as your own. In the academic world, you are expected to give attribution or acknowledgement to your peers. I wish you the best of luck on your plagiarism-free research journey.

## 16.10 SELF-ASSESSMENT QUESTIONS AND THEIR ANSWERS

**Q. No. 1 What do you mean by the Plagiarism?**

**Ans. 1** Read all the sections.

**Q. No. 2 What are the different forms of plagiarism?**

**Ans. 2** Read section 16.3.

**Q. No. 3 What are the penalties for plagiarism in India?**

**Ans. 3** Read section 16.6.

**Q. No. 4 Write a note on the Anti-Plagiarism softwares?**

**Ans. 4** Read section 16.7.

**Q. No. 5 How can one avoid the plagiarism?**

**Ans. 5** Read section 16.8.

## 16.11 FURTHER READINGS


- UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018.
- University of Oxford. "Plagiarism: Information about what plagiarism is, and how you can avoid it." *Oxford Students*. 10th September 2023. https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1

# Notes

# Notes

# Notes