

Capacity Building Programme for Faculty in Social Sciences

I. The Objective of the Course

The objective of the course will be to develop research capabilities among young faculty and to turn completed research into publishable material in the form of journal articles/books:

Specifically, the objectives will be to

1. Develop capacity for conceptualising and writing research proposals
2. Enhance skills to prepare an appropriate research design, including conducting an overview of literature, formulating research questions and hypotheses, collection of information and analysis,
3. Enhance capacity for writing a research paper for publication
4. Develop the capacity for planning and writing a book
5. Develop the capacity for grant applications.

II. Course Outline

The course has been designed in a modular format with an emphasis on interactive sessions, exercises and a discussion of sample research papers/outlines prepared by the participants during the training. The aim is to give participants hands-on experience in preparing a project proposal and conducting a research project. The course is expected to benefit participants from all social sciences. There is also an option for participants to specialize in either qualitative or quantitative methods.

The course can be of either 2 or 3 weeks duration. The 2-week course is self-contained. The third week is an add-on component to the 2-week course and is meant to provide participants actual experience in designing and executing a small research proposal. The 3 week course will have an integrated course structure evolving progressively from lower order to higher order skills

It is up to the course directors to decide which course to conduct. This would depend on the availability of resource persons as well as of interest by participants and their ability to attend a 3-week course.

The host institution can organize either the 2 or 3-week course. In a 3 week course, participants should have the freedom – intimated beforehand – if they intend to participate for 2 or 3 weeks.

The individual sessions and the components that can be covered in the first 2 weeks are listed below first, followed by the outline for Week Three. This is an indicative outline that course directors can modify depending on the background of the participants and their interests. However, the basic structure of the course should be as under.

Week One will deal with formulating research proposals and research design and offering participants an introduction to research methods. Week Two will deal with academic writing for a journal/writing a project report. A special feature of the second week will be the conduct of a “paper clinic”

The course will also have two separate modules for specialization in qualitative and quantitative analysis.

II.1. WEEK ONE

(Each session could be of 3 hours duration and can be broken up into lectures/interactions of one to 1.5 hours. So each session will have 2-3 lectures/discussions)

Session -1

Meaning and aspects of research

- Idea of research;
- Basic tenets of qualitative research and quantitative research.

Session – 2

Research Design

- Selecting topics for research; factors affecting the problem selection;
- Pure versus applied research;
- Literature review;
- Units of analysis;
- Concept, variable(s), hypothesis(es), paradigm;
- Stages of research;
- Types of research design with suitable examples.

Session – 3

Field Research

- Concept and history of fieldwork;
- Stages of fieldwork – selecting a research setting, gaining access, presenting oneself, becoming invisible, gathering information;
- Field notes – types, coding and analysis;
- Ethnography.

Session – 4

Observation and Case Study

- Concept of observation, its advantages and disadvantages;
- Types of observation; field observation – participant and non-participant observation; collection of genealogies; structured and unstructured observation;
- Concepts of case, case study, case study method, case approach;
- Types of case study.

Session – 5

Interview

- Concept and types of interview – informal, unstructured, semi-structured and structured; intensive interviewing; telephone interview; interviewing children;
- The interviewer – tasks, selection, and training;
- Advantages and limitations of interviewing; response effects and the question of accuracy.

Session – 6

Survey Method and Sampling, Basic Quantitative Analysis

- Data and data sources: secondary data sources, limitations of secondary data;
- Need for primary data, collection of primary data
- Concept of survey;
- Construction of questionnaire; wording of questions; open and closed response categories; response category format, Mailed questionnaire; factors affecting mail surveys;
- Sampling techniques.
- Basic Statistics: importance of statistical inquiries and their limitations;
- collection and tabulation of statistical data--- graphical presentation, frequency distribution.
- Measures of central tendency, measures of dispersion

Session – 7

Analysis of Qualitative and Quantitative Data

- Similarities and differences between qualitative and quantitative data analysis;
- Methods of qualitative and quantitative data analysis; importance of negative evidence;
- Advanced quantitative techniques: multivariate regression analyses
- limited/qualitative variables and models involving these variables: usages of slope and intercept dummy; linear probability, logit and probit models; basic panel data models
- Hypotheses testing

Session – 8

Ethics and Politics of Research

- Ethics and the researcher, ethics and the scientific community, ethics and the sponsors of research; ethical issues involving human subjects – harm, deception, informed consent, special populations and new inequalities;
- Privacy, anonymity, and confidentiality, making ethical decisions.
- The politics of research: limits on research, dissemination of research findings;
- The uses of research: science and society.

Sessions 9 and 10

Focus on Qualitative or Quantitative/ Research

Qualitative Research:

If the focus of the programme is on qualitative research, then in addition to this basic research methods course, outlined above, a selection of the following areas could be covered:

- Qualitative research methods: theoretical perspectives and ethnographic research. Principles, guiding ideals and critical evaluation of positivism, post-positivism, interpretive approach, and critical perspectives (such as Marxism and radical approaches, feminism, post-modernism). Grounding theory: the historical context; later development of grounded theory; thick description; limitations and criticisms of grounded theory.
- The idea of triangulation and its criticisms; accounting for contradictions; searching and accounting for negative instances.
- Doing qualitative research: ethnographic fieldwork. Doing fieldwork in dangerous situations. Extended case study method; life history method; critical evaluation of case study and life history method; theoretical implications. The process of interviewing; probing and prompting; types of probes; interviewer-respondent relationship; group interviews; focus groups; unobtrusive observation; behaviour trace observation. The methodological cluster of RRA/PRA/PLA. Relationship of survey method with ethnographic method.
- Quantification in qualitative research.
- Gender considerations.
- Study of some samples of qualitative research. The issue of reactivity. Writing up qualitative research.

Quantitative Research:

If the focus of the programme is on quantitative research, then in addition to the basic research methods course, outlined above, a selection of the following areas could be covered:

- Elementary probability theory and probability distributions and their usage, Large and small sample Tests based on Normal, Students' t and Snedar's F distributions, χ^2 test of goodness of fit and contingency tables, test-statistic tables and its uses
- Bi-variate correlation and regression
- Topics in bi-variate and multivariate regression models: autocorrelation, heteroscedasticity, multicollinearity--- diagnosis, corrections. binary independent variable(s) and applications.

- 2SLS, instrumental variables models and applications.
- Panel data Analysis: pooled regression, random effect and fixed effect models and their applications.
- Limited dependent variable models: LPM, logit and probit models and their applications.
- Analysis of time series: Lag models, stationarity, forecasting.
- Training in SPSS and other statistical packages

II.2. WEEK TWO

Week Two will be devoted to exposure to academic writing. This will cover writing of research papers, reports and books. It will have 10 sessions over five days and it will be divided into two parts: Part I will be six sessions of lectures/interactive sessions on the main elements of academic writing and publication. Part II will be a "Paper Clinic" of 4 sessions where actual examples of papers/outlines will be taken up for discussion

Session 11

Academic Writing

- Meaning and types of academic writing
- Challenges in Academic Writing
- Papers for Journals
- Preparation of Reports
- Writing Books (Difference from PhD thesis)

Session 12

Ethics in Academic Writing

- Meaning and Seriousness of Plagiarism
- Different Types of Plagiarism
- How to Prevent Plagiarism
- Importance of adhering to rules for Referencing/Citation

Session 13

Structure

Structure of Paper, Report and Book

Differences in structure of each kind of writing

Session 14

Elements of writing

Introduction, Literature Review, Methods

Organising and Presenting an Argument

Discussion, Conclusions, Abstract (for papers)

Differences between papers, reports and books in above

Quantitative: Data presentation, analyses and discussion

Analysis of Data and results, discussion and conclusion.

Session 15

Research Proposal

Writing a research proposal (difference from papers/books/reports)

Research Proposal: Main elements

Identifying and Presentation of Issue(s)/Topic/Problem(s) to be studied

Quantitative: Presenting a Hypothesis

Session 16

Publication Process

- Journals – submission, review, revision
- Books – manuscript presentation, review, editing,
- Dealing with Rejection
- Importance of Revision (Review Reports, Response sheets)
- Papers/Books: Criteria for selection
- Process: Acceptance to Publication (revision, editing, proofing, printing)

For the Sessions 11-13 national level resource persons would be preferred. However, a local expert with expertise would also contribute immensely to the discussions. Care should be taken that the resource persons continuously engage with the Paper Clinic (see below) which is the core of the paper writing exercise.. The technique may be decided by the resource persons and this could be discussed in advance with the Director/co director of the course.

Paper Clinic (Two days-Four Sessions)

The idea in the Paper Clinic is to give the participants an opportunity to demonstrate what they have been exposed to in the previous 10 days by working with an actual paper/outline. This is a crucial element of the course and both the course directors and participants must give this module careful attention.

The clinic over two days can be organised in either of the following two ways:

- (i) Each participant brings a draft paper to the workshop. A select number of papers are discussed in 3-4 groups in the first day – in terms of what has been learnt the previous 10 days. On the second day, the writers of the papers which have been discussed come back with suggestions for improvement and this is discussed once again. A few model papers - one each from every subject -- may be taken up. Groups may be formed according to disciplines. Five or six groups may be formed. Each resource person may handle two or three groups.
- (ii) A second/alternative way is for participants to outline on the first day a possible paper they could write. A select number of these outlines are taken up for discussion on the second day. As in the first option, the groups can be formed according to subject areas.

The resource person for the introductory session may be chosen locally or from the host institution. Ideally, the Director or the Co-director may take this session.

II.3. WEEK THREE

Field work/Library Project

The third week will aim to train participants in designing a small research project and to actually carry it out, write it up and discuss it among themselves.

This third week would see participants identify an issue for detailed exploration through either field or library work. This would be followed up by the participants writing up a short article (3000-4000 words) based on their research work during the week. A select number of articles will be discussed in the final day of the week.

Week three could be structured as under:

- Day 1: Discussion and Identification of 3-4 topics for study; topics to cover disciplines represented among participants, each topic to be studied by 7-8 participants (individually). Course director/Resource persons to guide selection of topics – narrow, tightly defined and of a kind where preliminary research can be done in a week
- Days 2 and 3: Research work done in library or field. Field Trip to be organised in a compact manner, survey to be likewise very focussed; field visit for one day and processing of data the next day
- Day 4: Writing up of article

- Day 5: Discussion in class of one paper selected from each topic (a total of 4 articles to be discussed in two sessions). During the discussion, other participants could intervene to discuss their papers as well. The detailed discussion will provide participants an opportunity to learn from each other and also reflect on what they have absorbed during the first two weeks of the course.

III. Duration of the Course and Number of Participants

The duration of the course, as suggested above, will be of two/three weeks. Any teacher interested in the third week course may continue and a new teacher who has done the 2-week course earlier may join the course for the third week only.

The total number of participants should be in the range of 25-30, preferably 25.

For a course under a Special Component Plan there should be more than 50% of participants from SC/ST category. However, in case of non availability of SC/ST participants the quorum to run the programme should be 1/4th of the total participants from the SC/ST category.

IV. Criteria for the Selection of Participants

The course will be open to all faculty members of social science disciplines in research institutions, colleges and university postgraduate departments. Participants should have a minimum of a post-graduate degree.

An applicant must show evidence of his research aptitude and he/she should submit HIS academic details in a proforma to be prescribed by the ICSSR including his academic plan to engage in research and publication after undertaking the course.

A person engaged in teaching and research in rural areas will be preferred. At least 33% of the participants should be women. Applicant belonging to SC/STs, OBCs and minorities should be given preference. Person with disabilities should also be given preference. ICSSR should develop a proforma for applicants, which in addition to asking for all educational and work experience details and publication experience, will ask for the following: (a) 400-word write-up on the research and publication plan after the workshop, (b) 400-word write-up on any book/research report/article that he/she has read in the past year and (c) 200-word write-up on how research engagement will influence his teaching and engagement with the students.

V. Eligibility Criteria for Course Directors

The Director should be a person of the rank of Professor/Associate Professor in disciplines relating to the social sciences and humanities and he or she must have a distinguished publication record. The Co-Director of the course shall be a person of the rank of Associate/Assistant Professor and must also have published at least two articles in journals.

The Director or Co-Director of the course should preferably be a woman.

Under the Special Component Plan course, generally meant for SC/ST faculty members, the course must have either the Director or the Co-Director a person from the SC/ST community. For a course under the Special Component plan the Co-Director of the course may be of the rank of Assistant Professor.

VI. Resource Persons

A list of resource persons has been prepared of faculty with publication experience from both universities and ICSSR institutions. Course directors can draw on this "National pool" for inviting resource persons mentioned below:

(ICSSR RESEARCH POOL)
NORTHERN REGION STATEWISE LIST OF RESEARCH METHODOLOGY
EXPERTS

DELHI

1. Prof. Anand Prakash
Head
Department of Psychology
University of Delhi
Delhi-110007
2. Prof. Sanjay Bhatt
Head
Department of Social Work
University of Delhi
Delhi-110007
3. Prof. H.Ramchandran
Deptt. of Gepgraphy
Delhi School of Economics
University of Delhi
Delhi-110007.
4. Prof. Amitabh Kundu
Centre for the Study of Regional Development
School of Social Science
Jawaharlal Nehru University
New Delhi-110067
5. Prof. Pulin B.Nayak
Delhi School of Economics
University of Delhi
Delhi-110007
6. Prof. Jayati Ghosh
Centre for Economic Studies
School of Social Science
Jawaharlal Nehru University
New Delhi-110067
7. Prof. Esanul Haq
Centre for Study of social System
School of Social Sciences
Jawahar Lal Nehru University
New Delhi-110067.

8. Prof. Tulsi Patel
Deptt. of Sociology
University of Delhi
Delhi-110007.
9. Prof. Virginius Xaxa
Deptt. of Sociology
Delhi School of Economics
University of Delhi,
Delhi-110007.
10. Prof. Gopal Guru
Centre for Political Science
Jawaharlal Nehru University
New Delhi-110067.
11. Prof. Sudha Pai
146 Uttara Khand
Jawaharlal Nehru University Campus
New Delhi-110067
12. Prof. B.S.Butola
CSR
Jawaharlal Nehru University
New Delhi-110067.
13. Prof. Masood Ahsan
Deptt. of Geography
Jamia Millia Islamia
New Delhi-110025.
14. Prof. M.H.Qureshi (Retd)
Deptt. of Geography
Jamia Millia Islamia
New Delhi-110025
15. Prof. Surrender Agarwal (Retd)
Dept. of Geography
University of Delhi
Delhi-110007
16. Prof. Sudhanshu Bhusan
National University of Education Planning & Administration
17 B, Sri Aurobindo Marg
New Delhi-110016.

17. Prof. R.C.Sharma
Deptt. of Linguistic
University of Delhi
Delhi-110007.
18. Prof. B.S.Chimni
International Legal Studies
School of International Studies
Jawaharlal Nehru University
New Delhi-110067.
19. Prof. Amita Singh
Centre for Law and Governance
Jawaharlal Nehru Uiniversity
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20. Prof. Biswanath Pandit
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Delhi School of Economics
Delhi University
Delhi-110007
21. Prof. G.S.Bajpai
National Law University, Delhi
Sector-14, Dwarka
New Delhi-110078.
22. Dr. Rajeev Bhargava
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Delhi-110054
23. Prof. Mary E.John
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25 Bhai Vir Singh Marg
New Delhi-110001.
24. Prof. Ravinder Kaur
Department of Humanities & Social Sciences
Indian Institute of Technology, Delhi
Hauz Khas
New Delhi-110016
25. Dr. V.Ilavarasan
Department of Humanities & Social Sciences
Indian Institute of Technology, Delhi
Hauz Khas
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26. Prof. Rajni Palriwala
University of Delhi
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27. Prof. Sasanka Perera
South Asian University
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28. Prof. Indu Agnihotri
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29. Dr. Meena Usmani
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30. Dr. Sabhi Hussain
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31. Dr. Vasanthi Raman
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34. Dr. Shail Mayaram
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35. Dr. Ravi S.Vasudevan
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38. Prof. M.R.Murthy
Director
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39. Dr. Satyaki Roy
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40. Dr. Jesim Pais
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41. Prof. Joseph Bara
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New Delhi-110067.
42. Prof. P.K.Chaubey
Indian Institute of Public Administration
I.P. Estate, Ring Road
New Delhi-110002
43. Prof. Amaresh Dubey
Centre for Studies in Regional Development
School of Social Sciences-I
Jawaharlal Nehru University
New Delhi-110067.

44. Prof. B.N.Goldar
Institute of Economic Growth
University Enclave
North Campus
Delhi-110007.
45. Prof. Arup Mitra
Institute of Economic Growth
University Enclave
North Campus
Delhi-110007.
46. Prof. Moneer Alam
Institute of Economic Growth
University Enclave
North Campus
Delhi-110007.
47. Prof. Amita Baviskar
Institute of Economic Growth
University Enclave, North Campus
Delhi-110007.
48. Prof. Zakir Husain
Institute of Economic Growth
University Enclave
North Campus
Delhi-110007.
49. Prof. Sanjay Srivastava
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50. Dr. Divya Vaid
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51. Mr. Rahul Verma
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52. Prof. Barkatulla Khan
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University of Delhi
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53. Dr. Anindita Datta
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Delhi School of Economics
University of Delhi
Delhi-110007.
54. Prof. R.B.Singh
Deptt. of Geography
Delhi School of Economics
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55. Prof. Noor Mohammad
5 Uttaranchal,
Patparganj Housing Society
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56. Prof. A.Habeeb Kidwai
Main Towr, Zokir Bagh
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57. Prof. Aslam Mehmood
Retd. From CSRD, JNU)
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58. Prof. Ateeq Ur Rehman
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59. Prof. Ghazi Shahnawaz
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65. Prof. K.Mustafa
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66. Prof. Girishwar Mishra
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67. Prof. Manorama Singh
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68. Prof. Kanka T.Bhatt
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83. Dr. Parimala V Rao,
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JNU, New Delhi.
84. Dr.Mahesh C Purohit,
Foundation of Public Economics and Policy Research,
New Delhi.
85. Dr. Ligia Noronoha,
The Energy and Research Institute,
New Delhi.
86. Dr. KS Chalapati Rao,
Institute for Studies in Industrial Development,
New Delhi.
87. Dr. Savyasaachi Basanta Kumar,
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96. Dr. Nilika Mehrotra,
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98. Dr. Saudamini Das,
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99. Dr. Nivedita Menon,
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100. Dr. Padmanabh Samarendra,
Dr. KR Narayanan Centre for Dalit and Minorities Studies,
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101. Dr. Himanshu,
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103. Dr. Tarangani Sriraman,
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104. Dr. Mukhopadhyay,
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105. Dr. Indrani Mazumdar,
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106. P Kavita Rao,
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107. Dr. Dr. Chowdhury,
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109. Dr. Rumki Majumdar,
National Council of Applied Economic Research,
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110. Dr. Krishna Kumar,
University of Delhi,
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111. Dr. Rajiv Jha,
Sriram College of Commerce,
University of Delhi
Delhi.
112. Dr. Sunita Ready,
JNU,
New Delhi.
113. Dr. CP Chandrashekhar,
Centre of Economic Studies and Planning,
JNU, New Delhi.
114. Dr. Biswamoy Pati,
Department of History,
University of Delhi
Delhi.
115. Dr. Ashok Pankaj,
Institute of Human Development,
New Delhi.
116. Dr. Richa Kumar,
Indian Institute of Technology,
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117. Dr. Ambagudia,
Rajdhani College,
University of Delhi,
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118. Dr. Mohd Sanjeer Alam,
Loknitti, Centre for Study of Developing Societies,
New Delhi.
119. Dr. Sandip Sarkar,
Institute of Human Development,
New Delhi.
120. Dr. Rama Baru,
Center for Social Medicine and Community Health,
JNU, New Delhi.
121. Dr. Kumkum Yadav,
Sri Guru Nanak Dev Khalsa College,
University of Delhi,
Delhi.

122. Prof. Vidhu Verma Sachidananda,
Centre for Political Studies,
JNU, New Delhi.
123. Dr. Mukherjee,
National Institute of Public Finance and Policy,
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124. Dr. Aditya Mukherjee,
Center for Historical Studies,
JNU, New Delhi.
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MADHYA PRADESH

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2. Prof. P.K.Biswas
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3. Prof. Y.G.Joshi
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At least 50% of the resource persons should be selected from the National pool and the rest may be drawn locally.

A resource person should be invited at least for three sessions (each session having duration of three hours with 2/3 lectures). The resource person may deliver one/two lectures and should preferably be available for interaction with the participants during the rest of the period. Course Directors should discourage the practice of national resource persons participating for just one lecture/session.

A local resource person must have sufficient experience in conducting a research methodology course or have sufficient exposure to the different aspects of research and paper writing.

VII. Budget Estimates (Maximum)

Two Weeks

	No.	Unit cost (Rs.)	Total (Rs.)	Maximum limit (Rs.)
Participants - travel cost	25	3000	75000	75000
Participants - boarding and lodging (inclusive of meals)	25*14	2000/day**	700000	600000
Resource person - Honorarium	20 sessions	2500/session	50000	50000
National resource person - travel	5	15000	75000	75000
Local Resource person - travel	5	1000	5000	5000
Honorarium of the Director	1	1000/day	14000	14000
Honorarium to the Co-Director	1	500/day	7000	7000
Contingency (including paper, stationary, photocopying and venue management etc.)	1	100000	1,00,000	100000
Overhead Charges per day	1	1000/day	14000	14000
Total			10,40,000	9,40,000

** Under Review

If the programme organized for Three Week, maximum 4 lakh grant may be provided for third week

The budgets provided above should be seen as the maximum possible. Every attempt should be made to contain costs.

Since a fair number of participants in most workshops will be local participants we visualize a considerable saving of costs in travel and boarding/lodging.

VIII. Monitoring and Evaluation of the Workshop

There will be participant evaluation of the workshop. A proforma for evaluation is attached (Annexure 1)

In addition, all resource persons shall be requested to reflect on the participants' motivation level and the overall management of the workshop. ICSSR may also like to send an observer, wherever it feels necessary.

The Course Director will be expected, after a year, to follow up with the participants to assess if any of them have embarked on a research project or have prepared an article for publication.

One year after the programme has begun, an ICSSR committee will assess its working and recommend changes if any in the structure of the workshop.

Besides, at the end of the 12th Plan there shall be an overall evaluation of all the capacity building programs undertaken. Some sort of impact analysis of the workshop needs to be undertaken at the end of 12th Plan.

IX. Obligation of the Organising Institute

The Institute hosting the workshop should provide overall management and facilities such as lodging, canteens, venue management of the workshop. The organising institution shall provide the audited accounts of expenditure of the workshop within six months of the conduct of the workshop.

The Director of the course shall be responsible for the overall management and timely delivery of all the classes and active engagement of the participant during the workshop. The Co-Director will assist the Director in discharging the overall responsibility of conducting the workshop.

X. Advertising and Publicity

There workshop should be advertised in important newspapers and reputed journals. Letters on the workshop should be sent to all the universities and research institutions by the ICSSR