

SOCIAL SCIENCE RESEARCH METHODS FESTIVAL

11th-31st December 2010



A REPORT

भारत रत्न डा बी.आर.
अम्बेडकर विश्वविद्यालय, दिल्ली



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Foreword

As a new university with a mandate to do research and teaching in the social sciences and the humanities, Ambedkar University, Delhi (AUD) considers it important to contribute to enhancing the quality of social science research and higher education in India. It is with a view to addressing this that the University organized its first Social Science Research Methods Festival from 11th to 31st December 2010.

Forty scholars at various stages of their academic careers - pre-doctoral, doctoral and postdoctoral researchers, and early career faculty - and belonging to diverse social science disciplines and/or interdisciplinary areas of study came from academic institutions from all over India to participate in the Festival.

Through a series of interdisciplinary courses and hands-on workshops, Delhi-based field visits and public events, the Festival provided a relaxed and supportive environment for discussing issues of gathering, interpreting, articulating and publishing research findings.

The enthusiasm with which the University's young faculty came forward and organized the Festival most competently in spite of many odds all too common in a new University is truly remarkable. We are most grateful to Professor T.S. Saraswathi who with her immense wisdom and experience guided this endeavour.

Ambedkar University, Delhi firmly believes in the celebration of learning, and the Festival was an occasion to do just that. The kind of response that we have received from participants and resource persons alike has convinced us about institutionalizing the Social Science Research Methods Festival. The University has recently formalized this initiative by establishing a Centre for Social Science Research Methods at our University.

Shyam Menon
Vice-Chancellor

SOCIAL SCIENCE RESEARCH METHODS FESTIVAL

A Report

Introduction and Overview

Ambedkar University, Delhi (AUD) organized its first Social Science Research Methods Festival from 11th to 31st December 2010, in partnership with Sage India and the Indian Council of Social Science Research. Forty scholars (pre-doctoral, doctoral and postdoctoral researchers, and early career faculty) belonging to diverse social science disciplines such as political science, economics, psychology and sociology and interdisciplinary areas of study such as educational studies, development studies, media and communication and translation studies, and coming from academic institutions from all over India participated in the Festival.

As part of the Festival, two short courses 'Doing Social Science Research' and 'Scientific and Research Writing' and four workshops, namely, 'Participatory Research Methods', 'Ethnography', 'Computer Assisted Qualitative Data Analysis: Atlas.ti' and 'Statistics for Social Sciences' were offered over a period of three weeks. These courses and workshops were interdisciplinary and had a hands-on approach. Through these courses and workshops, the Festival sought to create a relaxed and supportive environment for discussing issues of gathering, interpreting, articulating and publishing research findings.

The Festival presented a unique opportunity for interacting with stalwarts of social sciences through these courses and workshops as also through public lectures that were been organized throughout the Festival. It was also a celebration of learning with screening of films relevant to research methods in the social sciences, music performances, book readings, a two-day exhibition of books pertaining to social science research methods, and visits to the field to re-search contexts, organized on the Festival theme of 'Exploring the Margins'. The kind of response that we got from participants and resource persons alike has convinced us about both the need and the demand for making the Social Science Research Methods Festival a regular feature at AUD.

Rationale and Aims

Social Science Research Methods is a fast expanding field. New tools and techniques have emerged in social science research, strengthening the scope for dialogue across disciplines. Elements of social science research have also begun to transcend the confines of academe and are increasingly being employed in corporate, government and non-government spaces. These developments make it crucial that cutting edge training be made available in the art and science of doing research in the social sciences. Research methods programmes, centres and training cells do exist in a number of Indian universities and research institutions. Several of these receive some form of support from the Indian Council for Social Science Research (ICSSR). The University Grants Commission (UGC) too regularly supports orientation

programmes, refresher courses and short term courses in social science research methodology.

However, in the majority of cases, training in research methods tends to be imparted in lecture mode with limited scope for interdisciplinary, hands-on learning. The Centre for Studies in Social Sciences Calcutta (CSSC)'s Training in New Social Science Research Methods' Programme (2007-2010), Institute for Social and Economic Change Bangalore (ISEC)'s Methods and Applications in Social Science Research: A Multidisciplinary Training Program (4 January-1 February 2009), Centre for the Study of Developing Societies Delhi (CSDS)'s Summer Workshop for Quantitative Methods in Political Science (14-24 May 2010), and some training programmes organized by Tata Institute of Social Sciences Mumbai (TISS) are notable exceptions.

While the Social Science Research Methods Festival organized by Ambedkar University, Delhi was in keeping with the spirit of the aforementioned exceptional initiatives, it was unique in terms of its long term vision, approach and format. Rather than being a one-off event, the festival shall be conducted regularly from now onwards as an initiative to enhance doctoral scholars and early career academics' (university teachers and postdoctoral scholars) understanding of social science research methods, and to help improve the quality of social science research in the country.

The idea behind organizing a series of short courses and workshops in the form of a month-long 'festival' is a vision that many share at AUD that studying social science research methods can be made a meaningful yet enjoyable experience! Inspired in part by a similar initiative undertaken by the UK's ESRC, AUD's Social Science Research Methods Festival was the first of its kind in India. The workshops and short courses part of the festival were entirely modular in format, with an emphasis on hands-on, activity-oriented, peer-learning approaches.

Using a theoretically sound, interdisciplinary and hands-on approach, the Festival sought to:

- stimulate interest in epistemological concerns and philosophical foundations of social science research,
- showcase new developments in research methods employed by social scientists,
- impart basic skills in designing and conducting research,
- teach specific qualitative and quantitative methods and applications, and
- provide opportunities to discuss and tackle, in a relaxed and supportive environment, issues of interpreting, articulating and publishing research findings.

Funding

Ambedkar University, Delhi received financial support from the ICSSR for conducting the Festival and the Sage India/ Miller-McCune Foundation for continuing this effort and building a corpus for setting up a Centre for Social Science Research Methods at the University. ICSSR is the apex body for promoting social science research in the country. Having ICSSR to sponsor the festival helped in attracting clientele (doctoral scholars and early career academics) and resource persons from all of India. Sage is the frontrunner in publication of books, journals and other teaching and learning resources on research methods in the Social Sciences. Obtaining support from Sage was hugely beneficial to Ambedkar University, Delhi. Continued support from institutions and publishing houses of the stature of ICSSR and Sage India/ Miller-McCune Foundation is crucial for both the festival programme and the University as it would help these in gaining legitimacy and national recognition which are particularly important at this stage of their development.

Courses and Workshops

The courses and workshops were organized in three Blocs. Participants could opt for either Bloc I (4 credits) consisting of a general course on doing social science research (a two-week workshop being its mainstay) and preparing a research proposal, or Bloc II consisting of week-long workshops (each worth 2 credits) running concurrently on specialized applications and methods in social science research (Atlas.ti, statistics for social scientists, ethnography and participatory research methods, and/or Bloc III (4 credits) devoted to a course in scientific and research writing (involving a week-long workshop and follow up activities).

Bloc I

This bloc was devoted to an introductory course on doing research in the social sciences. It consisted of seven modules, of which the first three dealt with thinking about doing research in the social sciences, familiarizing participants with issues of objectivity/ subjectivity, positivist and empirical frameworks, 'scientific method', and discussions on the philosophical foundations of research and research methods in the social sciences, understanding orthodoxies in the social sciences and how attempts have been made to overcome these. The fourth and the fifth sessions aimed at helping participants understand the basic processes and skills involved in doing social science research, and unpacking the politics of knowledge production and sensitizing them to the ethical issues involved in the practice of social science research. The sixth and the seventh modules were devoted to bringing together and building on the understanding and insights that the participants had gained through the earlier modules. These later modules focused particularly on the hermeneutics of doing research, and made explicit the linkages between design, data, methods and theories.

The pedagogies of teaching and learning involved in the transaction of the aforementioned modules included group discussions, film screenings, writing short pieces reflecting up the content of various modules, individual and small group

reading of scholarly texts, hands-on activities at the library and the computer lab, and preparation and presentation of short research proposals. Given the interactive approach to the transaction of the modules, there are no set lectures that can be attached here. However, the folder of reading materials that was provided to each participant who had registered for the course is available along with the report.

The course followed a process of concurrent assessment. The participants' performance was evaluated based on their classroom participation, their individual performance in page-long pieces of reflection that they were asked to write on the modules and hands-on exercises in basic research skills, group-based mock presentations of research ideas, and preparation and submission of individual research proposals.

Bloc II

This Bloc consisted of workshops on specialized qualitative and quantitative methods and software for data analysis. There were in all four workshops that were held, dealing with participatory research methods, ethnography, use of computer assisted qualitative data analysis software (CAQDAS) (Atlas.ti) and statistics for social sciences. Two of these four workshops ran concurrently. Each of these workshops adopted an interactive teaching and learning approach. Hence, there are no sets of lectures that can be attached here. Nevertheless, reading materials, classified workshop-wise, are provided along with this report.

Participatory research methods

The workshop on participatory research methods aimed at both theoretical and hands-on learning of concepts, techniques, philosophy and ethics of participative research. The workshop was transacted through lectures, classroom discussions, and field-based activities. Four sets of criteria were used to assess outcome aimed to collectively tap into learning aims such as theory, skill and participation. These were class presentations based on two group exercises around different research techniques learnt in class and applied in the field (such as area mapping and observation), preparation and submission of a research proposal using participatory research methods in the participants' area of interest assessing their theoretical gains from the course, peer assessment and support, and attendance.

Ethnography

The workshop on ethnography was intended to equip participants with the art of fieldwork and the collection of material for a text on people. It explored notions of reality and truth, fieldwork, 'thick description', and exposed participants to the techniques of observation and interviewing, the genealogical method, case-study and life history methods, and the use of documents. The workshop also addressed the ethical and political aspects of ethnographic research and gave the participants basic training in preparing research reports. The lectures on these themes were combined with hands-on training in preparing a research design and developing a

proposal. The workshop participants were assessed on the basis of their research design, observational study conducted by them, use of life story technique amongst the participants and interpretation of findings from the same, focus group discussions conducted by them, and day-long individual presentations reflecting on the participants' experience in the workshop and on their independent research interests and ideas. Classroom participation, enthusiasm for self-study, future scope as well as hope of the participants conducting research on their own were also taken into the process of assessing the participants' performance.

CAQDAS (Atlas.ti)

The workshop on using CAQDAS, specifically, Atlas.ti was planned as an introduction to the basic elements of the software, to enable the participants to become versant with its format and use. The hands-on training with the software was preceded by modules on qualitative methodology and data management. Participants were asked to bring with them and to analyse word file documents, audio and video files with interview data/ field observation from their field of study. Participants were assessed on the basis of their participation in the classroom, analysis of data brought by the participants and the resource persons, coding of scripts (stories, poems, news articles) using Atlas.ti, and a viva voce conducted at the end of the workshop.

Statistics for social sciences

The central theme of the workshop on statistics for social sciences was: how does one use data description as a tool for discovery, i.e. getting ideas from the data (*hypothesis seeking*). The workshop had three distinct aims: to familiarize participants with the basic principles and techniques of exploratory data analysis; to introduce participants to the open source software R; to introduce techniques for using internet resources. The lectures aimed at explaining the basic philosophy, theory and techniques of Exploratory Data Analysis (EDA). The emphasis was on underlying principles and applicability. Computer training aimed at familiarizing participants with the use of R software as well as use of the internet for research. Each computer session began with guided practice, followed by a short assignment/exercise in the subsequent session. The participants' overall performance in the workshop was assessed on the basis of their class participation, enthusiasm for self study, attendance, and performance in two specific assignments. The first required the participants to explore a certain data set using the EDA technique whereas the second involved the use of the software package R to conduct statistical analysis.

Bloc III

This Bloc consisted of a single week-long course on writing to publish in peer-reviewed journals. A unique feature of the course was the pre- and post-course interactions between the participants and the lead resource person. The participants were required to send draft versions of their articles, which were reviewed and

returned to them over email. The participants had to submit a revised draft before the commencement of the course. During the course, the participants were exposed to various aspects of writing to publish, through sessions on multiple audiences and implications of these with regard to publishing, on the key components of good articles, and on basic research skills (note-making, referencing, preparing outlines, etc.) required in writing such articles, and on copy-editing.

The course involved intensive peer-review sessions wherein participants reviewed each other's articles based on criteria collectively evolved by them in collaboration with the resource person, and mentoring sessions wherein the participants discussed their individual papers and got personalized feedback on the same from the resource persons. The participants were asked to once again revise their papers based on the feedback they had received from the resource persons and their peers during the course.

The participants' performance was assessed on the basis of their initial submission of draft paper, individual peer review presentations of each other's papers and discussion on how the peer feedback would be incorporated, and the final version of the participants' respective papers. Attendance, classroom participation, and willingness and ability to offer peer support were also taken into account. These assessment parameters were collaboratively evolved by the resource persons and the participants.

Appendix 1 carries the detailed course timetable. While there are no lectures available for this hands-on course, the set of readings that were provided to the participants is made available along with this report.

Field Visits and Public Events

A series of field visits and public events were organized to complement the courses and workshops, giving the three week-long programme on social science research methods the feel of a *festival*. These included:

- an activity called 're-searching contexts'. This involved Festival participants reading a piece of research conducted by a social science scholar in Delhi, and then visiting the place where he/ she had done his/her fieldwork in an attempt to re-search the context. The village of Ranikhera, near Punjabi Bagh of Delhi was been chosen for this exercise. This area had been studied by the anthropologist Oscar Lewis in 1952-53 and more recently in 2008 by Arun Kumar Ghosh. Participants were asked to read excerpts from Lewis' book. They then proceeded under Ghosh's mentorship to take note of changes and continuities in the context through their re-search;
- a lecture-demonstration on how songs from protest movements from the 1960s and 70s were collected, analyzed and sung;

- a author meets readers event where a fiction author-activist read excerpts from one of her recent novels and discussed the methodology she employed in gathering material for it and writing it;
- screening of films and documentaries such as *Gods Must be Crazy*, *Born into Brothels*, *Rashomon*, *Darwin's Nightmare* and *Ishqiya* to expose the participants to various aspects of social science research methods;
- and lectures on how the disciplines of sociology, psychology, and history and areas of study such as education and gender studies have evolved, and how the use of research methods has evolved therein.

A complete schedule of these field visits and public events too is available in Appendix 1.

Participants

Applications were invited from young scholars (especially doctoral and postdoctoral researchers and early career faculty) engaged in social science research in universities and research institutions in India and abroad. Advertisements regarding the same appeared in the *Economic and Political Weekly* on 2nd and 30th October 2010. It was specified that preference would be given to those who already had some exposure to research methods (through courses they may have taken at the master's level). Applicants were requested to send their curriculum vitae, a brief research proposal and/or a clear statement of purpose of not more than 500 words, detailing the reasons for their wanting to attend the festival and describing the research idea they wished to pursue. They were asked to clearly state which bloc(s) they were interested in opting for. Those wishing to opt for the third bloc were required to submit along with other application materials a draft version of a full length research paper (approximately 7500 words). The applications underwent one round of screening by the Organizing Team members. However, given that this was the first time that the Festival was being organized, most applications were accepted unless found to be seriously deficient.

Appendix 2 provides a brief insight into the academic backgrounds (discipline-wise) and geographical locations (state-wise) from where these participants came, and the courses and workshops that they opted for.

Faculty/ Resource Persons, Plenary Speakers and Organising Team

A dynamic team of resource persons and plenary speakers with teaching and research experience in the social sciences, and a keen understanding of research methods were associated with the various courses and workshops offered at the Festival. Pooja Bhargava, Nandita Chaudhary, R. Govinda, Pranav Jani, N. Jayaram, Denys Leighton, Shyam B. Menon, Chandan Mukherjee, J. Muralidharan Nair, Punya Pillai, G. Krishna Reddy, T.S. Saraswathi, Vinay Srivastava were the resource persons. The plenary speakers included Andre Béteille, Githa Hariharan, Mary E.

John, Farida Khan, Romila Thapar. Appendix 3 provides a complete list of resource persons and plenary speakers with brief bio-profiles of each of these.

The organizing team was drawn from amongst the young and dynamic faculty members at AUD, with interdisciplinary backgrounds cutting across sociology, anthropology, political science, geography, psychology, philosophy and education, and a keen interest in research methods in the social sciences. It consisted of Ishita Bharadwaj, Radhika Govinda, Oinam Hemlata, Mamatha Karollil, Rohit Negi and Manasi Thapliyal. This team was led by AUD's Vice Chancellor, **Professor Shyam B. Menon** and Festival Programme Director, **Professor T.S. Saraswathi**, and coordinated by **Dr. Radhika Govinda**. Brief bio-profiles of each of the team members are also available in Appendix 3.

The team received support from various quarters: the University's administrative and finance sections, faculty members, canteen staff, and hostel administration and staff. Those associated with the Festival included Dr. Satyaketu Sankrit, Mr. Vinod, Ms. Snigdha Vishnoi, Professor Ashok Nagpal, Professor Honey Oberoi, Professor A.R. Khan, Dr. A.K. Malik, Mr. Akhtar, Mr. Manchanda, Dr. Srinivas, Mr. Kapoor, Mr. Talwar, Ms. Arunima, Ms. Minakshi, Mr. Sitaram Sharma, Mr. Kanhiya, Mr. Uttam Kumar, Mr. Manmohan Singh, Mr. Rudresh Singh Negi, Mr. Sandeep Kumar, Mr. Sumit Solanki, Ms. Priyanka Papreja, Mr. Mukesh Dangi, Mr. Ashu Mann, Mr. Nekson, Mr. Ram Hardiya, Ms. Alka Rai, Mr. Rajiv Trehan, Ms. Bindu Nair, Mr. Kumar Anand (student), Mr. Saket Raj (student), Mr. Nitin Kumar (student), Mr. Neli Joseph (student), Mr. Vikram Singh (student), Mr. Srikant Taparia (student), Ms. Sheema Devi (student), Mr. Rajeev Ranjan (student), Ms. Anindita Chatterjee (student), Mr. Vikas Dalal (student), Mr. Hemu and Mr. Feroz.

Logistics

The festival was held entirely on the premises of AUD's Dwarka campus. While registration forms were sent to participants in advance of the commencement of the Festival, these were collected along with the course/workshop fee on the first day of the commencement of their course/ workshop. While there was a flat fee of Rs. 2000 for a two credit workshop and Rs. 4000 for a four credit course, a number of partial bursaries were provided (those with no income/funding at all were charged one-fourth of the fee, and those in part-time employment or availing of a junior research fellowship were charged half of the fee. For those participants who requested lodging, arrangements were made at subsidized rates and on a twin-sharing basis at the AUD hostel on campus. Those participants who did not have any sources of income/ funding were provided free accommodation.

The travel fare of outstation participants who were not in any secure and paid employment was reimbursed upon production of original tickets and submission of a copy of the same. The outstation resource persons were hosted at guest houses of the National University of Educational Planning and Administration (NUEPA), the

Centre for Cultural Resources and Training (CCRT), and AUD. All resource persons were provided with an honorarium, and their travel and local conveyance charges were reimbursed as per University rules. Meals (breakfast, lunch, dinner and tea and snacks) were arranged within the AUD campus for no charge.

Evaluation and Feedback by Participants, Resource Persons and Organising Team

Given that this was the very first time that such a programme was being organized by Ambedkar University, Delhi, seeking feedback was considered absolutely crucial. Participants were asked to fill in course evaluation and feedback forms which had been designed by the organizing team members. From the resource persons, feedback was requested either in person or over email. The organizing team members were also asked to give their feedback in writing. On the whole, participants, resource persons and organizing team members alike observed that the Festival was a positive teaching and learning experience. The hands-on exercises and the focus on peer learning, making the Festival experience a participatory one were uniformly appreciated and recommended by the participants. Special appreciation was expressed to most of the resource persons for their commitment and contribution. The public events, especially the lectures, were well-attended and widely appreciated.

While there was 100 per cent consensus on the need and value of such courses and workshops as were offered during the Festival, some concerns were expressed by the participants, resource persons and organizing team members regarding the shortage of time for the participants for reflection, reading and assimilating as the Festival programme was too packed. In internal post-Festival feedback discussions, it was also proposed that the duration of the Festival be reduced from three to two weeks to sustain the momentum and energy of all involved. To facilitate coordination and logistics, several organizing team members felt that in future it would be better to involve a greater number of AUD's own faculty members as resource persons for the Festival.

Appendix 4 provides a detailed feedback and evaluation report. This report is based on the evaluation and feedback forms and processes designed and administered by AUD's Festival organizing team members as the ICSSR's sample participants' evaluation and feedback form reached the University only after the Festival was over. Nonetheless, the report in the Appendix carries course and workshop-wise as well as session/ lecture-wise feedback from the participants which is what has been sought through the ICSSR's sample evaluation and feedback form.

Course Director's Suggestions and Future Plans

The Festival was executed with elan by the Organising Team members with support from different members of the AUD staff and faculty. Given the positive feedback received from the participants regarding the need and value of the courses and workshops organized, similar courses and workshops shall be planned in future. The themes of the different workshops may be diversified. For facilitating logistical

issues, it is suggested that planning for the Festival begin a few months earlier than it did. Further, to reduce the number of last minute drop outs, course/ workshop fee may be collected at least a month in advance of the commencement of the Festival rather than on the first day of the course/workshop as was the case this time.

To explore and plan how this entire initiative shall be institutionalized and carried forward, several rounds of deliberations have taken place involving AUD's Vice Chancellor, the Festival programme director and the organizing team members. There is consensus on taking forward the process of formally setting up at AUD a Centre for Social Science Research Methods – a process that was started in April 2010. The Festival was originally conceptualized as this Centre's flagship programme. The proposed aims and activities of the Centre were reviewed and revised.

The Centre would aim to:

- advance understanding and practice of research methods
- promote methodological rigour in social science research
- support innovations in social science research methods
- raise awareness about recent developments and current 'best practice' in research methods
- encourage collaborations in social science research across academic and non-academic spaces
- enhance the quality of social science research and publications in the country

It would begin by undertaking the following activities:

- design and offer innovative programmes (stand-alone and plug-in courses and workshops) in social science research methods for University students and faculty members from within and outside AUD, the Festival being the first in this genre
- provide support in research methods to the University's on-going academic and research programmes
- document the teaching and transaction of research methods courses and workshops provide consultancy services for designing small and large research studies
- facilitate collaboration and networking among scholars associated with programmes in research methods in other universities and research institutions in India and abroad

The Centre would operate on the lines of other centres at AUD, acting as a unit of academic organisation created for undertaking specified tasks and responsibilities pertaining to research methods. While it may receive some financial assistance from the University, it will be expected to seek external funding for carrying out its projects and programmes. It will draw on AUD's existing (regular, adjunct and guest) faculty's expertise in research methods across various Schools. Faculty

members may be concurrently assigned to it on a rotational basis. Such other persons may be appointed on part-time and/or contractual basis from time to time for furthering the Centre's aims and activities. The Centre shall also have an Advisory Committee, constituted by the Board of Management, to advise on and supervise its activities subject to the overall supervision of the Academic Council and the Board of Management.

Appendix 1

The detailed course timetable and schedule of events is presented below.

Date	Morning (9 am to 12 noon)	Afternoon (1 pm – 4 pm)	Evening (4.30 pm – 6.30 pm)
Saturday, 11th December	Registration for Bloc I and Bloc II M1: Participatory Research Methods (Room 316)	Orientation: Introduction to AUD, to the Festival, to Bloc I and Bloc II M1: Participatory Research Methods, to participants, resource persons and the Organising Team (Room 316)	<i>Songs of Protest</i> (Sumangala Damodaran)
Sunday, 12th December	Bloc I, M1: Thinking about Research (Shyam Menon) (Room 316) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	Bloc I, M1: Thinking about Research (Shyam Menon) (Room 316) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	Film Screening and Discussion: <i>Born Into Brothels</i> (Room 316)
Monday, 13th December	Bloc I, M2: Methods, Instruments and Orthodoxy in the Social Sciences: Reading the Classics (R. Govinda) (Room 316) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar &	Bloc I, M2: Methods, Instruments and Orthodoxy in the Social Sciences: Reading the Classics (R. Govinda) (Room 316) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar &	

	Krishna Reddy) (Room 304, Room 305)	Krishna Reddy) (Room 304, Room 305)	
Tuesday, 14th December	Bloc I, M2: Methods, Instruments and Orthodoxy in the Social Sciences: Reading the Classics (R. Govinda) (Room 316) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	Bloc I, M3: Methods, Instruments and Orthodoxy in the Social Sciences: Reading the Classics (R. Govinda) (Room 316) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	Itinerary of a Sociologist (Andre Beteille) (Room 316)
Wednesday, 15th December	Bloc I, M3: Designs, Methods, Data and Disciplines: Understanding Boundaries, Building Bridges (R. Govinda) (Room 322) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	Bloc I: Basic Research Skills Training (Library) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	
Thursday, 16th December	Bloc I, M4: Basic Processes of Social Science Research (Shyam Menon) (Room 322)	Bloc I, M4: Basic Processes of Social Science Research (Shyam Menon) (Room 322)	

	Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	
Friday, 17th December	Bloc I, M5: Politics of Knowledge Production and Ethical Issues in the Practice of Social Science Research (Pranav Jani) (Room 322) Bloc II, M1: Participatory Research Methods (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	Bloc I, M5: Politics of Knowledge Production and Ethical Issues in the Practice of Social Science Research (Pranav Jani) (Room 322) Bloc II M1: Participatory Research Methods: Feedback Session (M. Sashi Kumar & Krishna Reddy) (Room 304, Room 305)	‘Creative Research and <i>Fugitive Histories</i> ’ (Githa Hariharan) (Room 322)
Saturday, 18 th December	Bloc I: Day Off Registration for Bloc II M2: Ethnography and M3: CAQDAS (Atlas.ti) (Room 322)	Bloc I: Day Off Orientation: Introduction to AUD, to the Festival, to Bloc II M2: Ethnography and M3: CAQDAS (Atlas.ti), to participants, resource person and the Organising Team (Room 322)	Social or Behavioural Science? Methodological dilemmas in psychological research (Farida Khan) (Room 322)
Sunday, 19th December	Bloc I: Basic Research Skills Training (Radhika Govinda) (Library)	Re-searching Contexts (Vinay Srivastava) (Room 304)	

	<p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p>	<p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p>	
Monday, 20 th December	<p>Bloc I, M6: Hermeneutics of Research I (N Jayaram) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p>	<p>Bloc I, M6: Hermeneutics of Research I (N Jayaram) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p>	Film Screening and Discussion: <i>Rashomon</i> (Room 322)
Tuesday, 21st December	<p>Bloc I, M6 and 7: Hermeneutics of Research I and II (N Jayaram) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita</p>	<p>Bloc I, M6 and 7: Hermeneutics of Research I and II (N Jayaram) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita</p>	

	Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)	Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)	
Wednesday, 22nd December	<p>Bloc I, M 7: Hermeneutics of Research II (N Jayaram) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p> <p>Book Exhibition (Room 322)</p>	<p>Bloc I, M 7: Hermeneutics of Research II (N Jayaram) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p> <p>Book Exhibition (Room 322)</p>	Book Exhibition (Room 322)
23rd December Thursday	<p>Bloc I: Re-reading/recasting the Research Proposal (TS Saraswathi and Organising Team) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p>	<p>Bloc I: Re-reading/recasting the Research Proposal (TS Saraswathi and Organising Team) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p>	

	Book Exhibition (Room 322)	Book Exhibition (Room 322)	Book Exhibition (Room 322)
Friday, 24th December	<p>Bloc I: Presentations of Revised Research Proposals (TS Saraswathi and Organising Team) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava) (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava) (Computer Lab)</p>	<p>Bloc I: Presentations of Revised Research Proposals (TS Saraswathi and Organising Team) (Room 316)</p> <p>Bloc II M2: Ethnography (Vinay Srivastava): Feedback Session (Room 304)</p> <p>Bloc II M3: CAQDAS (Atlas.ti) (Nandita Chaudhary, Punya Pillai, Pooja Bhargava): Feedback Session (Room 305)</p>	Bloc I: Feedback Session (Room 316)
Saturday, 25th December	<p>Bloc II: Re-searching Context: Rani Khera Village (Arun Kumar Ghosh)</p> <p>Registration for Bloc II M4: Statistics for Social Scientists and Bloc III: Scientific and Research Writing (Room 316)</p>	<p>Bloc II: Re-searching Contexts: Rani Khera Village (Arun Kumar Ghosh)</p> <p>Orientation: Introduction to AUD, to the Festival, to Bloc II M4: Statistics for Social Scientists and Bloc III: Scientific and Research Writing, to participants, resource persons and the Organising Team (Room 316)</p>	

Sunday, 26th December	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	
Monday, 27th December	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	‘Methods and Margins in Social Science Research: Some Feminist Reflections’ (Mary John) (Room 316)
Tuesday, 28th December	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	
Wednesday, 29th December	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab)	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab)	‘Changing Interpretations of Ancient History’ (Romila Thapar) (Room 316)

	Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	
Thursday, 30th December	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	
Friday, 31st December	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair) (Computer Lab) Bloc III: Scientific and Research Writing (TS Saraswathi, Denys Leighton) (Room 316)	Bloc II M4: Statistics for Social Scientists (Chandan Mukherjee, Muralidharan Nair): Feedback Session (Computer Lab) Bloc III: Scientific and Research Writing: Feedback Session (TS Saraswathi, Denys Leighton) (Room 316)	

Appendix 2

The table below provides a brief insight into the academic backgrounds (discipline-wise) and geographical locations (state-wise) from where the Festival participants came, and the courses and workshops that they opted for.

S. No.	Names	Academic Qualifications	Region	Bloc I	Bloc II	Bloc III
1.	Sreehari Ravindran	M.A. Life Skills Education	Kerala	Y	-	Y
2.	Reetu Sharma	Ph.D. Social Work (pursuing); M. Phil. Community Medicine	Rajasthan	-	M3 and M4	-
3.	Srinivasulu	M.A. Social Work, Education	Karnataka	-	M3 and M4	-
4.	Meera Gopi Chandran	M.A. Sociology, Ph.D. (pursuing)	Karnataka	-	M3	-
5.	Ridhi Sethi	M.A. Education, M.Sc. Child Development	Delhi	-	M3	-
6.	Chaitanya Krishna	B. Tech., M. Sc. Wildlife Biology and Conservation	Karnataka	-	M1, M2 and M4	-
7.	Namita Gupta	Ph.D. Education	Karnataka	-	M1	-
8.	Shabana Bano	Ph.D. Psychology	Uttar Pradesh	-	M2	-
9.	Rajnish Chandra Tripathi	Ph.D. (pursuing), M. Phil. Physical Education, M.A. Physical Education	Uttar Pradesh	-	M2	-
10.	Nisha Nelson	Ph.D. Sociology	Delhi	-	M1	-
11.	Amrita Sengupta	M.Phil. Social Anthropology (pursuing)	Delhi	Y	-	-
12.	Pramod Maithil	M.Sc. Mathematics	Madhya Pradesh	Y	-	-
13.	Malini Bhattacharjee	Ph.D. Political Science (pursuing), M.Phil. Social Sciences	Karnataka	-	M3	-
14.	Shiju Joseph	M.Phil. Psychology	Kerala	-	-	Y
15.	Asmita Bhattacharya	Ph.D. (pursuing), M. Phil. Sociology	West Bengal	-	M1 and M3	Y

16.	Maliyam Acio	M.A. Development Studies (pursuing)	Delhi		M1	Y
17.	Poorva Sharma	M.A. Psychology	Delhi	Y	-	-
18.	Priya Singh	M.Sc. Wildlife Biology & Conservation	Karnataka	-	M1, M3, M4	-
19.	Vijayalakshmi C.	Ph. D. Management, M.Sc. Agriculture	Tamil Nadu	-	M3	-
20.	Esita Sur	M. Phil. Political Science & Development Studies	West Bengal	-	-	Y
21.	Parul Taneja	M.Sc. Child Development	Delhi	-	M3 and M4	
22.	Kashif Jameel	M. Phil Development Studies (pursuing) M.A. Geography	Delhi	Y	M4	-
23.	Kasturi Datta	Ph.D. Political Science (registered) M. Phil. Political Science	Delhi	Y	-	-
24.	Urvija Priyadarshani	MSW	Andhra Pradesh	Y	M4	-
25.	Sunita Singh	Ph.D. Elementary Education M.A. Linguistics	Delhi	-	-	Y
26.	Aparna Kher	M.A. Sociology, M.A. International Development	Karnataka	-	M3	-
27.	Alex P Joy	Ph.D. Education (pursuing)	Delhi	-	M1 and M3	-
28.	Shahin Marjan	M.Phil. Translation Studies M.A. Literature	Karnataka	Y	-	-
29.	Smita Tiwari	Ph.D. International Studies (pursuing) MPhil. International	Delhi	Y	-	Y

		Studies				
30.	Devika Sharma	M.A. Elementary Education M.A. Literature	Delhi	Y	M4	-
31.	Manisha Subba	Ph.D. (pursuing) Education M.Ed., M.A. History	Delhi	-	M1 and M2	-
32.	Anshu Singh	Ph.D. (pursuing) Sociology, M.Ed.	Delhi	Y	-	-
33.	Akanksha Dubey	Ph.D. Psychology, M.A. Psychology	Punjab	-	M4	-
34.	Pradip Kumar Parida	Ph.D. Political Science, M.Phil. Political Science, M.A. Political Science	Gujarat	-	M3 and M4	-
35.	Manoj Das	Ph.D. (pursuing) Mass Communications, M.A. Mass Communications	Sikkim	-	M2	-
36.	Neelam Dalal	Ph.D. (pursuing) Education, M.Phil. Education M.A. Sociology	Delhi	-	-	Y
37.	Sutchismita Roy		West Bengal	-	M1 and M2	Y
38.	Vinod R	M.Phil. Education Psychology	Delhi	Y	-	-
39.	Madhur	M.A. Economics	Delhi	Y	M4	-

Appendix 3

Below is a list of resource persons, plenary speakers and organising team members with brief bio-profiles of each of these.

Resource Persons

Pooja Bhargava is currently working as Content Resource Co-ordinator with Naandi Foundation, Mumbai. She has been extensively involved in designing and executing qualitative research projects. She recently submitted her Ph.D. in the area of social cognition in pre-school children. The title of her dissertation is "Children's Understanding of Self and Others".

Nandita Chaudhary is presently employed at the Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi. She is the author of '*Listening to Culture*' (2004) by Sage India, and co-edited two volumes, '*Dynamic process methodology and the social and developmental sciences*' (2009, Springer) and '*Constructing research methods: Insights from the field*' (2008, Sage). Dr. Chaudhary is the Associate Editor for '*Culture and Psychology*' (Sage) and is guest editor for several other journals. For a period of four years, she served as Deputy Secretary General of the International Association for Cross-Cultural Psychology.

R. Govinda is Vice Chancellor, National University of Educational Planning, New Delhi. He has been a Faculty at NUEPA since 1987 and Visiting Professor at Institute of Education, University of London. Professor Govinda has taught at the M.S. University of Baroda and at the International Institute of Educational Planning, UNESCO, Paris. His current areas of interest include primary education and literacy, decentralized management, programme evaluation, and role of NGOs and international organizations. Professor Govinda is currently engaged in a major empirical study of Educational Access in India under the auspices of an international Consortium for Research in Educational Access, Transition and Equity. His publications include: *India Education Report – Profile of Basic Education*, Oxford University Press and *Community Participation and Empowerment in Primary Education in India*, Sage Publishers, New Delhi.

Pranav Jani received his Ph.D. in English Literature at Brown University in 2001, and is currently Assistant Professor of English at Ohio State University. His book, '*Decentering Rushdie: Cosmopolitanism and the Indian Novel in English*' (Ohio State University Press, 2010), argues for a reconceptualization of the postcolonial Indian English novel and concepts of cosmopolitanism. Jani's essays and reviews have appeared in books and journals like '*Marxism, Modernity and Postcolonial Studies*', '*Callaloo*', '*Historical Materialism*', '*Globalizing Dissent: Essays on Arundhati Roy*', and '*Prose Studies*'. Jani's new research project, which has brought him to India this academic year, is tentatively entitled "Insurgency, Violence, and Anticolonial Resistance: 1857 and Indian Imaginations" and seeks to map out the shifts in Indian

narratives of the Revolt over time in order to gain insight into the workings of anticolonial nationalism.

N. Jayaram is currently Head, Centre for Research Methodology and Professor at Tata Institute of Social Sciences, Mumbai. He took his Ph D degree from Bangalore University in 1976 based on his thesis on Education and Social Structure. Prior to his joining TISS in 2003, he has served as Professor of Sociology at Bangalore and Goa Universities since 1994. In his long academic career spreading over about 35 years, he has supervised nine Ph D works, written or edited nine books and contributed about 50 research articles in various professional journals. Among his most cited recent books are '*Social Conflict*' (OUP,1996), '*The Indian Diaspora*' (Sage, 2004), '*Keywords: Identity*' (Sage, 2004) and an edited book: '*On Civil Society: Issues and Perspectives*' (Sage, 2005). His areas of research interest are Sociological theory, sociology of education, political sociology and Indian Diaspora.

Denys Leighton is Visiting Professor at Ambedkar University, Delhi. His research and teaching interests center on: (1) history of political thought and political culture, with focus on the period since 1750; (2) history of philosophy, including Indian philosophy; and (3) world history of the modern and early modern eras. He earned a BA at the University of Virginia with majors in history and German language and literature. He subsequently conducted postgraduate research at Oxford University and Washington University (USA), where he was awarded the MA and the PhD in British and European history. Dr Leighton has worked as a freelance editor in the academic publishing business and has been associate editor and consultant editor for *Mid-Atlantic Almanack* and *German Studies in India*. He also writes book reviews and evaluates manuscripts for journals in the fields of history and philosophy.

Shyam B. Menon has been a Professor at the Central Institute of Education, University of Delhi since 1994. He had been Dean, Faculty of Education and the Proctor of the University of Delhi, Director, School of Education, Indira Gandhi National Open University and a Professor at the Central Institute of Educational Technology, NCERT. He had also taught at the M.S. University of Baroda for several years. His doctoral work was in the area of Curriculum and Cognitive Psychology, and his postdoctoral research was in Higher Education. Much of his work has been Curriculum Studies, Higher Education and Teacher Education. He edited the journal, *Perspectives in Education*, for many years. He is at present on the international advisory board of *Comparative Education*, *Teaching Education* and *Asia Pacific Journal of Education*. Since August 2008, Professor Menon is with the newly established Ambedkar University, Delhi as its Vice Chancellor.

Chandan Mukherjee is former Director of the Centre for Development Studies, Trivandrum. He completed his doctorate in Statistics from the Indian Statistical Institute in Kolkata. He has taught quantitative courses for social sciences for the

past thirty-five years and has co-authored the book, *'Econometrics and Data Analysis for Developing Countries'* (Routledge, 1997).

J. Muralidharan Nair is Systems Manager at Centre for Dev Studies, Trivandrum is an IT professional with considerable experience in computer systems management/administration. He contributes the popular column NetSpeak, for the national daily The Hindu'. This column explores the latest trends/services in the on-line world. He also occasionally writes in other magazines on IT related innovations.

Punya Pillai is a faculty member at the Department of Human Development and Childhood Studies, Lady Irwin College, New Delhi. She teaches graduate and post graduate courses in human development. Currently she is involved in writing her doctoral dissertation in the area of cognition and morality in childhood.

G. Krishna Reddy is the director of the Centre for Social Exclusion and Inclusive Policy, University of Hyderabad. Previously he was with the Department of Political Science, Osmania University, Hyderabad. He has done his M.A. and M. Phil from Jawaharlal Nehru University, New Delhi and Ph. D. from Osmania University. He has extensively published on social movements, media politics and governance related issues in journals such as *Economic and Political Weekly*. Most recently one of his studies has been republished as part of the prestigious series of *'Themes in Politics'* with Oxford University Press on *'Indian Public Sphere: Structure and Transformation'*. He has coordinated several research projects covering wide range of issues such as Status of education of children of scavenger Community, Dalit movement in Andhra Pradesh, rural governance and economic reforms in AP. Presently he is engaged in the work on documenting the Dalit Movement in AP.

T.S. Saraswathi retired as senior professor in Human Development and Family Studies at the Maharaja Sayajirao University of Baroda, India. She was a Ford doctoral fellow and later a Fulbright visiting professor. She has held visiting academic appointments in several universities in the USA, Europe and South East Asia. She has co-edited Volume 2 of the *Handbook of Cross-Cultural Psychology* (1997), *The International Encyclopaedia of Adolescence* (2007), and *World Youth: Adolescence in Eight Regions of the Globe* (2003). Her edited volumes in India include *Cross-Cultural Perspectives in Human Development* (2003) and *Culture, Socialization, and Human Development* (1999).

Vinay Srivastava completed his M.Sc. Anthropology at Hans Raj College, University of Delhi and M.A. in Sociology at the Delhi School of Economics. Thereafter, he earned his Ph.D. in social anthropology from King's College, University of Cambridge. Since 1985, he has taught at the Department of Anthropology, University of Delhi. His books include *Essays in social anthropology* (1990, Institute of Social Research and Applied Anthropology, Calcutta); *L'Inde des*

Tribus Oubliees (with Declan Quigley, Societe Nouvelle des Editions du Chene, Paris); *Religious renunciation of a pastoral people* (1997, Oxford University Press, Delhi). His most recent publication is an edited book titled *Anthropology in India*. He is currently Principal, Hindu College, University of Delhi.

Plenary Speakers

Andre Béteille is one of India's leading sociologists and writers. He is a Professor of Sociology at the Delhi School of Economics at the University of Delhi where he is Professor Emeritus of Sociology since 2003. After receiving his undergraduate and graduate degrees in anthropology from the University of Calcutta, Beteille completed his doctorate from the University of Delhi. In his long and distinguished career, he has in the past taught at Oxford University, Cambridge University, the University of Chicago, and the London School of Economics. In 2005, Professor Béteille received the Padma Bhushan.

Githa Hariharan is prolific author whose published work includes novels, short stories, essays, newspaper articles and columns. Her first novel, *The Thousand Faces of Night* (1992) won the Commonwealth Writers' Prize in 1993. Her other novels include *The Ghosts of Vasu Master* (1994), *When Dreams Travel* (1999), *In Times of Siege* (2003), and *Fugitive Histories* (2009). A collection of highly acclaimed short stories, *The Art of Dying*, was published in 1993, and a book of stories for children, *The Winning Team*, in 2004. Her essays and fiction have also been included in anthologies such as Salman Rushdie's *Mirrorwork: 50 Years of Indian Writing 1947-1997*. Githa Hariharan has been Visiting Professor or Writer-in-Residence in several universities, including Dartmouth College and George Washington University in the United States, the University of Canterbury at Kent in the UK, and Jamia Millia Islamia in India, where she is, at present, Scholar-in-Residence.

Mary E. John is currently senior fellow and director at the Centre for Women's Development Studies. She works in the fields of women's studies and feminist politics. Her first book was *Discrepant Dislocations: Feminism, Theory and Postcolonial Histories*; and her most recent is the edited volume *Women's Studies in India: A Reader* (Penguin 2008).

Farida Khan teaches in the Department of Education at Jamia Millia Islamia. Her Ph.D is in Developmental Psychology and she has taught Psychology before making the shift to Education. Her research is largely in mathematical thinking in children and social and cultural contexts of learning.

Romila Thapar is a preeminent Indian historian. Her major works are *Asoka and the Decline of the Mauryas*, *Ancient Indian Social History: Some Interpretations*, *Recent Perspectives of Early Indian History* (editor), *A History of India Volume One*, and *Early India: From the Origins to AD 1300*. After graduating from Panjab University, Prof. Thapar earned her doctorate at the School of Oriental and African Studies,

the University of London in 1958. An emeritus professor of ancient Indian history at Jawaharlal Nehru University in New Delhi, she has held visiting posts and received honorary degrees from universities on three continents. In 2008, Prof. Thapar was the co-winner, with historian Peter Brown, of the prestigious Kluge Prize for Lifetime Achievement in the Study of Humanity.

Organising Team

Ishita Bharadwaj is currently working at the Ambedkar University, Delhi as an Assistant Professor in the School of Human Studies. She has recently submitted her PhD thesis titled, *The role of spirituality in coping with existential crisis*. Her interest lies in creating a dialogue between religion and spirituality, and mainstream psychology. Her other area of interests are social and indigenous psychology.

Radhika Govinda has a Bachelor's Degree from the University of Delhi, India, a Master's Degree from the Institut d'Etudes Politiques de Paris (Sciences Po), France and a PhD from the University of Cambridge, UK. She is presently Assistant Professor at Ambedkar University Delhi, India, and is associated with its Schools of Development Studies and Human Studies. Her teaching and research interests lie at the intersection of political science, gender and development with an area specialisation in South Asia. She is particularly interested in the study of women's and social movements, NGO activism and grassroots governance, identity politics in India (caste, class, religion, gender), and the politics of international development. Her research has been published in *Gender and Development*, *Contemporary South Asia* and *Journal of South Asian Development*.

Oinam Hemlata is an Assistant Professor at AUD's School of Human Ecology. She is a social anthropologist and has received her training in research methodology from the discipline as well as through workshops. She has been a part of many field-level studies in the states of Himachal Pradesh and Manipur in the course of her research and teaching career. Her research interests include health studies, ethnographic studies, indigenous knowledge systems, and environmental issues.

Mamatha Karollil completed her Masters from Bangalore University and her Doctorate from Tata Institute of Social Sciences, Mumbai and Glasgow University, U.K. where she did a brief stint as a Commonwealth split-site doctoral scholar. Her doctoral work examined the social construction of "love" and "work" across cultures; it researched youth transitions to adulthood across India and the U.K. and linked "choice" and "well-being". She is interested in research that looks at the manner in which larger social, political and cultural processes intersect with the personal lives of people: self and identity, personal relationships, age, sexuality, life-courses.

Shyam B. Menon has been a Professor at the Central Institute of Education, University of Delhi since 1994. He had been Dean, Faculty of Education and the

Proctor of the University of Delhi, Director, School of Education, Indira Gandhi National Open University and a Professor at the Central Institute of Educational Technology, NCERT. He had also taught at the M.S. University of Baroda for several years. His doctoral work was in the area of Curriculum and Cognitive Psychology, and his postdoctoral research was in Higher Education. Much of his work has been Curriculum Studies, Higher Education and Teacher Education. He edited the journal, *Perspectives in Education*, for many years. He is at present on the international advisory board of *Comparative Education*, *Teaching Education* and *Asia Pacific Journal of Education*. Since August 2008, Professor Menon is with the newly established Ambedkar University, Delhi as its Vice Chancellor.

Rohit Negi is Assistant Professor in the School of Human Ecology at Ambedkar University Delhi. He has a PhD in Geography and his research and teaching interests include social theory, critical perspectives on development, and political ecology. He is currently working on two research projects: a development and environmental ethnography in Himachal Pradesh, and on comparative political economy of extraction in Africa and India.

T.S. Saraswathi retired as senior professor in Human Development and Family Studies at the Maharaja Sayajirao University of Baroda, India. She was a Ford doctoral fellow and later a Fulbright visiting professor. She has held visiting academic appointments in several universities in the USA, Europe and South East Asia. She has co-edited Volume 2 of the *Handbook of Cross-Cultural Psychology* (1997), *The International Encyclopaedia of Adolescence* (2007), and *World Youth: Adolescence in Eight Regions of the Globe* (2003). Her edited volumes in India include *Cross-Cultural Perspectives in Human Development* (2003) and *Culture, Socialization, and Human Development* (1999).

Manasi Thapliyal is an Assistant Professor in the School of Educational Studies in Ambedkar University, Delhi (AUD). She has earlier worked as a Research Associate in Central Institute of Education (CIE), University of Delhi and AUD. She has a Master's degree in Physics from the University of Delhi, a Master's degree in Education and a MPhil in Education also from the University of Delhi. She is interested in the philosophy of science, social theory, sociology of education and development, and ethnographic methods of research in education. She is currently pursuing an ethnographic study of a higher education institution focusing on the politics and experience of 'access' that the institution extends to students from diverse social and economic backgrounds.

Appendix 4

The report below summarises the assessment of the different courses, workshops and the organisation of the Social Science Research Methods Festival in Ambedkar University, Delhi based on the evaluations from the participants. The evaluations included both process assessment and suggestions for future courses and workshops. The report presents feedback on the nature of courses; course transaction including instruction, exercises executed during the courses; and the overall feedback on the organisational aspects of the Festival.

Summary of Course/Workshop Evaluation

Addressing substantive content views on organisation, time planning, teaching strategies and effectiveness. Both positive and negative feedback and suggestions for future:

The general impressions from the evaluation forms:

- On the whole a positive learning experience
- Hands on experiences, class exercises, peer review, etc. that were participatory in nature were uniformly appreciated and recommended.
- The need for more time for reflection, reading, interacting with peers and assimilating was expressed.
- Special appreciation expressed to most of the resource persons for their involvement and contribution to the teaching-learning experiences.
- 100% consensus on the need and value of regularly offering such workshops.

Detailed Feedback for Bloc I:

On the course transaction:

Overall the experience of all participants was similar with respect to the nature of course transaction. It was observed by the participants that there was sufficient possibility of interaction, discussion and reflection in the way the course was transacted. However, it was also observed that the whole programme was organized in such a way that the possibility of using library or resources from internet or discussion among themselves was limited. There was an encouraging and conducive environment for sharing ideas and raising doubts but this also resulted, according to some participants, in very few or negligible occasions towards a structured feedback on individual work by the resource persons.

On the course content:

Most agreed that the course was planned in a manner that helped analyse the basic elements of concepts used in the research methods discourse. There was a lot of theoretical reflection and analysis of experiences but participants observed that

there was not sufficient space or time to apply these concepts and understanding to practical problems or situations. The amount of reading or discussion done was like an initiation that would have to be subsequently built upon by the participants themselves. Some participants observed that the content, on account of the needs and level of readiness of the participants, had to be pitched at a basic level and could not result in advanced or hands-on exercises. It, however, enabled the participants to, according to their responses in the evaluation forms, think at a broader level and understand the depth of the contours of research in social sciences. A few also felt that some disciplines, like Economics, were not included as points of reference during the discussions.

On the overall worth of the programme:

The group was a heterogeneous one with respect to different disciplinary orientations but was similar in the sense of not being exposed enough to the discourse of research in social sciences as well as social theory and basic research skills. The sessions on citing and referencing correctly, plagiarism, etc. were found to be very beneficial and useful by most of the participants. The sessions on Hermeneutics of Research were also unanimously appreciated as the resource person concerned, according to participants, managed to bring together social theory, research, and practice into a composite framework, enabling participants to situate research in social sciences in a larger perspective of understanding and interpreting the 'world' and tying together the strands of thoughts raised by the earlier resource persons (RPs). Many participants also felt that some homogeneity in the disciplinary orientation of participants could have avoided the over generic and somewhat diffused treatment of the content, which the RPs were forced to do, in light of participants' questions and concerns.

Detailed Feedback for Bloc II, Module 1: Participatory Research Methods

On the course transaction:

There has been a mixed response from the participants on the transaction of this particular workshop. Given the new orientation of research that the workshop attempted to portray, most participants found it a useful initiation into research of this nature. There was substantive interaction among the participants during the course and very often they found scope for asking questions and reflecting. Participants also appreciated the diversity of experiences that was shared with them, as resource persons came from different background and were to some extent able to provide the field's perspective as well as academic. There were few opportunities for writing and reflection and thus limited scope for individualised feedback for participants from the RPs during the course.

On the course content:

Many participants observed that given the limited time frame, a detailed and in depth engagement with different aspects of this methodology was not taken up. It was like a survey/ introductory course. While the hands-on activities and field visit to the market place for observation, etc. were appreciated by the participants, they found that not enough theoretical grounding was provided for in the sessions. There were also suggestions on including more readings and having more time during the class interactions on discussing those readings. Separate time slots for reading, library work could also be factored in. The organisation of focus group discussion was also appreciated. It was an interesting exposure from the practitioner's point of view and could be strengthened by inclusion of theoretical debates and more time for discussion on the hands-on activities in the classroom.

Film screenings during the course were appreciated. Participants observed that these enabled critical reflection and made analysis not only possible but also engaging in group situation. It was also suggested that in future an introductory reading module could be provided to participants a few weeks prior to the workshop.

Detailed Feedback for Bloc II, Module 2, Ethnography:On the course transaction:

Overall the participants found the transaction of the workshop to be extremely didactic though useful in a way, providing substantive theoretical links. Almost fifty percent of the group members found a comfortable space for speaking their mind or asking questions. Overall the workshop enabled participants to think of research at a broader and deeper level. Even though lectures were not participatory, each day was interesting. Overall feedback for the course was that it had an excellent resource person but non participatory workshop transaction.

On the course content:

Good activities were given apart from some very useful and dense lectures that helped participants work and improve upon their basic research skills. Sessions and activities on 'life history' were found very useful. Actually experiencing what the respondent goes through during the interviewing exercise was found to be very insightful. The need for giving participants some 'free' time to assimilate and process what has been taught during the lectures was expressed. It was also felt that greater linkages between the lectures as well as the related exercises could have been made. Need was felt to have the afternoon sessions, meant for activities, to be more structured and sufficient brief to be given to the participants about the objectives of the activities. Resource material provided was found to be extensive and very useful for participants' future research work.

Feedback on the overall programme

Field visit could have been organised at the onset of the course rather than the last day; planning for the course should ensure that sufficient space for discussion on field visit as well as lectures is possible. Feedback on assignment could be immediate for more efficient learning. Concurrently running courses disabled, according to participants, possibility of attending other modules and lectures they were interested in. Need to create a link between participants' and faculty/ RPs for future deliberation and online discussion on one's ongoing research and related issues.

Detailed Feedback for Bloc II, Module 3, Computer Assisted Data Analysis Software (Atlas.ti):

On the course transaction:

This particular workshop was extremely well received by the participants. Participants found the resource persons extremely good and helpful. Overall conduct of the course ensured a very comfortable and conducive space for questions, inquiry and interaction among the participants and the RPs. The immediacy in feedback on the hands on activities and assignment enabled effective learning for most of the participants. The majority of them felt a clear sense of direction and productivity in their individual research ventures. More than the theoretical introductory lectures, the participants found the activities and practical sessions immensely useful.

Apart from the main sessions, participants felt that mentoring (in groups) by Organising Team could have been very beneficial as an additional support.

On the course content:

It was a well organised workshop according to the participants. Suggestions have been made to develop a manual for this workshop and in future workshops that should be provided alongside the sample data. Hand-outs for the sessions could have been more helpful. Specific texts to be analysed could have been selected in advance by the RPs, and this could have added and enriched the discussions and analysis. Some participants have suggested extending the duration of the workshop to 10 days to ensure greater practice and opportunities for demonstration. Suggestion has been made to strengthen the link between theory and practice; in the present workshop the practice part was excellent.

Feedback on the overall programme

The feedback on the workshop was excellent. Many have shared willingness to come again for a similar workshop. Interactions with a diverse group and RPs were appreciated the most. Plenary talk held during the course of this module was found very useful and interesting. Request has been made by many participants to conduct similar workshops/ courses at regular intervals.

Detailed Feedback for Bloc II, Module 4, Statistical Analysis:On the course transaction:

Participants found most of the sessions very thoughtfully planned and useful. It helped many participants overcome their mental block towards using software and in a couple of cases even towards statistical approaches and tools in research. Many found it helpful to have the same RP throughout the workshop. This facilitated greater interaction and avoided repetition. All the sessions complimented each other.

On the course content:

It was felt that this was a very well organised, structured and well conducted workshop. Participants observed that the course, for instance, enabled many to learn interpreting diagrams in statistical data despite their being 'poor' in mathematics. Use of free software, exposure to the use of a number of online tools and downloadable extensions was found very useful. Participants stated that very relevant examples by the resource person were provided for explaining statistics and for illustrating the software. Many felt that a longer duration course with more focus on the analysis could be thought of in future.

Feedback on the overall programme

It was felt that this programme needs to be institutionalized and should be frequently organised in workshop mode by AUD. The experience of participating in this course was as good as it could get. A longer duration course could include more basic theoretical and fundamentals of inferential statistics. Other software like SPSS could also be offered in future. The workshop should have more number of participants so that practical exercises could be done in groups or pairs. The co-mentoring among peers is more facilitating, particularly, in a short duration workshop.

Participants noted and appreciated the informal learning spaces that were available in AUD during the Festival. They acknowledged the congeniality of the organizers and said that on the whole they had a great experience despite bad weather conditions. Many noted that they would be willing to participate in any advanced course that the RP offers in future.

Detailed Feedback for Bloc III, Research Writing Course:On the course transaction:

The participatory and activity based approach employed in this course was found to be very useful by the participants. Peer review and presentation of review was found to be a very useful component of the course. The reviews, however, could have been done, it was felt, in smaller groups. Interactions with the RPs and peers on the individual papers were found to be very helpful and provided insights into

personal blocks in the craft of writing. The sessions on Basic Research Skills were found to be extremely relevant and well conducted.

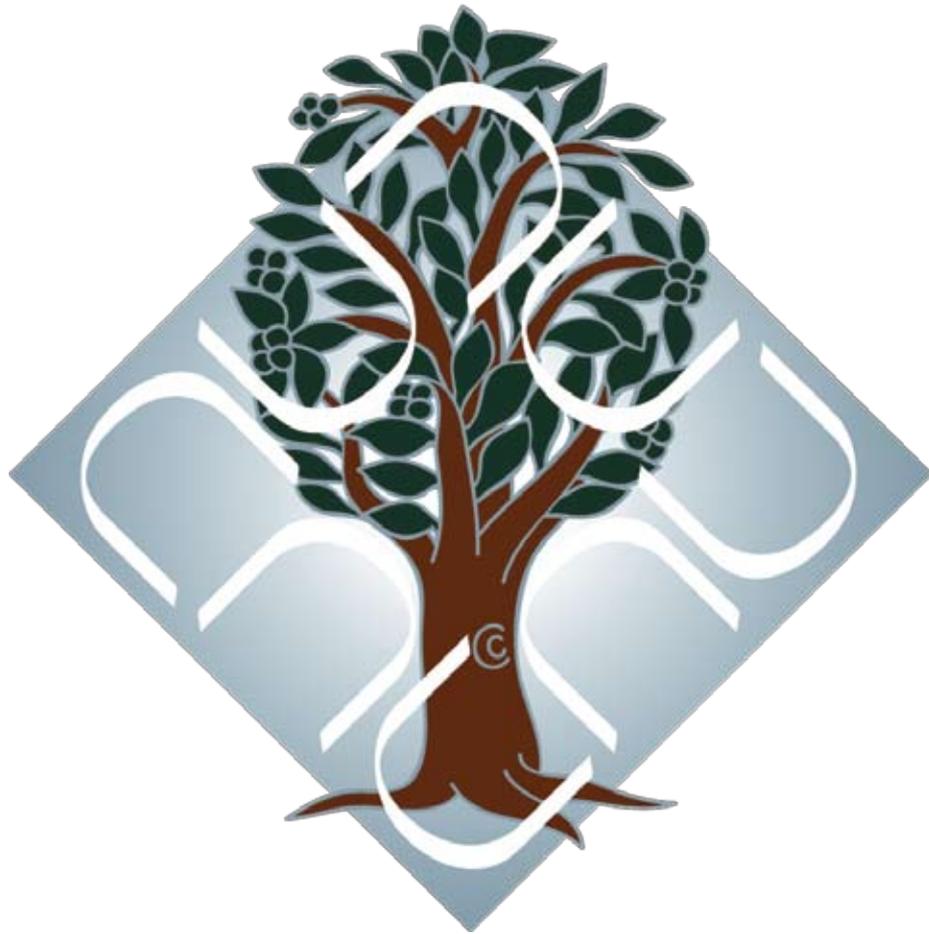
On the course content:

The participatory nature of the course ensured, many felt, that the participants themselves contributed to evolving the discourse and the content that had to be learnt. Sessions related to citation, referencing, use of writing manuals like, APA, were found to be particularly well conducted and very well structured. However, it was also felt that this particular component could have had more exercises and illustrative activities.

The course was found to be of a generic nature, and some participants observed that in future more discipline specific workshops for research writing could be offered and these may be more focused and provision of concrete inputs on the content also may help. Alongside the procedures of writing, the focus could also be on critical reading in future. It was observed that the duration of a course of this nature has to be substantially longer. It was felt that more time had to be factored in for take home assignments as well as the final re-drafting of the papers.

Feedback on the overall programme

Most participants found it a good experience. It was felt that the experience could have been more conducive had the duration and timing of the Festival (the winter weather and the holiday season) been different. The drop-outs from this course disturbed the planned conduct of the sessions. Plenary talks and movie screenings were well appreciated by the participants. The participatory and a very supportive learning environment were appreciated as much as the 'good' teamwork done by the Organising Team. It was observed that the Festival itself was an excellent learning process that AUD should continue to support.



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