

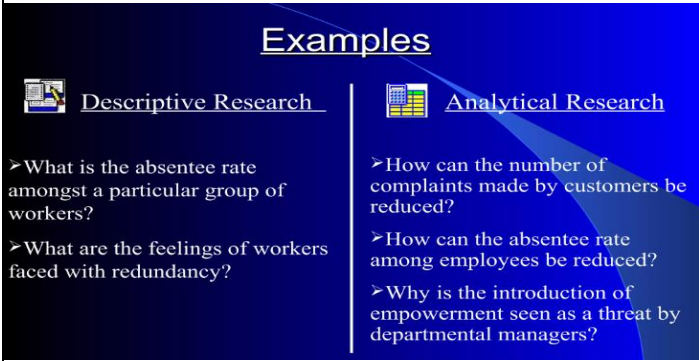
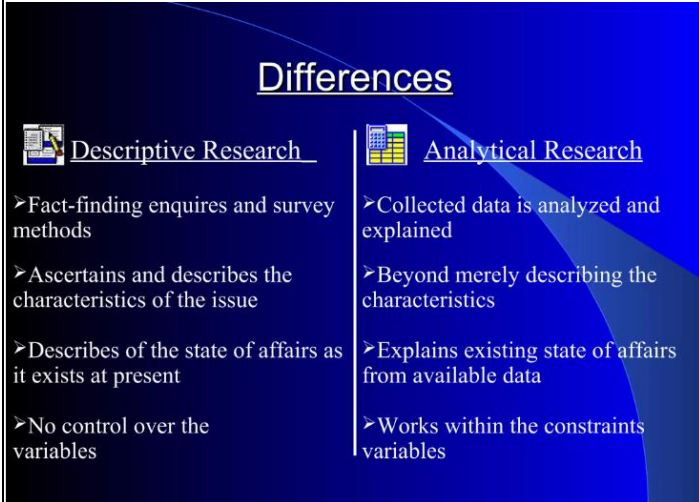
Internal Assessment Test – I Scheme & Sol

Sub:	Research Methodology & IPR	Code:	22MBA23
Date:	08-08-2023	Duration:	90 mins
		Max Marks:	50
		Sem:	II
		Branch:	MBA

SET - 3

Part A - Answer Any Two Full Questions (2* 20 = 40 marks) Part B – Compulsory – Case Study (1*10 = 10 marks)		Marks	OBE	
			CO	RBT
1 (a)	<p>What is qualitative research?</p> <ul style="list-style-type: none"> • Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. • For instance, when we are interested in investigating the reasons for human behaviour (i.e., why people think or do certain things), we quite often talk of ‘Motivation Research’, an important type of qualitative research. 	[03]	CO1	L1
(b)	<p>Discuss the role of experience survey in research.</p> <ul style="list-style-type: none"> • While published data are a valuable resource, it is seldom that more than a fraction of the existing knowledge in a field is put into writing. • We will profit by seeking information from persons experienced in the area of study, tapping into their collective memories and experiences. • When we interview persons in an experience survey, we should seek their ideas about important issues or aspects of the subject and discover what is important across the subject’s range of knowledge. <p>What is being done?</p> <ul style="list-style-type: none"> • What has been tried in the past without success? With success? • How have things changed? • What are the change-producing elements of the situation? • Who is involved in decisions and what role does each person play? • What problem areas and barriers can be seen? • What are the costs of the processes under study? • Whom can we count on to assist and/or participate in the research? • What are the priority areas? 	[07]	CO2	L2
(c)	<p>Illustrate the snowball sampling with relevant example.</p> <ul style="list-style-type: none"> • A nonprobability sampling procedure • In which subsequent participants are referred by current sample elements; • Referrals may have characteristics, experiences, or attitudes similar to or different from those of the original sample element. • Commonly used in qualitative methodologies. <p>Example: collecting information from one CEO, meeting one more CEO upon reference of first CEO about CRM practices in India.</p>	[10]	CO2	L4

2 (a)	<p>What is exploratory study?</p> <ul style="list-style-type: none"> • Exploratory research studies are also termed as formulative research studies. • The main purpose of such studies is that of formulating a problem for more precise investigation or of developing the working hypotheses from an operational point of view. • The major emphasis in such studies is on the discovery of ideas and insights. 	[03]	CO2	L1				
(b)	<p>Determine the features of a good research.</p> <ol style="list-style-type: none"> 1. The purpose of the research should be clearly defined and common concepts be used. 2. The research procedure used should be described in sufficient detail to permit another researcher to repeat the research for further advancement. 3. The procedural design of the research should be carefully planned to yield results that are as objective as possible. 4. The researcher should report with complete frankness, flaws in procedural design and estimate their effects upon the findings. 5. The analysis of data should be sufficiently adequate to reveal its significance and The methods of analysis used should be appropriate. The validity and reliability of the data should be checked carefully. 6. Conclusions should be confined to those justified by the data of the research and limited to those for which the data provide an adequate basis. 7. Greater confidence in research is warranted if the researcher is experienced, has a good reputation in research and is a person of integrity. 	[07]	CO1	L3				
(c)	<p>Outline the scope of longitudinal study in business research.</p> <div data-bbox="175 1422 829 1825" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">LONGITUDINAL STUDIES</p> <p style="text-align: center;">A longitudinal study is a study that observes a subject or subjects over an extended period of time. They may run into several weeks, months, or years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">DEFINITION</th> <th style="text-align: center; padding: 2px;">EXAMPLES</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>Longitudinal studies have the advantage of capturing data over an extended period, allowing researchers to observe and analyze changes and trends over time. They provide valuable insights into the development of individuals and the effects of various factors on their lives. However, they can be resource-intensive, time-consuming, and subject to attrition.</p> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Up Series: A continuing longitudinal study that studies the lives of 14 subjects in Britain at 7-year intervals, starting in 1964. • Minnesota Twin Study: A study that followed twins reared in different environments, finding that similarities and differences between twins are genetic in nature rather than the result of their environment. </td> </tr> </tbody> </table> </div>	DEFINITION	EXAMPLES	<p>Longitudinal studies have the advantage of capturing data over an extended period, allowing researchers to observe and analyze changes and trends over time. They provide valuable insights into the development of individuals and the effects of various factors on their lives. However, they can be resource-intensive, time-consuming, and subject to attrition.</p>	<ul style="list-style-type: none"> • Up Series: A continuing longitudinal study that studies the lives of 14 subjects in Britain at 7-year intervals, starting in 1964. • Minnesota Twin Study: A study that followed twins reared in different environments, finding that similarities and differences between twins are genetic in nature rather than the result of their environment. 	[10]	CO2	L4
DEFINITION	EXAMPLES							
<p>Longitudinal studies have the advantage of capturing data over an extended period, allowing researchers to observe and analyze changes and trends over time. They provide valuable insights into the development of individuals and the effects of various factors on their lives. However, they can be resource-intensive, time-consuming, and subject to attrition.</p>	<ul style="list-style-type: none"> • Up Series: A continuing longitudinal study that studies the lives of 14 subjects in Britain at 7-year intervals, starting in 1964. • Minnesota Twin Study: A study that followed twins reared in different environments, finding that similarities and differences between twins are genetic in nature rather than the result of their environment. 							
3 (a)	<p>What are sampling errors?</p> <ul style="list-style-type: none"> • Are those errors which arise on account of sampling. • They generally happen to be random variations (in case of random sampling) in the sample estimates around the true population values. 	[03]	CO2	L1				
(b)	<p>Explain the characteristics of a good sample design.</p>	[07]	CO2	L2				

	<p>(a) Sample design must result in a truly representative sample.</p> <p>(b) Sample design must be such which results in a small sampling error.</p> <p>(c) Sample design must be viable in the context of funds available for the research study.</p> <p>(d) Sample design must be such so that systematic bias can be controlled in a better way.</p> <p>(e) Sample should be such that the results of the sample study can be applied, in general, for the universe with a reasonable level of confidence</p>			
(c)	Analyze the differences between descriptive and analytical research.	[10]	CO1	L4
	 <p>Examples</p> <p>Descriptive Research</p> <ul style="list-style-type: none"> >What is the absentee rate amongst a particular group of workers? >What are the feelings of workers faced with redundancy? <p>Analytical Research</p> <ul style="list-style-type: none"> >How can the number of complaints made by customers be reduced? >How can the absentee rate among employees be reduced? >Why is the introduction of empowerment seen as a threat by departmental managers? 			
	 <p>Differences</p> <p>Descriptive Research</p> <ul style="list-style-type: none"> >Fact-finding enquires and survey methods >Ascertains and describes the characteristics of the issue >Describes of the state of affairs as it exists at present >No control over the variables <p>Analytical Research</p> <ul style="list-style-type: none"> >Collected data is analyzed and explained >Beyond merely describing the characteristics >Explains existing state of affairs from available data >Works within the constraints variables 			
4	Part B - Compulsory (01*10=10 marks) Case Study			
	<p>One of the premier data science company came up with a innovative dash board design to facilitate decision making and problem solving inside the organization for top management executives. But the data scientist is in confusion to check the user experience.</p> <p>As a research consultant design appropriate sampling technique to collect feedback about user experience.</p> <p>Snowball sampling technique is to be applied to solve the case.</p>	[10]	CO2	L6

Course Outcomes (COs)		PO1	PO2	PO3	PO4	PO5	PS01	PS02	PS03	PS04
CO1	Understand various research approaches, techniques and strategies in the appropriate in business	1a	2b	3c			1a,	2b,3 c		
CO2	Apply a range of quantitative / qualitative research techniques to business and day to day management problems.	2a, 3a	1b, 3b	1c,2c	4		1b,2a, 3a,3b	1c, 2c,4		
CO3	Demonstrate knowledge and understanding of data analysis, interpretation and report writing.									
CO4	Develop necessary critical thinking skills in order to evaluate different research approaches in Business									

CO5	Discuss various forms of the intellectual property, its relevance and business impact in the changing global business environment and leading International Instruments concerning IPR										
------------	--	--	--	--	--	--	--	--	--	--	--

Cognitive level	KEYWORDS
L1 - Remember	list, define, tell, describe, recite, recall, identify, show, label, tabulate, quote, name, who, when, where, etc.
L2 - Understand	describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss
L3 - Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify
L4 - Analyze	classify, outline, break down, categorize, analyze, diagram, illustrate, infer, select
L5 - Evaluate	asses, decide, choose, rank, grade, test, measure, defend, recommend, convince, select, judge, support, conclude, argue, justify, compare, summarize, evaluate
L6 - Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop, integrate

PO1–Theoretical Knowledge; PO2–Effective Communication Skills; PO3–Leadership Qualities; PO4 –Sustained Research Orientation; PO5 –Self-Sustaining Entrepreneurship