Minutes of the Meeting

Course Title:	Research Methodology for Economics (Common DSE)
Course Code:	ECON044
Semester	VI/VII
Credits	4
Duration:	(3 lectures + 1 Tutorial) per week
Date of Meeting:	24.12.2025 at 3:00 PM
Venue:	Delhi School of Economics
Chair:	Dibyendu Maiti

Course Objective:

- To build the capacity to conduct research in the fourth year at the undergraduate level.
- To help students in framing research problems, identifying gaps in the literature and proposing and testing hypotheses.
- To help students understand scientific approaches to conduct both theoretical and empirical research.

The following teachers attended the meeting:

Aakriti Saini	Daulat Ram College
Poonam Kalra	St. Stephens' College
Dr. Amit Nandan	Moti Lal Nehru College (M)
Dr. Meenakshi Meena	Bhagini Nivedita College
Yuvraj Goswami	SRCC

Major changes have been italicized and underlined

Unit 1: Starting a Research Paper (12 hours)
Components of research paper, forming hypotheses and research design

Chapter 1, 2, 4 and 7 (including all appendices) from Greenlaw, S. A. (2005). Doing Economics: A guide to understanding and carrying out economic research. Boston: Cengage Learning.

Chapter 1, ***2 and 5 from Bhattacherjee, A. (2012).*** Social science research: Principles, methods, and practices. University of South Florida.

*Chapter 2 from Neugeboren, R. H. (2005). The Student's Guide to Writing Economics. Routledge

Unit 2 Sources of Data and Literature (9 hours)
Secondary datasets, basics of compiling data from websites and search engines to study the literature and writing literature review

Chapter 3 and 6 from Greenlaw, S. A. (2005). Doing Economics: A guide to understanding and carrying out economic research. Boston: Cengage Learning.

Kumar, Arjun (2023). 'The state of Indian Statistical System: Evolution and Challenges', Impact and Policy Research Review, Policy Perspectives.

*World Bank data: https://dimewiki.worldbank.org/Primary_Data_Collection

Unit 3 Creating New Data (9 hours)
Surveys and Experiments

Chapter 9 from Greenlaw, S. A. (2005). Doing Economics: A guide to understanding and carrying out economic research. Boston: Cengage Learning.

Chapter 1 (till 1.3 pg 40) Deaton, Angus. The analysis of household surveys (reissue edition with a new preface): A microeconometric approach to development policy. World Bank Publications, 2019

Chapter 1 from Duflo, Esther, and Abhijit Banerjee, eds. Handbook of field experiments. Volume 1. Elsevier, 2017.

Unit 4 Analyzing Data (10 hours)
Data discovery, causal inference and Big Data

Chapter 7 from John A. Rice (2007). Mathematical Statistics and Data Analysis, 3rd ed. Thomson Brooks/Cole. ***(Proofs and derivations won't be asked in the examination)***

Chapter 6 and 10 from Huntington-Klein, N. (2021). The effect: An introduction to research design and causality. Chapman and Hall/CRC.

Harding, M. and Hersh, J. (2018). Big Data in Economics. IZA World of Labor. Institute of Labour Economics.
https://www.econstor.eu/bitstream/10419/193433/1/iza-wol-451.pdf

*Chapter 15 from Bhattacherjee, A. (2012). Social Science Research: Principles, methods, and practices. University of South Florida.

*Chapter 4 (except 4.7) from Huntington-Klein, N. (2021). The effect: An introduction to research design and causality. Chapman and Hall/CRC.

Unit 5 Writing a Research Paper (5 hours)
Writing style, communicating the results and research ethics

Chapter 12 from Greenlaw, S. A. (2005). Doing Economics: A guide to understanding and carrying out economic research. Boston: Cengage Learning.

*Elsevier learning Modules on plagiarism, research ethics and writing skills https://researcheracademy.elsevier.com/writing-research/technical-writing-skills

https://researcheracademy.elsevier.com/publication-process/ethics/plagiarism-avoid

https://researcheracademy.elsevier.com/publication-process/ethics/plagiarism-decision-making-dealing-grey-zones-across-academic-fields

https://researcheracademy.elsevier.com/writing-research/writing-skills/10-tips-writing-truly-terrible-journal-article

Notes:

The following points were proposed by the sub-committee for enhancing research outcomes in the fourth year.

- The starred (*) readings are for teachers to think if they can be included in the main syllabus next year. No questions will be asked from them in the final end-of-semester exam.
- This paper is designed to help students in conducting scientific research; it is not an econometrics paper.
- Under continuous assessment, teachers should introduce at least two secondary datasets (World Bank, RBI, CSO, PLFS and NSO) to the students.
- Students should be encouraged to visit the **Elsevier website** and study the modules on research design, research ethics and writing skills.
- Students should be made aware of research ethics and the consequences of plagiarism.
- Students should be encouraged to read articles from reputed international journals. They should familiarize themselves with the JEL classifications and databases like Google Scholar, JSTOR, SCOPUS, and Web of Science.
- For unit 5, students should be given instructions about abstract writing, footnotes, endnotes, citations, APA reference style, etc.
- College teachers can arrange an orientation after coordinating with the librarian of their respective colleges to help students in accessing JSTOR and other online journals in the field of Economics subscribed by the college library.

Main Readings for students:

1. Greenlaw (2005): 'Doing Economics: A guide to understanding and carrying out economic research' Boston: Cengage Learning.
2. Bhattacherjee, A. (2012). Social science research: Principles, methods, and practices. University of South Florida.
3. Huntington-Klein, N. (2021). The Effect: An introduction to research design and causality. Chapman and Hall/CRC.
4. Deaton, Angus. The analysis of household surveys (reissue edition with a new preface): A microeconometric approach to development policy. World Bank Publications, 2019
5. Duflo, Esther, and Abhijit Banerjee, eds. Handbook of field experiments. Volume 1. Elsevier, 2017.
6. John A. Rice (2007). Mathematical Statistics and Data Analysis, 3rd edition Thomson Brooks/Cole.

Recommended Readings for teachers that can be used for giving assignments/projects:

Duflo, Esther, and Abhijit Banerjee, eds. Handbook of field experiments. Volume 1 and 2. Elsevier, 2017.

Some Suggestive Open-source Database for Assessment:

1. World Bank: https://data.worldbank.org/
2. International Monetary Fund Data: https://www.imf.org/en/Data
3. Reserve Bank of India database: https://dbie.rbi.org.in/#/dbie/home
4. Ministry of Statistics for Program Implementation: www.mospi.gov.in
5. Open Government Data Platform India: https://data.gov.in/

Assessment and End Semester Examination:

Internal Assessment will comprise one test and one assignment.

Continuous Assessment (mostly focusing on unit 2 and 5) will comprise research paper, research proposal/term paper and presentations.

Revised Unit wise weightage for End-Semester Examination of 90 marks

Unit 1 35%

Unit 3 20%

Unit 4 25%

Unit 2 and 5 20%