
UNIT 10 QUALITATIVE METHOD*

Structure

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10.0 OBJECTIVES

After studying this Unit, you will be able to understand:

- To learn the history and traditions of qualitative research,
- To acquaint oneself with the theories and paradigms of qualitative research,
- To develop acquaintance with the research strategies of qualitative research,
- To learn about methods of data collection and analysis in qualitative research, and
- To develop a world view of the art, politics, practices and ethics of data interpretation and evaluation in qualitative research.

10.1 INTRODUCTION

Qualitative research investigates those dimensions of life which are not suitable for quantitative or objective analysis. It is a field of enquiry in its own right, one which refuses to tread the line of others. Qualitative research is therefore the assemblage of a set of complicated concepts and operations which owe their allegiance to various sources and lineages. These are therefore connected to the theories of positivism, post-foundationalism, post-positivism, post-structuralism and many areas of cultural and interpretative studies. Qualitative research is a kind of research that carefully places the observer in the right position. It makes an attempt to use all those tactics that can help him visualize the world of the people he intends to study. Qualitative researcher analyses the data in the spontaneous backdrop to understand the meaning that the data presents before them. This surely means that the qualitative researchers are more interested in bringing out the personae or the psyche of the individuals as they appear in the crude or natural background.

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Qualitative researches are concerned with various theoretical visions and therefore are apt in using various methods and techniques of data collection. The birth of this research strategy can be located in the nineteenth and twentieth century amidst various disciplines like cultural anthropology, interpretative sociology and many more with diverse orientations. The disciplines that were found to adopt such strategy were varied and interesting for their nature and scopes were amazingly distinct. The set-up in which the research objects are placed is transformed into an array of representations such as field notes, interviews, conversations, photographs, recordings, memos and many such things of daily usage which the objects of research must have used at some point in life. This makes the texture and framework of analysis even more interesting. Let us now look into the goals of qualitative research.

10.2 THE GOALS OF QUALITATIVE RESEARCH

The qualitative research has a few goals at its disposal which must be delineated for you all. This will help you capture the soul of this form of research. The goals are important for they help us understand the nature and extent of gravity hidden in this form of enquiry. The goals will also help us appreciate the distinction of this form of enquiry from the quantitative one, which we shall be dealing a little later. As of now, let's concentrate on the goals of the qualitative research:

- a) Qualitative research helps us undertake an in-depth study of the objects, we desire to study. Unlike quantitative research, the qualitative researchers do not draw upon a representative and 'ideal' sample to infer upon but do just the contrary. They instead focus on a fragment of a larger population to make a proximate and detailed analysis. These kinds of studies are not as objective or precise like the quantitative ones, but they surely take a more spontaneous and grounded take on the problem in question.
- b) The goal of the qualitative researchers is to find out the reason behind the occurrence of the phenomenon rather than pondering about the content and the scope of the research matter in question. The basic idea is to find out why people act the way they do rather than rigorously sketching the gross outline of their behavior.
- c) It is assumed that the motives of qualitative research span across several levels such as the micro-macro spectrum and both structural and procedural issues (*Maines, 1977, 1983*). Sociologists believe that qualitative research is particularly well suited to the study of family processes on several levels of analysis, avoiding the traditional micro-macro dichotomy in sociology as well as the equally un-tenable objective-subjective polarity. (*Alexander, Giesen, Munch, & Smelser, 1987; Ritzer, 1992*).
- d) Qualitative research is most frequently engaged in discovering or exploring new facts and making revelations, instead of making verifications and reviews. New studies bring out many unknown dimensions of known facts. The research therefore, helps discover new rituals, patterns of behavior, social structures and processes. Qualitative researches are important because they help us look anew at old and already well researched objects. This helps us identify the unknown trends of change. Qualitative research is not always bound by the norms of the classical perspectives or by those of the

more structured rules of hypotheses testing. Thus it can be safely inferred that qualitative researches have a natural inclination towards inductive form of research with a clear cut inclination towards the empirical world (Becker & Geer, 1960).

10.3 THE TRADITIONS OF QUALITATIVE RESEARCH

The history of qualitative research is revealed through the goals of such research method mentioned above. The modern social science understood that qualitative research had the ability to study the patterned behaviors and conducts of the individuals and groups systematically. This is more highlighted through the various historical junctures and traditions through which the research travelled. Qualitative research owed its genesis to a few traditions that must be studied in detail to trace the historical trajectory of this form of research. These traditions of qualitative research include Human Ethnology, Ecological Psychology, Holistic Ethnography, Cognitive Anthropology, Ethnography of Communication and Symbolic Interactionism (*Jacob, 1988:16-18*).

Qualitative research is immensely enriched by Ethnologists that seek to understand the scope and extent of the naturally occurring behavior and its synchronization with the social environment in relation to which the individual adjusted his behaviors. Ethnologists simultaneously tend to concentrate on the social course that the behaviors take and their ultimate nature of evolution. Researchers used data mostly in the forms of behaviors collected through video-tapes and non-participant observations. Ecological psychology was pioneered by Roger Barker, Herbert Wright, and their colleagues at the University of Kansas. Ecological psychologists look into the interdependence between human behavior and the environment. They believe that both human behaviors and environments have subjective dimensions that influence the behaviors of the individuals. Ecological psychology also focuses on the trans-individual patterns of behavior centering on particular constellations of places, things, and times, which they study with the help of “behavior setting survey”.

Holistic ethnographers on the other hand, study culture of closed groups with a special emphasis on researching the culture as a whole. They show how the disparate parts of their life contribute in building up a well concerted lifestyle for the group as a whole. This is done to bring out the unique characteristics of the group life as well as to document the solidarity that they display in their communal life. Cognitive anthropology chiefly pioneered by Ward Goodenough and Charles Frake, who borrowed heavily from linguistics. Cognitive anthropologists work upon the processes through which group members work hard to consolidate and cognize their cultural knowledge as well as transmit the same to their successors. Data primarily comprise of words, sentences and syntaxes collected mainly through interviews and formal deliberations.

Yet another tradition closely associated with qualitative research is Ethnography of communication, which has other synonyms like ethnography of speaking, micro-ethnography, or constitutive ethnography, largely procured from works in anthropology, sociology, socio-linguistics, and nonverbal communication (*Erickson & Mohatt:1982:136; Erickson & Wilson:1982:42*). They strongly believe that most of the verbal and non-verbal behaviors are culturally rooted

even though the performers are mostly ignorant of such structured roots (*Erickson & Mohatt, 1982:136; Philips, 1983:4*). For them contexts in which a particular form of interaction takes place is the deciding factor for determining the particular form that the interaction will soon assume. They at the same time believed that it is the verbal and non-verbal interaction, especially the face-to-face interaction that decides the ultimate shape that the social structures and institutional processes will take in the long run. Ethnographers try to concentrate on the forms of communication taking place among the members of a cultural group as well as those of a different cultural group. Therefore, they compare between the different groups to find out how verbal and non-verbal interactions differ from one to another bringing underlying deep seated changes between the groups in question. Ethnographers are more interested in finding out how micro-sociological processes affect the macro-sociological aspects of the groups in this regard.

Yet another tradition of qualitative research had been borrowed generously from symbolic interactions. The perspective of Symbolic Interactionism was founded by Herbert Blumer especially clinging on the theoretical works of other sociologists like G. H. Mead, Charles Cooley, John Dewey, and W. I. Thomas (*Manis & Meltzer, 1978, p. xi*). Symbolic Interactionists see humans as qualitatively different from other animals in the sense that unlike animals which make sense of the world merely on the basis of the meanings that is transmitted to them through the stimulus-response process, human beings do not merely act upon such one-dimensional responses to stimulus but use their reflexes and internal selves to make sense of the world. Thus instead of just acting on the gross meaning of the objects, they imaginatively rehearse their behaviors in accordance with the situations before delivering their final round of actions. Analysis of this qualitative data usually is done through participant observation and open interviews, life histories, autobiographies, case studies, and letters (*Meltzer, Petras, & Reynolds, 1975:8*).

The traditions are better understood if traced through the historical phases or the moments through which the qualitative research traversed. The emergence of this form of research in North America was well showcased by Denzin and Lincoln (2005). The historical journey was lucidly illustrated through different junctures or moments through which the research practice walked through. This must be kept in mind that each of these phases can be historically canvassed and each of these moments are still strongly present in academic researches throughout the globe. We present below the moments; we just spoke of. Hope you will understand the historical paths of the qualitative research better if you have an idea of these major moments through which it veered through (*Higgs & Cherry, 2009:7*).

10.4 THE EIGHT MOMENTS OF THE QUALITATIVE RESEARCH: TRACING ITS HISTORICAL JOURNEY

Let us introduce ourselves with the eight qualitative moments, given below briefly:

- **The Traditional Phase (1900-1950)**

It begins from the 1900s and trails till the Second World War. The field experiences of this time were colonizing efforts to write precise and objective reports. The narratives portrayed the 'other' as a strange outsider worthy of despise and irritation, someone who stands 'low' in all respects than the observer.

Malinowski's (1967) field experiences in New Guinea and Trobriand Islands in 1914-15 and 1917-1918 are succinct instances of such objective accounts of the queer and 'uncivilized' islanders. The accounts smelt of prejudice and discriminatory attitudes, but the researchers still vouched for science and objectivity. Field workers of this tenure were looked with deep respect who went on expeditions to bring back unknown stories about lesser known cultures. This period drew heavily on the norms of classical ethnographic tradition, which we had already discussed above.

Do You Know?

Structural functionalists like Malinowski, Radcliffe Brown, Margaret Mead and Gregory Bateson who wrote during this phase were known as lonely ethnographers and were believed to have given birth to classical ethnography. They built their research philosophy on the four-fold canons of objectivism, imperialism, monumentalism and timelessness. Objects of research were assumed to be like museum artifacts, better showcased than having any practical functionality. The objects were a historical social facts with no tendencies for change and transition.

- **Modernist or Golden Phase (1950-1970)**

The phase continued throughout the post-war years and was conspicuously present in the 1970s. The traces of the phase are still seen today. The researchers of this period, especially the modern ethnographer and the sociologists were trying hard to rigorously build upon the cannons of the qualitative research so as to legitimize its structure, reflected well in books like *The Discovery of Grounded Theory* (Glasser and Strauss, 1967). Important social processes like the social crime, deviance, conformity etc. were studied in detail through the proper application of the qualitative research practices. At this juncture, new interpretative perspectives like ethno-methodology, phenomenology, critical theory and feminism were making inroads in the academic scenario. These new schools often used qualitative research practices to articulate their views and ideas, especially in favor of the under-class.

Do You Know?

An important text of this moment is S. Howard's *Boys in White* (1968). A significant part of the book is the combination of both the quantitative and qualitative research methods which have been used simultaneously in this work. This multi-method work used both participant observation and statistical analysis generously.

- **Blurred Genres (1970-86)**

This period saw the thriving of the qualitative research practices, its paradigms, models and methods (Rosaldo, 1989). Diverse theories like symbolic interactionism, constructivism, naturalistic inquiry, positivism and post-positivism, phenomenology, ethnomethodology, critical theory, neo-Marxist theory, semiotics, structuralism, feminism etc. flourished during this time. Applied qualitative research was gaining a new footage and it was much talked about in the new academic backdrop. Such strategies included grounded theory, case study, historical, biographical, ethnographic, action and clinical research. The crowd of new strategies ensured that the thick boundaries between the humanities and

social sciences would get thin. This propagated new approaches like post-structuralism, neo-positivism, neo-Marxism, micro-macro descriptivism, ritual theories of drama and culture, deconstructionism etc.

Do You Know?

Two such texts which marked the beginning and the end of this decade: One was *The Interpretation of Cultures* (1973) and the other was *Local Knowledge* (1983). Both had been written by Clifford Geertz.

• The Crisis of Representation (The Mid-1980s)

The works during this time were reflexive and critical for they called into question sensitive areas of caste, class and gender, ethnicity that were taken at their face values before. Qualitative researches produced new models and paradigms of reality, truth, methods, representation and facts. The previously held classical views of objectivity, reliability and validity became un-settled once again. This aggravated the crisis of representation even more, and the way out was proposed in producing a new form of writing. Clough (1998) believes that new forms of writing can bring an end to this form of crisis. Therefore, a self-consciousness about writing must be developed and over and above, the difference between writing and field-work must erode (Richardson, L, 1998). It had been believed that new forms of writings were written in a way such that field experiences flow into field worker's text which finally moulded into researcher's text. Thus the essential differences between writing and field work finally melted and blurred. This creates a crisis in representation that gives qualitative research a new vista.

• The Post-Modern Period: A Phase of Experimental and New Ethnographies (1990-1995)

This period tried to figure out the crises already encountered in the previous phases and tried hard to resolve them. New ways of composing the ethnographies were tried out with different epistemologies formed to address the issues of the 'Others' (Bochner and Ellis:2002). The groups that were muted in the beginning marched ahead to offer epistemologies for the 'Other' groups. Instead of confining the observer in an insulated hole, and forcing him to take a snapshot from the ivory towers, time has now come to offer a lot more activity for the observer. The phase buzzed with participatory, action and impact research that had no room for the 'lone' observer. The earlier classical notions of grand theories were curbed in favor of more micro, local and regional theories that were more ground-rooted and immediate.

• The Post-Experimental Enquiry (1995-2000)

This period brought new excitement and vigor to the foray. New and experimental ways of writing qualitative accounts were proposed that erased the differences between humanities and social sciences. New ways of expressing the lived experiences of men were tinkered with such as literary, poetic, auto-biographical, multi-voiced, conversational, critical, visual, performative, and co-constructed representations (*ibid*:124).

Do You Know?

During this time two major journals started their journey. *Qualitative Research* and *Qualitative Journal* that begun their publications were chiefly dedicated in bringing out the best of the new research works produced during this time.

- **The Methodologically Contested Present (2000-2004)**

The journals mentioned above opened the flood-gate for the new forms of research and qualitative practices. These were of course, accompanied with new tensions, challenges, fragments, retrenchments and conflicts.

- **The Fractured Future (2005)**

This brings us to the eighth and the final moment which we are facing now. At this point we face a lot of instability and turmoil especially among those engaged in interpretative research practice. They are thoroughly engaged in critical and reflexive conversations with democracy, caste, class, gender, ethnicity and the state. This interaction has been aggravated more so by the undercurrents produced by the global and the neo-liberal society which demands generation of new techniques of data collection in order to capture the changed representations. The search for new research paradigms though continues to intrigue us, is less prominent than the conflict over new domains and jurisdictions {Feighery, 2015}. This moment is characterized by an eagerness to tinker with new representational ideas, less heard before. Richardson (1994) noticed that the narrative forms linked to ethnographic writings have become hazy, modified and inflated to accommodate poetry, essays and narratives, bifurcated texts, critical-auto-biography, memoirs, self-histories, cultural criticism, co-constructed performance narratives and writings that carefully erase the borders between texts, images and criticisms.

10.5 GENERATING QUALITATIVE DATA: DATA SOURCES, METHODS, STRATEGIES AND APPROACHES

Generating appropriate qualitative data for research purposes can be difficult for it involves the tricky question of what data sources to be used, which methods must be efficiently used to capture those data and which approaches correctly define these methods (Mason, 2002:51). This section decides that while juggling with these ontological and epistemological questions, how do a few well known qualitative approaches fare. This is important for this prepares the ground for the researchers to build up their qualitative strategies.

Certain categories are believed to be constituting the sources of the data which the researcher is looking for, but at times the sources might as well overlap. The categories which commonly constitute such data sources may be many such as, people; organizations and institutions; texts, settings and the environment; objects, artifacts and media products; events and the happenings. These categories often help us locate the most probable sources of data or at least help us think what actually constitutes the source of a data. For example, those who think of organizations as sources of data, might think of structure, entity, bureaucracy, goals, morals, leadership, risks, opportunities and orientations (Mason, 2002:53). Once having sorted out the sources of the data, it is now time to search for particular methods for generating the data. Such methods are many but it is important to choose methods according to the specificity of the data. Let us now learn about the methods for generating qualitative data.

10.6 PARTICULAR METHODS FOR GENERATING DATA

We shall discuss some of the most common methods for generating qualitative data. Some of these are “qualitative interviewing”, “observing and participating”, and “using visual methods and documents”. These are usually taken as fluid and flexible methods that are usually followed in generating qualitative data. Let us now discuss of the commonly used methods to collect qualitative data in the following section.

10.6.1 Qualitative Interviewing

Qualitative interviewing is probably the most commonly used method of collecting qualitative data. The term “qualitative interviewing” has some particular meaning attached to it. It usually pertains to in-depth and flexibly composed interviews. Qualitative interviewing though has various styles and traditions, still comprises certain distinct characteristics, which have been discussed below.

- a) Qualitative interviews may constitute of one-to-one dialogues as well as focused group discussions. Interviews may be conducted over the telephone, video or the internet. It does not use structured questionnaire.
- b) A relatively informal style of interaction is applied in this form of interviewing where casual conversations or spontaneous dialoguing is more encouraged than a formally structured questionnaire. Burgess’s term ‘conversations with a purpose’ captures this rather well (1984: 102).
- c) Usually a topic centric, biographical or narrative approach is adopted where the researcher converses in various directions. Either the researcher takes the initiative for the conversation to take off or leaves for the interviewee to narrate his own tale. The researcher never follows a previously determined or scripted form of questionnaire for it is left upon the researcher and the interviewee to cover un-expected topics and areas of discussions.
- d) Qualitative interviewing operates from the perspective that knowledge is always contextually constructed and situated such that it is always the responsibility of the interviewer to focus upon all relevant issues. This creates a fertile ground to harvest situated and contextually produced knowledge. Knowledge is therefore not pre-supposed but produced in the given context through dialogues and reciprocal interactions between researchers and interviewees. Qualitative interviewing therefore involves construction and re-construction of knowledge more than its mere excavation (*Mason, 2002 & Kvale, 1996:3*).

Things To Do

Do you know how many types of interview are there? Can you contrast between a topical interview and cultural interview?

10.6.2 Observing and Participating

Yet another way of collecting qualitative data is observation and participation. Often the researcher has to prepare himself for the social set-up which he is going to enter with apt readiness and eagerness to participate. This preparedness is for the interactions that he will develop with the prospective respondents. This requires individuals to enter into field-work where the researcher participates in the given set-up with to interact with his fellow respondents. This necessitates the researcher to negotiate and re-negotiate with the interviewees in the setting within a given length of time. This often requires a personal and friendly approach to develop a rapport with the subjects in the field. Developing a rapport with the field respondents is more important probably because the process though is more flexible and fluid than the qualitative interviewing, nevertheless demands a procedural and systematic approach. This is more so when we have to take more situated but strategic decisions such as what are we enquiring about, whom to converse with, how to reciprocate back in a given context, how to track the given sequence of events and over and above how to make the relevant observations. Systematic participation and precise observation is necessary because often researchers end up 'hanging around' in the field setting without any pre-planned thought or meaningful actions, this can however, be wastage of time and energy. We have to concentrate on the ways of generating relevant data and administer meaningful observations (*Mason, 2002:90*).

Observation will require development of certain skills, especially intellectual and social skills to make the right kinds of observation. This also involves the skill of turning these observations into data. The bulk of information, impressions and images that we generate must now be turned into data. This is a sticky issue for the proper selection of which coherent information will qualify as the relevant and meaningful set of data is both difficult and tedious. Turning varied, cognizable and sensuous bulk of observations into scientifically coherent data will require a large amount of rigor, skill and perseverance. Experiential and sensuous material can become social scientific data of a kind which you can use to construct a convincing or meaningful argument. After observing and collecting the data, we need to record what we have carefully observed. Possibly the best way to record our observation is through taking "field notes" though there are other ways of constructing data from observations such as audio or video-recordings, photographs, maps and diagrams. Writings produced in or in close proximity to 'the field'. Field notes are usually produced in adherence with the contemporary events, conversations, experiences and encounters that are initiated between the researcher and the respondents. In this way observed and recorded observations are translated into recorded and embellished accounts. This way the field notes "(re)constitute that world in preserved forms that can be reviewed, studied and thought about time and time again. (*Emerson, 2001: 353*)

10.6.3 Using Visual Methods and Documents

The use of visual methods and documents can become a major method of social research, especially in the purview of the strategies adopted in the qualitative research. Likewise, the usefulness of documentary sources as constituting relevant data for qualitative research has already been recognized and appreciated. Not just visiting archives to browse through existing documents, but there are other sources of documents as well, including the internet and web pages, which can

act as pregnant sources of qualitative data. Some kinds of data are available through existing content and prior documents that enrich the prospects of future research and these are Acts of Parliament; Congressional papers; insurance policies; bank statements; accounts and balance sheets; company reports; wills; minutes of meetings; books, manuals and other publications; diaries; letters; shopping lists; computer files and documents; newspapers and magazines; rough notes and scribbles; menus; advertisements, websites and other materials available on the Internet and World Wide Web. This has become popular with the access to software technologies.

On the other hand, there are some forms of data that are not instantly found but have to be generated by individuals and bodies such as diaries; time diaries; written accounts and stories; biographies; pictures and drawings; charts; tables and lists. However, most of these documents are textual such as the graphics and layout of newspapers and magazines, while others are non-text based as well such as photographs, video recordings and visual images such as film, video and television, plays, graphic representations, sculpture, drawings and pictures, visual art and artefacts, objects, bodies, style, spatial organization, diagrams, 'cognitive maps'. (Mason, 2000: 104). However, these forms of visual sources generating wonderful qualitative data have often been ignored in the parlance of qualitative research (Emmison and Smith, 2000).

Check Your Progress

- 1) Answer in detail.
 - a) What is meant by Qualitative research? What are its characteristics?
 - b) Write a vivid note on the historical journey of the qualitative research?
 - c) What can you comment about the theoretical legacies of the qualitative research? Which legacy do you think best characterizes the scope of qualitative research?
- 2) Answer in moderation.
 - a) How do you think the traditional moments are marked differently from the post-modern moments of qualitative research?
 - b) Write a short note of ethnographic research?
 - c) Why do you think symbolic interaction is based on the methods of qualitative research?
- 3) Write in short.
 - a) Enlist some of the major sources of generating qualitative data.
 - b) What are field notes?
 - c) What is documentary analysis?

10.7 LET US SUM UP

Qualitative research is of course one of the most pertinent form of conducting research especially because it helps you to capture the live moments and slices of the experiences and moments which might not have been possible to trap otherwise. But probably one limitation with qualitative research is to develop

overtures with the research respondents with additional baggage of emotions and affinity which might make your research affectual and overwhelming. The precision and value neutrality may be maintained as far as possible so that we do not lose track of the necessary precision and procedural rigor. These are needed to ascertain the scopes and objectivity of the bigger frame-work of research based strictures demanded by the larger scientific community.

As far as the ethical question of the qualitative research goes, the stress is given on the feminist and communitarian ethics that support, collective, trustful and reciprocal but just and non-exploitative relationship between the researcher and the research subject. Investigators are not reckless but are careful enough to give due leverage to personal accountability, nurturing the values of individual freedom and expression and giving place to both empathy and sentiments (Newman, 2005:40).

Finally, coming to the review of the reasonable journey we have had in the qualitative research, this may be said without doubt that we have come to deploy more matured and sophisticated tools, theoretical paradigms and research methods for enquiring social issues in qualitative research. Time has come to do away with homogenous simplistic methods and try more efficient collaborative methods which are more versatile in probing social facts. Such qualitative measures include post structuralist feminist qualitative research collaborating with critical indigenous qualitative researchers or the critical post structuralists conjoining with post modern performance ethnographers. The idea is to show the rise of the multiple voices, one that were muted, disempowered or disenfranchised before. These are the voices of the native and post-colonial people who are politically charged to over-write their own life-worlds trying to say, “we are at the end of the history” (Fukuyama, 1989,1992), such is the flavor and strength of the qualitative research today.

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GLOSSARY

Action research: This form of research counters the conventional social science paradigm by going against the reflective form of knowledge created by the external theoretical experts by observing respondents or decisions. It is in fact based on immediate observation of the social situations where the respondents are not mere observers but active participants of the research. They inform the research questions and help take major decisions.

Positivism: A philosophical theory that recognizes only those facts as scientifically valid, which are objective and can be perceived, and therefore discouraging all forms of metaphysics and theism.

Post-Foundationalism: The Post-Foundationalist model of rationality has come out of the ongoing conflict over the Foundationalist and the Non-Foundationalist models. Post-Foundationalism is the search for a middle way between the objectivism of Foundationalism and the relativism of many forms of Non-Foundationalism. (Denzin, 2010:29). Each of these moments not only have distinctive characteristics, what makes the qualitative research rich is its distinctive strategies of enquiry which are both diverse and unique. Let us now look into these strategies of enquiry.

Post-Positivism: It is a meta-theoretical stand that questions and corrects positivism. While positivists give concurrence to the isolation between the researcher and the researched person, post-positivists accept that various aspects of the researcher can influence what is being observed. While positivists give importance to the quantitative methods, post-positivists give emphasis to both quantitative and qualitative approaches.

Post-Structuralism: Post-Structuralism presents critiques of Structuralism, where they mainly counter the autonomy of the Structures. Structuralism, on the other hand, questions the binary oppositions and the assumed knowledge about the purported hierarchy of such binary oppositions, that provides a basis to those structures. Post-Structuralism deconstructs such arranged knowledge to question the singular meaning in favour of multiplicities.

FURTHER READINGS

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