



Even Semester End Term Examination, May / June 2026

Date: 22/05/2026

Time: 09.30 AM - 12.30 PM

Course Code: MSP4204

Course Name: Qualitative Research Methods

Semester: Second Semester

Max. Marks: 100

Weightage: 50%

CO - Levels	CO1	CO2	CO3	CO4	CO5
Marks	30	40	20	20	60

Part A: Answer Following Questions. 30 M

Qn.No	Questions	M	CO	BT
1	Explain phenomenology as a qualitative research paradigm.	3	CO1	BT2
2	Describe triangulation in qualitative research.	3	CO1	BT2
3	Explain qualitative sampling in psychological research.	3	CO1	BT2
4	Describe case study design in qualitative research.	3	CO1	BT2
5	Explain ethnography as a qualitative design.	3	CO1	BT2
6	Describe Positivism in research.	3	CO1	BT2
7	Explain coding in qualitative data analysis.	3	CO1	BT2
8	Describe memo writing in qualitative research.	3	CO1	BT2
9	Explain the features of Atlas.ti.	3	CO1	BT2
10	Describe auto-coding in Atlas.ti.	3	CO1	BT2

Part B: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
11	Demonstrate how semi-structured interviews can be used to explore career uncertainty among postgraduate students.	10	CO2	BT3
12	Demonstrate how field notes can be used to document student interaction during group work.	10	CO2	BT3

Part C: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
13	Demonstrate how coding can be applied to interview data on academic adjustment.	10	CO2	BT3
14	Illustrate content analysis using student feedback on teaching methods.	10	CO2	BT3

Part D: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
15	Analyze differences between ethnography and case study design.	10	CO3	BT4
16	Compare interviews and focus groups as qualitative data collection methods.	10	CO3	BT4

Part E: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
17	Examine the role of coding in qualitative data interpretation.	10	CO4	BT4
18	Examine how narrative research can be used to explore students' experiences of transitioning to postgraduate education. Describe how narratives can be organized and interpreted to identify patterns.	10	CO4	BT4

Part F: Answer Any 1 Following Questions. 15 M

Qn.No	Questions	M	CO	BT
19	Critically evaluate research designs in qualitative psychological research.	15	CO5	BT5
20	Appraise data collection methods in qualitative research.	15	CO5	BT5

Part G: Answer Any 1 Following Questions. 15 M

Qn.No	Questions	M	CO	BT
21	Critically evaluate grounded theory as a qualitative research design in psychology.	15	CO5	BT5
22	Topic: Peer Support Culture among First-Year Postgraduate Psychology Students Interviewer: Can you describe how students in your class support each other academically? Participant 1: Most of us depend on group discussions. Before	15	CO5	BT5

assignments, we divide readings among ourselves. Each person summarizes one article and explains it to the group. This saves time and helps us understand difficult concepts.

Participant 2: Yes, I also feel that studying together reduces stress. When I don't understand something, I ask my classmates. Sometimes they explain in simpler terms, which helps more than reading alone.

Participant 3: We also rehearse presentations together. Before seminars, we book an empty classroom and practice. Others give feedback on clarity, confidence, and content. It reduces anxiety.

Participant 4: We have a messaging group where we share notes and reminders. If someone misses class, others upload summaries. This keeps everyone updated.

Participant 5: Initially I felt hesitant to approach others. But when I asked for notes once, everyone responded positively. That made me feel comfortable participating in group discussions.

Interviewer: How do students help each other manage workload?

Participant 2: When deadlines overlap, we discuss strategies. Sometimes one person creates a shared schedule listing submission dates. It helps us prioritize tasks.

Participant 3: We also divide readings. For example, if there are five articles, each person reads one and explains it to others. It makes the workload manageable.

Participant 1: I also noticed that when someone is stressed, others encourage them. One student was worried about presentations, so we practiced together until she felt confident.

Participant 4: Peer feedback helps a lot. My classmates pointed out that I needed more examples in my presentation. After revising, I felt more confident.

Interviewer: Does peer support extend beyond academics?

Participant 5: Yes, sometimes we discuss personal challenges. I commute long distances, and I often miss early discussions. My classmates share notes without hesitation.

Participant 2: We also motivate each other. When I feel tired, seeing others working encourages me to continue.

Participant 3: There is less competition and more collaboration. We share resources openly instead of keeping them to ourselves.

Participant 1: Group discussions also improve understanding. Hearing different perspectives helps me think more critically.

Participant 4: Sometimes we even discuss research ideas. We suggest topics to each other and refine them through conversation.

Interviewer: How would you describe the overall group culture?

Participant 5: It feels supportive. Everyone is willing to help.

Participant 2: It's collaborative rather than competitive.

Participant 3: I think peer support helps us adjust to postgraduate expectations.

Participant 1: Without this support, the workload would feel overwhelming.

Participant 4: It creates a sense of belonging in the program.

Using the ethnographic interview transcript above, **critically evaluate** the thematic analysis of peer-support culture among postgraduate students. Assess the appropriateness of codes, categories, and themes derived from the data.