UPES
UNIVERSITY WITH A PURPOSE

UNIVERSITY OF PETROLEUM AND ENERGY STUDIES
End Semester Examination, December 2019

Course: Research Methods and Legal Writings **Semester: I**
Program: LLM **Time: 03 hrs.**
Course Code: LLMC-701 **Max. Marks: 100**

Instructions: All the questions are compulsory.

S. No.	SECTION A	Marks	CO
Q 1	**Short answer questions (two-four lines)**		
a.	Enumerate the ingredients of a good questionnaire / schedule	**2**	**CO1**
b.	Write a note on "focused group discussion" as a research methodology.	**2**	**CO1**
c.	Write a note on honesty in research and plagiarism.	**2**	**CO1**
d.	Difference between footnotes and bibliography	**2**	**CO1**
e.	Mention utility of online surveys.	**2**	**CO1**
	SECTION B		
Q 2	Discuss various data collection methods with suitable examples.	**10**	**CO2**
Q 3	Discuss the types of qualitative research design.	**10**	**CO2**
	SECTION C		
Q 4	"*A well-defined research problem is half solved*" – Justify the statement with some examples. Enumerate the major steps involved in a research.	**10**	**CO3**
Q 5	Write in detail about the essential components of good research proposal and what are the factors affecting the research design?	**10**	**CO3**
	SECTION D		
Q 6	As a researcher, you are asked to evaluate an intervention to address the problem of obesity among adolescents. Write a detailed project proposal highlighting the research design and methods.	**20**	**CO4**
	Today's student is indoctrinated by Google to simply bring up the page and start typing. Consider these comments from respondents from a 2007 survey of attorneys on new associate research skills. [M]ore and more reliance on keyword database searching, and less resort to books—not necessarily a good thing because young associates often fail to develop concepts		**CO4**

as a result of the myopic use of keywords. Google is, of course, a technical triumph and a useful tool for finding some types of information. The problem with the Google approach for nascent legal researchers is in its oversimplification of the research process. Google [teaches] us that it is no longer necessary to go through the effort of defining our information need. We just put a word or two into the search box and let a search engine disambiguate the query and provide an answer.

People trust online resources more and use Google-type searches on a daily basis. [S]tress the fact that the best research works with a refined search strategy as opposed to a 'shotgun' approach which will yield multiple hits. It is a good idea to sit down and think about what you want and sometimes more importantly, what you don't want.

The Google habit is not easily broken. WestlawNext and Lexis Advanced do little to assist legal research professors in curbing bad habits.

It is Google's ability to take thought out of the research process that might cause law students to fail as legal researchers: they might be able to find information, but they might not understand what they have found. As Professor Molly Lien has noted, 'students appear to equate the ability to access the material with mastery of the material. They view downloaded information as learned information.'

(source: Caroline L. Osborne, *A Methodical Approach to Legal Research: The Legal Research Plan, an Essential Tool for Today's Law Student and New Attorney*, 32 Legal Reference Services Q. 54 (2013))

Q 7	In light of the aforesaid statement - What is your opinion about status of legal research in law schools in India? Do you have any suggestions?	**20**
Q 8	Elaborate and discuss the role of technology in research. Write a note on future of legal research	**10**