DEVELOPMENT RESEARCH METHODS

Week 8, Lesson 3: A Final Note

Development Research Methods
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List of Lessons

Week 1, Lesson 1: Reflections on Development Studies & Development Research

Week 1, Lesson 2: Types, Forms and Processes of Development Studies Research

Week 1, Lesson 3: The *rigour* in Development Studies Research

Week 2, Lesson 1: Paradigms of Development Research

Week 2, Lesson 2: Development Research-Development Work Continuum and Action- Research in Development Studies

Week 2, Lesson 3:Ethics in Development Studies & Development Research

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Week 1 **The theoretical and social context to studying development research methods**

1. What are the characteristic features of Development Studies (DS)? What is the scope of DS?
2. How do we distinguish between Practitioners and Academics? A brief idea about Development Practice
3. Doing Development Research
4. What are the different types, its characteristics and forms of Development Studies?
5. What are the purpose, goals and focus of research in Development Studies?
6. What are the Research Methods and Possible Combinations in Development Studies?
7. Research Process and Research Plan.
8. What is ‘rigour’ in Development Studies?
9. Doing rigorous research in Development Studies
10. Assessing quality of Development Research

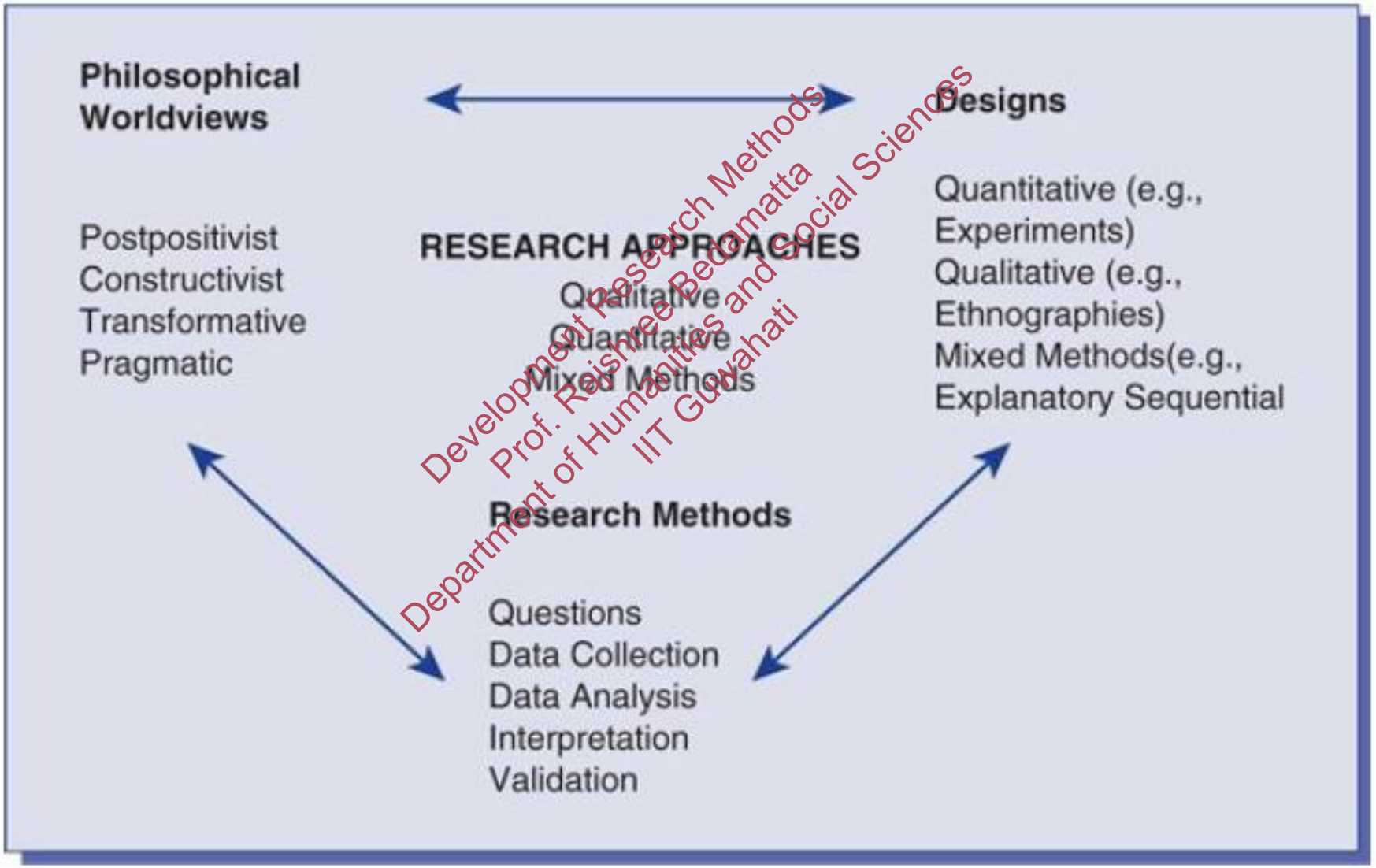
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Week 2 **The theoretical and social context to studying development research methods**

1. What are research paradigms/philosophical worldviews?
2. Are the different research paradigms in conflict with each other?
3. Do research paradigm inform research methods, and if so, in what way?
4. Way forward from research paradigms
5. How are research and practice linked in development studies?
6. What is Development Research-Development Work Continuum?
7. What is action research? Significance of action research in development studies
8. Questions of ethics in the process of research for development
9. Codes of ethics
10. Responsibilities to respondents
11. Responsibilities to colleagues
12. Wider accountability

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A Framework for Research—The Interconnection of Worldviews, Design, and Research Methods



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Paradigms, methods and tools

Paradigm	Methods (primarily)	Data collection tools (examples)
Positivist/ Postpositivist	Quantitative. “Although qualitative methods can be used within this paradigm, quantitative methods tend to be predominant”	Experiments Quasi-experiments Tests Scales
Interpretivist/ Constructivist	Qualitative methods predominate although quantitative methods may also be utilized	Interviews Observations Document reviews Visual data analysis
Transformative	Qualitative methods with quantitative and mixed methods	Diverse range of tools – particular need to avoid discrimination. Eg. sexism, racism, and homophobia
Pragmatic	Qualitative and/or quantitative methods may be employed. Methods are matched to the specific questions and purpose of the research	May include tools from both positivist and interpretivist paradigms. Eg. interviews, observations and testing and experiments

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List of Lessons

Week 3, Lesson 1: Literature Study

Week 3, Lesson 2: 'The Fieldworker and the Field'

Based on M.N. Srinivas, A.M. Shah and E. A. Ramaswamy, The Fieldworker and the Field: *Problems and Challenges in Sociological Investigation*

Week 3, Lesson 3: Introducing Qualitative Research Methods

Week 4, Lesson 1: Introducing Qualitative Research Methods (contd.)

Week 4, Lesson 2: Interviews and Focus Group Discussions

Week 4, Lesson 3: Participatory Methods and Approaches

Week 4, Lesson 4: Conducting case studies and maintaining field diaries

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Week 3 **Qualitative Methods in Development Research**

1. What is literature review and what are its different types?
2. What is the purpose or aim of the Literature Review?
3. What are the common types of Literature reviews?
4. What is Systematic Review of Literature?
5. How to do Systematic Review of Literature?
6. Review of the book "The Fieldworker and the Field – *Problems and Challenges in Sociological Investigation*"
7. Designing qualitative research
8. Qualitative research – characteristics, data collection and data recording procedures
9. Qualitative purpose statements
10. Theory use, inductive approach and data analysis in qualitative research
11. Validity, reliability, generalizability and writing-up

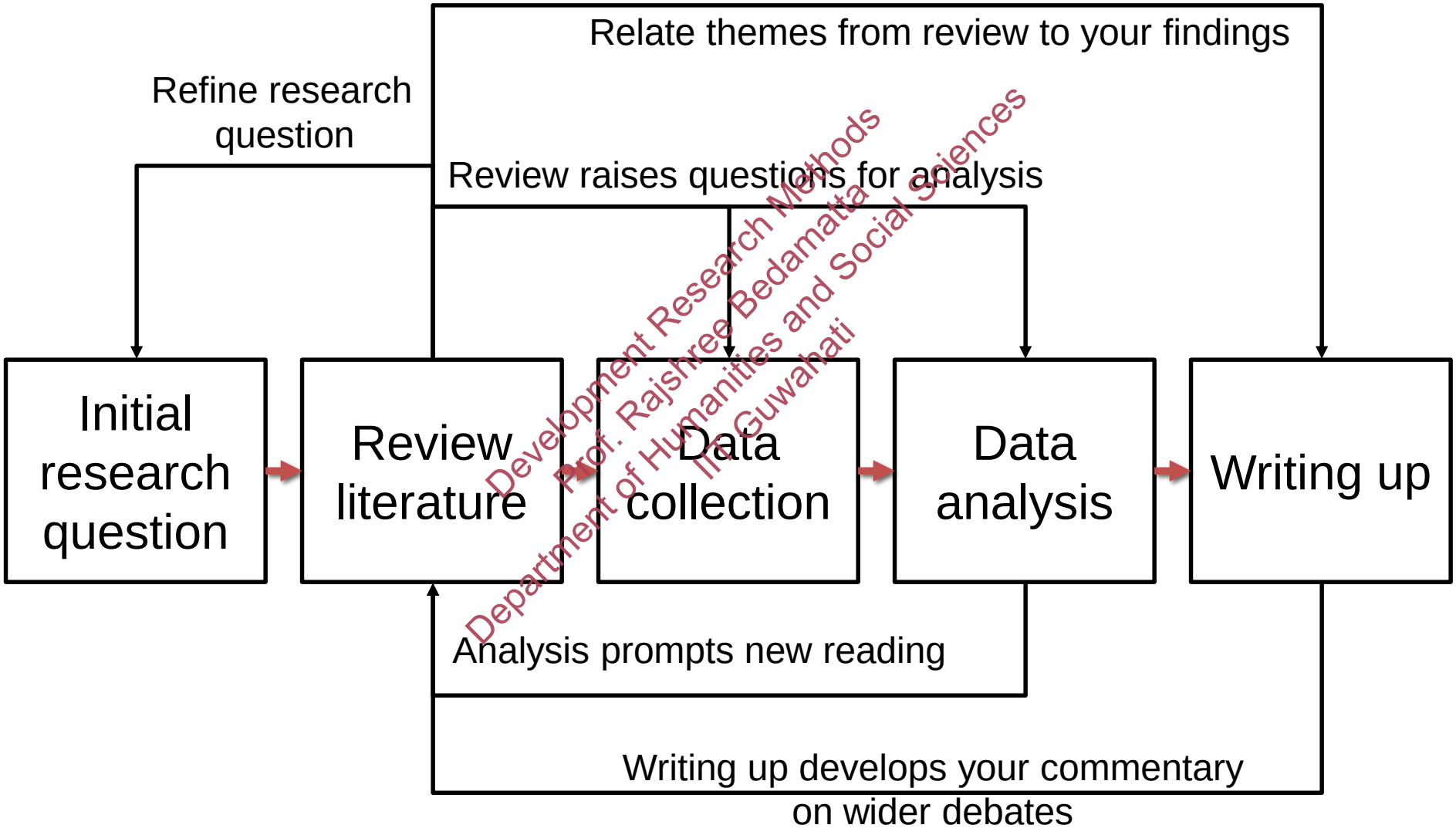
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Week 4 **Qualitative Methods in Development Research**

1. Qualitative purpose statements
2. Theory use, inductive approach and data analysis in qualitative research
3. Validity, reliability and generalizability and Writing up
4. Why do interviews?
5. What are the different types of interview?
6. Interview strategies and process
7. What are Focus Groups?
8. Incorporating focus groups into a development project
9. Participation in development- the concept
10. Considerations for using participatory methods
11. Participatory methods in use
12. Spreading use of participatory methods
13. Participation in development- critical perspectives
14. What is case study method and when to use it?
15. Different types of case study research designs.
16. Stages of doing case study research.
17. What are field diaries? How to maintain field diaries?
18. Diaries as a research method.

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Linking up your literature review



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Systematic Literature Review (SLR)

- SLR identifies, selects and critically appraises research in order to answer a clearly formulated question.
- Follows a clearly defined protocol or plan where the criteria is clearly stated before the review is conducted.
- Comprehensive, transparent search conducted over multiple databases and grey literature that can be replicated and reproduced by other researchers.
- The search terms, search strategies (including database names, platforms, dates of search) and limits all need to be included in the review.
- 7 key principles behind systematic literature reviews are Transparency, Clarity, Integration, Focus, Equality, Accessibility, Coverage

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List of Lessons

Week 5, Lesson 1: Introducing Quantitative Research Methods

Week 5, Lesson 2: An overview of Mixed Methods Research

Week 5, Lesson 3: Field Surveys and Inventories

Week 6, Lesson 1: Logical framework and SWOT analysis

Week 6, Lesson 2: The importance of Census and other secondary data in Development Studies

Week 6, Lesson 3: Communicating research

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Week 5 **Quantitative & Mixed Methods in Development Research**

1. The relationship between ideas and evidence
2. The role quantitative data play in substantiating ideas
3. Using quantitative data in advocacy
4. What is Mixed Methods research
5. Types of mixed methods strategies and visual models
6. Mixed methods research
    1. Literature review
    2. Theory use
    3. Procedures for choosing a mixed methods strategy.
    4. Data collection procedures
    5. Mixed methods sampling
7. Report presentation structure
8. What is Survey Research
9. Survey Design and Sampling
10. Field surveys and Inventories
11. Use of Field surveys and Inventories in Development Research

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Week 6 **Quantitative & Mixed Methods in Development Research**

1. What is Logical Framework Approach?
2. Two main stages of using Logical Framework Approach for project design.
3. What is SWOT analysis?
4. Conventional approaches to conducting SWOT analysis.
5. What is Official Statistics?
6. Fundamental Principles of Official Statistics
7. Historical Perspective of Official Statistics in India
8. An Overview of Present Indian Statistical System
9. Why Census and other Secondary Data are Important in Development Studies
10. Communicating findings.
11. Communication and the research process.
12. Constraints and political considerations while communicating research.
13. Some tips to communicate research professionally.

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The relationship between ideas and evidence

- Twin dangers of upholding ideas without evidence or, more commonly, defending ideas only with evidence which supports them are prevalent in policy analysis.
- Ideas in turn support the nature and direction of public action.
- Evidence consists of both quantitative and qualitative data. Here, the focus is on the role quantitative data can play in choosing between rival ideas

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Some basic principles of using secondary data

Questioning secondary data

- Use the data systematically and creatively
- Take time to look carefully at the structure of the table, its various categories, and the way they are cross-tabulated
- Reflect upon and note down any important conclusions you can draw about the limitations inherent in the data
- Fire questions at the data. Each question approaches the data from a different angle. These questions need to be essentially theory-inspired and motivated by the key components
- Each question gives you a different “handle” on the data. Each handle allows you to look at your data and gain specific insights
- Follow up the questions that look promising
- Collapse the data so that it emphasizes the question we want to pursue. Do not carry around any extra baggage in terms of data overload
- Transform the data appropriately

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List of Lessons

Week 7, Lesson 1: Operationalizing Rights-based Approaches to Development

Week 7, Lesson 2: Poverty Measurements and Analysis

Week 7, Lesson 3: Gender-sensitive Indicators and Gender Analysis

Week 8, Lesson 1: Social Capital Assessment Tools

Week 8, Lesson 2: Monitoring & Evaluation Frameworks

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Week 7 **Application of Selected Development Issues & Approaches**

1. What is Rights-based approach to development? The Principles and Concepts
2. Operationalizing Rights-based approach
3. Challenges of implementing a Rights-based Approach Different approaches to Poverty
4. Different Poverty measures
5. Multi-dimensional Deprivation and Multi-dimensional Poverty Index
6. From WID to Gender-Mainstreaming Gender Equality
7. Gender Analysis and Approaches to Gender Mainstreaming.
8. Gender-sensitive Indicators, Poverty and Power.
9. Contesting Perspectives-Mainstreaming and Women's Empowerment.

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Week 8 **Application of Selected Development Issues & Approaches**

1. What is Social Capital
2. Different Types of Social Capital
3. Measuring Social Capital
4. Social Capital Measurement Tool (SOCAT)
5. Monitoring and Evaluation Frameworks
6. Conclusion

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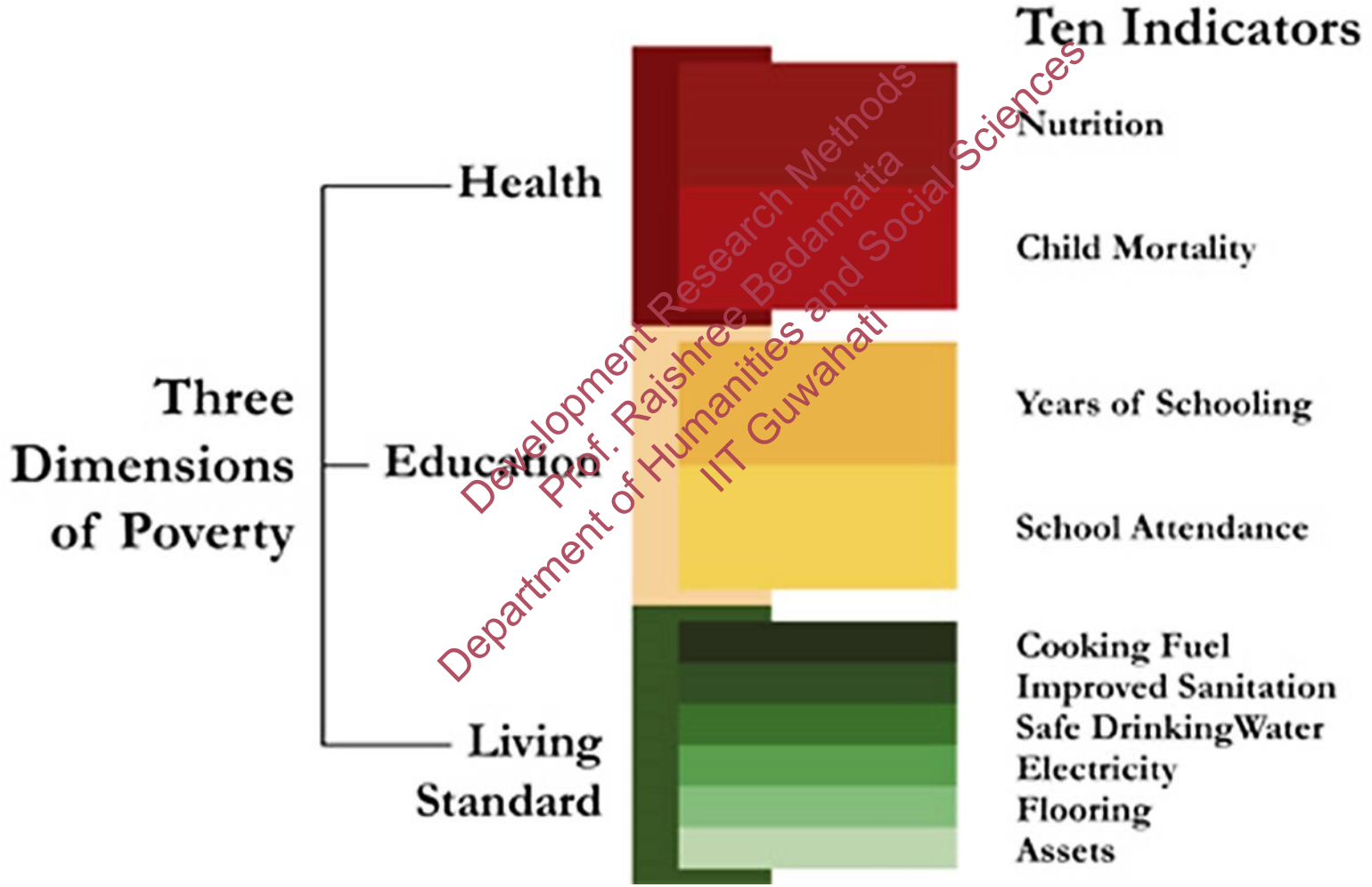
Human Rights Impact Analysis Tool- *After* NORAD, 2001

Human rights issue	Score	Follow up
AWARENESS		
1. What is the programme's assumed/actual impact on equality and on-discrimination?		
2. Has the population directly affected been informed about the programme?		
3. Does the programme respect/has it respected everyone's rights to seek and impart information relevant to its implementation?		
EMPOWERMENT		
4. Does the programme respect/has it respected the right to express views freely in the preparation and implementation?		
5. Does the programme promote/has the programme promoted participation in decision-making of groups affected?		
7. Does the programme respect /has it respected the right to just and favourable conditions of work?		
8. Does the programme affect/has it affected the fulfilment of the right to an adequate standard of living for target groups and other people affected?		
9. Does the prgramme affect/has it affected the opportunity of people for self provision in terms of income generating activities?		
10. Does the programme address the right to compensation for those negatively affected?		

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Legend for scoring:
PI-Positive Impact **NC**-No Change **NI**-Negative Impact **NA-** No Information Available

Multi-Dimensional Poverty Index



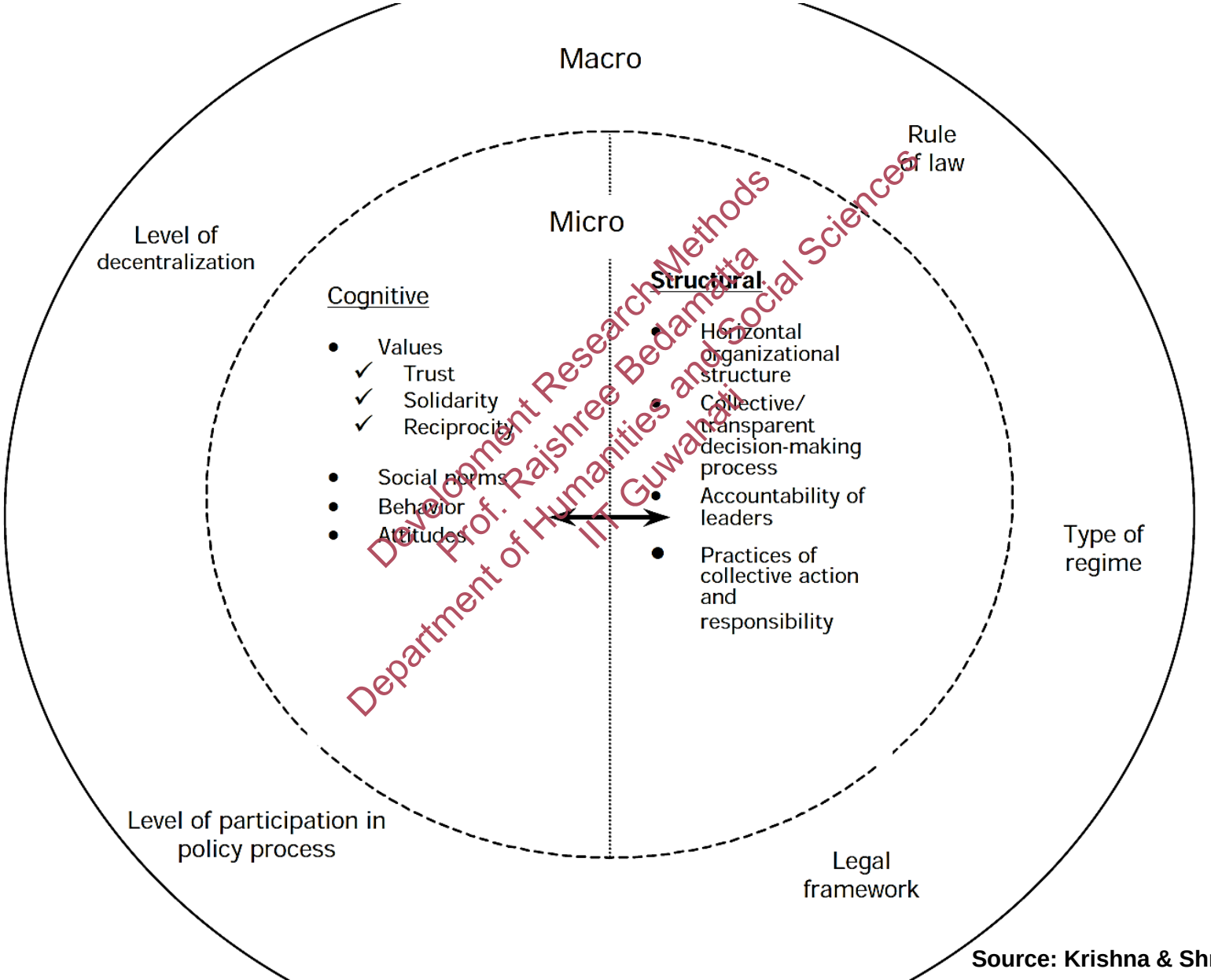
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II. Gender Analytical Frameworks

Framework	Focus	Tools
1. Harvard Analytical Framework	Resource allocations for women and men	• Activity profile • Access and control profile to resources and benefits for women and men • Influencing factors
2. People-Oriented Planning	Is an adaptation of the Harvard Analytical Framework for use in refugee situations	• Refugee Population Profile and Context Analysis • Activities Analysis • Use of resources analysis and an adaptation of Harvard tool 2- Women's socio-political profile compared to men's
3. Moser Framework	Three concepts: Women's triple role (reproductive, productive and community work)	• Gender roles identification/triple role • Gender needs assessment • Dis-aggregating control of resources and decision-making
4. Gender Analysis Matrix (GAM)	To determine the different impact development interventions have on women and men	• Analysis of four 'levels' of society-women, men, household, community • Analysis of four kinds of impact-labour, time, resources, socio-cultural factors
5. Capacities and Vulnerabilities Analysis Framework	To help in planning aid in emergencies, and to meet immediate needs	• Categories of capacities and vulnerabilities • Additional dimensions of 'complex reality'
6. Women's Empowerment (Longwe) Framework	Analyses equality by sectors but concentrates on separate areas of social life	• Measures Levels of Equality • Women's Empowerment
7. Social Relations Approach	Analysis existing gender inequalities in the distribution of resources, responsibilities and power.	• Framework for conceptualizing, studying and implementing Empowerment • The Sen-inspired framework- 'ability to exercise choice'. • 'Resources', 'Agency' and 'Achievements'

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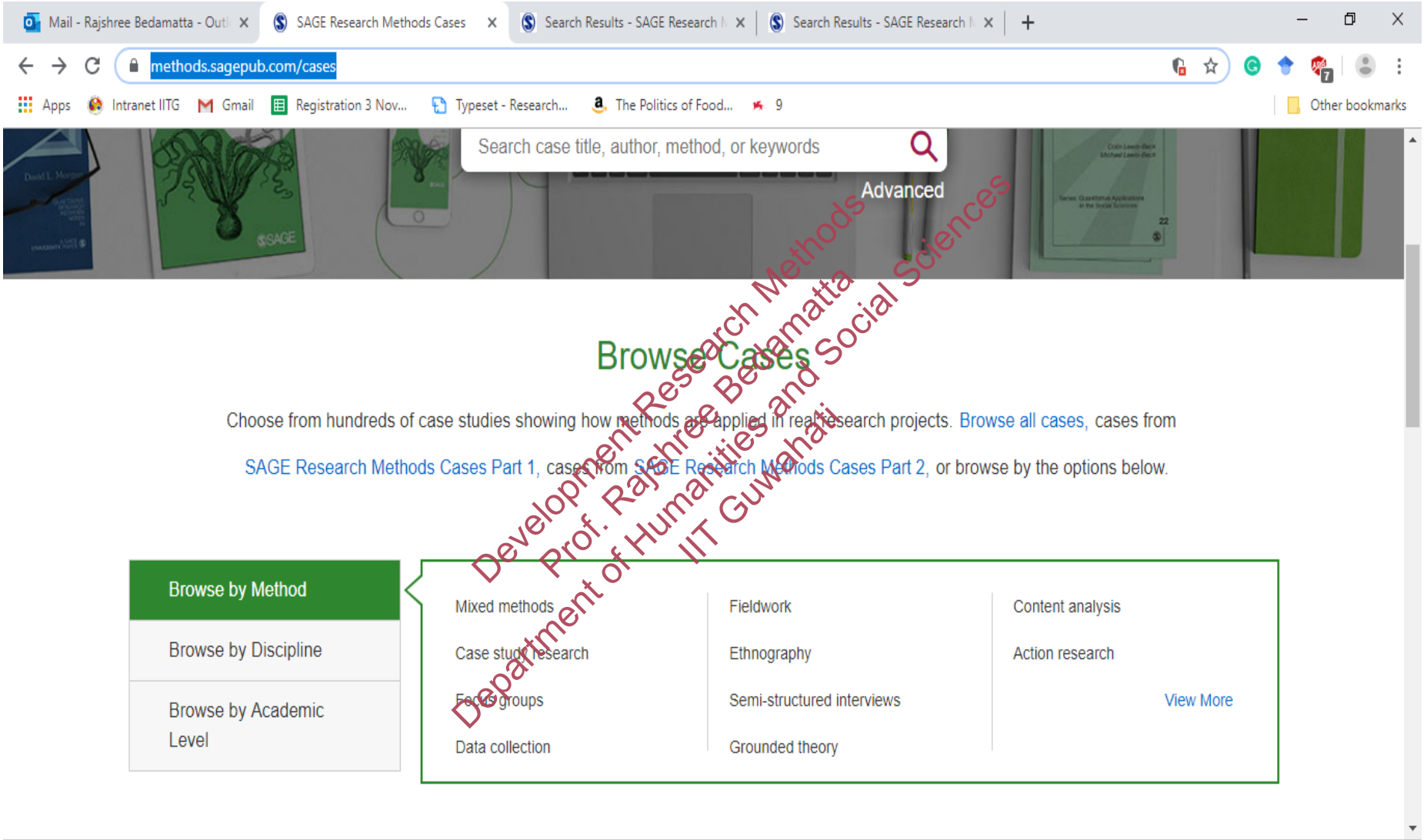
Conceptual Framework of SOCAT



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Source: Krishna & Shrader (1999)

https://methods.sagepub.com/cases



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