

Course title: Qualitative Methods for Development Practice				
Course code: MPD 114		No. of credits: 3	L-T-P: 33-0-24	Learning hours: 45
Pre-requisite course code and title (if any):				
Department: Department of Policy and Management Studies				
Course coordinator(s): Dr Pritha Datta			Course instructor(s): Dr Pritha Datta	
Contact details: pritha.datta@terisas.ac.in				
Course type: Core			Course offered in: Semester 1	
Course description The course aims to build perspective, attitude, and skills for systematic enquiry of qualitative research while focusing both on theoretical and practical dimension. Considering holistic approach as a key principle, the course uses a combination of didactic, interactive, and applied techniques to teach knowledge and skills relevant to qualitative research in development studies. Starting with an understanding of philosophical foundation and theoretical framework, various elements of qualitative research design, data collection and analysis will be discussed thoroughly.				
Course objectives				
<ul style="list-style-type: none"> • To expose students to the insights of qualitative research from the perspective of development studies • To Recognize the uniqueness and distinctiveness of qualitative research • To orient students with various theoretical frameworks while designing the qualitative research • To give practical training of qualitative data collection and analysis 				
Course content				
Module	Topic	L	T	P
1	Philosophy of social research The main aim of this module is to facilitate the students to elucidate their philosophical stance in relation to elaborating their research approach towards social inquiry. The module will begin with the rationale of philosophical assumptions in research – ontology, epistemology, and methodology followed by the conceptualization of three broad research paradigms or worldviews – positivism, constructivism or interpretivism and pragmatism. Further, the students will also be oriented with few interpretive frameworks. Hence, the following topics will be covered in this module – <ul style="list-style-type: none"> – Key philosophical assumptions – ontology, epistemology, and methodology – Research paradigm/worldview – positivism, constructivism or interpretivism and pragmatic approach – Interpretive frameworks: Social Constructivism, Transformative Frameworks, Social Justice Interpretive Framework, Critical Theory 	6		
2	Designing qualitative study Purpose of this module is to make a framework or blueprint for conducting the qualitative research. The module will start with the rationale of using qualitative study focusing exclusively on when to use and what a qualitative study requires from us. Five key approaches to qualitative research design followed by various aspects of literature review, formulation of research problems and questions will be discussed elaborately. <ul style="list-style-type: none"> – Rationale of using qualitative study – Five key approaches to qualitative inquiry <ul style="list-style-type: none"> – Narrative research – Phenomenological research – Grounded theory research – Ethnographic research – Case study research – Review of Literature – Referencing and citation (training in Mendeley software) – Framing research problem statement and questions – Research proposal writing 	8		6
4	Qualitative data collection The purpose of this module is to understand various aspects of data collection in the field starting from the rapport establishment to qualitative sampling strategy, usage of various qualitative tools etc. The module will enable the students to expose the reality in the field situation while explaining various field related issues. The following topics will be covered in the module. <ul style="list-style-type: none"> – Access and Rapport (within the Five Approaches) – Qualitative sampling strategy (participants, types of sampling, sample size) 	9		8

	<ul style="list-style-type: none"> - Forms of Data: <i>Interview methods</i> (in-depth interview and FGD); <i>Observation method</i> (direct, indirect, and participant observation) - Validity in qualitative research and mixed method - Field Issues (access to the organization, observations, interviews, documents and audiovisual materials, ethical issues) 			
5	<p>Qualitative data analysis and representation</p> <p>The main objective of this module is to analyze qualitative data as it largely involves organizing the data, conducting a preliminary read-through of the database, coding and organizing themes, representing the data, and forming an interpretation of them. The module will start with the qualitative content analysis and will subsequently highlight data coding and thematic analysis. The module will also introduce qualitative data analysis software called NVivo and a training session will be conducted at the end of the module.</p> <ul style="list-style-type: none"> - Qualitative content analysis (conventional, directed, and summative content analysis, - Qualitative data coding (in-vivo coding, process coding, open coding, descriptive, and structural coding, simultaneous coding) and thematic analysis - Qualitative data analysis software (NVivo) 	10		10
	Total	33		24
<p>Evaluation criteria:</p> <ul style="list-style-type: none"> - Minor Test 1- (20%): the minor test will specifically focus on students' overall understanding on research process covering Module 1 and 2. - Submission of Research Report (80%): the students will conduct a small fieldwork in the Delhi and NCR region while choosing a topic. The students must incorporate qualitative in-depth interview, FGD, and observation methods. A brief literature review is also required for the submission. The structure of the report as follows <ul style="list-style-type: none"> • Introduction • Review of Literature • Research Methodology • Research Findings • Conclusion <p>Indicators for assessment: (a) Gaps in the literature review and Identification of research problem; (b) Identification of research objectives and question(s) and methodological design; (c) analytical rigor of research findings and data representation; (d) Content, language, clarity (e) reference style and number of references cited</p>				
<p>Learning outcome</p> <ul style="list-style-type: none"> - The students will be able to articulate the key features and benefits of qualitative research and when and how it can be utilized - The students will be able to assess the applicability of a range of core qualitative approaches to their own research topics and understand how these approaches can be applied to conduct effective research - The students will be competent to implement a range of qualitative data collection techniques including interviews, observations, and documents. - With the help of hand-on-training, the students will be able to analyze qualitative data 				
<p>Pedagogical approach</p> <ul style="list-style-type: none"> • To support active learning (both individual and group learning), the lectures in this course are supplemented with many practical works. The emphasis of practical hours (field visits) is to encourage the active involvement of students in undertaking tasks that help them better understand concepts / methods / tools in qualitative research in the field. Students practice and learn by conducting interviewing, focus groups, participatory exercises and survey methods are practiced, and evaluated, in the form of role play, in-class activities and group exercises. 				
<p>Course Reading Materials</p> <p>Module 1: Philosophy of social research</p> <ul style="list-style-type: none"> • Creswell, John W. (2013) <i>Qualitative inquiry and research design: choosing among five approaches</i>, 3rd ed. SAGE Publication Washington DC (Chapter 2) • McCaslin, M.L. and Scott K. W. (2003) <i>The Five-Question Method for Framing a Qualitative Research Study</i>, <i>The Qualitative Report</i> Vol. 8(3) pp. 447-461 • Shah, S.S., Shah, A.A. and Khaskhelly, N. (2018) <i>Pragmatism Research Paradigm: A Philosophical Framework of Advocating Methodological Pluralism in Social Science Research</i>, <i>Grassroots</i>, Vol.52 (1) • Carter, S. M., and Little, M. (2007). <i>Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research</i>. <i>Qualitative health research</i>, 17(10), 1316- 1328 • Rehman A. A. and Alharthi K. (2016) <i>An Introduction to Research Paradigms</i>, <i>International Journal of Educational Investigations</i>, Vol.3 (8), pp. 51-59 				

Module 2: Designing qualitative study

- Bryman, A., 2008, Social research methods, 3rd edition, Oxford: Oxford University Press.
- Creswell, John W. (2013) Qualitative inquiry and research design: choosing among five approaches, 3rd ed. SAGE Publication Washington DC (Chapters 3, 4 and 6))
- Desai, V. and Potter, R. B., 2006, eds., Doing Development Research, London: Sage.
- Joseph Maxwell. Qualitative Research Design: An Interactive Approach. Sage Publications. Chapter 4: "Research Questions: What do you want to understand?" (Chapter-4)

Module 3: Qualitative data collection

- Creswell, John W. (2013). Qualitative inquiry and research design: Choosing among five approaches, 3rd ed. SAGE Publication Washington DC (Chapters 7))
- Morse, J. M. (2000). Determining sample size. *Qualitative Health Research*, 10(1), 3-5.
- Russell Bernard. Research Methods in Anthropology: Qualitative and Quantitative Approaches. (Chapter 8)
- Timothy C. G. (2015). Descriptions of Sampling Practices Within Five Approaches to Qualitative Research in Education and the Health Sciences. *Forum: Qualitative Social Research* Vol.16(2), Qualitative Research Designs, Sample Size and Saturation:
- Sarfo, J.O.; Debrah, T.P.; Gbordzoe, N.I.; Afful, W.T. and Obeng, P (2021). Qualitative Research Designs, Sample Size and Saturation: Is Enough Always Enough? *Journal of Advocacy, Research and Education*. Vol. 8(3)

Module 4: Qualitative data analysis and representation

- Coffey, A. and Atkinson, P., 1996, Making sense of qualitative data: Complementary research strategies, Thousand Oaks, CA: Sage (particularly chapters 1 and 2).
- Creswell, John W. (2013). Qualitative inquiry and research design: Choosing among five approaches, 3rd ed. SAGE Publication Washington DC (Chapters 8)
- Robson C., 1993, Real world research: A resource for social scientists and practitioner-researchers. Oxford: Blackwell (chapter on analysing qualitative data).
- Silverman D. 2006, Interpreting qualitative data: Methods for analyzing talk, text and interaction, 3rd edition, London: Sage (sections in part two)
- Bazeley P. and Jackson K. (2013). Qualitative Data Analysis with NVivo (2nd ed.). London: Sage.
- Hilal A.Y.H. and Saleh Said Alabri S.S. (2013) Using Nvivo for Data Analysis in Qualitative Research, *International Interdisciplinary Journal of Education*, Vol.2 (2)

Student responsibilities

Attendance: At-least 75% attendance will be necessary to be able to appear for the final exam.

Course reviewers:

- Prof. R.P. Mitra, Professor, Department of Anthropology, University of Delhi
- Dr Ragini Sahay, Associate Professor, Amity University

This Course outline was prepared by Dr Swarup Dutta and approved by the 53rd Academic Council Meeting on 26th August 2022 at TERI School of Advanced Studies, New Delhi.