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INTER-PROFESSIONAL DIALOGUE
ON
PARTICIPATORY RESEARCH AND PARTICIPATORY DEVELOPMENT

April 19-25, 1995
New Delhi.

Organised by

PRIA And ASSWI

April 19, 1995

Inter—Professional Dialogue on Participatory Research and Development, 19-25 April, 1995 was organised by the Society for Participatory Research in Asia (PRIA) in collaboration with the Association of Schools of Social Work in India (ASSWI) on the premises of PRIA. This six-day programme was intended to orient the social work educators on people-centred, people-controlled development in India (and elsewhere) and Participatory Research through dialogical methods across professions. The dialogue was designed intra professionally, i.e. within the social work educators, and inter-professionally, i.e. between the educators and practitioners. The focus was not only to exchange learning but also to examine the implications of people-centred development and participatory research for social work education in India. **(For detail of the programme design see Annexure I).**

21 social work teachers including senior teachers from 16 social work institutions from all over the country participated in this residential programme. Besides them, experienced practitioners, researches and academicians joined the programme as resource persons. **(List of participants and resource persons Annexure II).**

In the beginning on April 19, Dr. Nalin R Jena, coordinator of the programme welcomed the President of ASSWI- Prof. R R Singh, M C Nanavatty and the participants on the purpose of such a dialogue, and Dr. Rajesh Tandon, Executive Director of PRIA, to explain the structure and principles of the programme, and the purpose of collaboration.

Prof. R R Singh in his brief elaboration stated that the present exercise was a part of the ongoing venture where we look at our development scenario historically and project into the future. The contemporary development realities are becoming more complex to comprehend, throwing up new challenges for all, and new trends are emerging. He said that our development has been characterised by euro-centricity based on the principle of center-periphery relation. At a certain point in our development history, welfare state emerged which seems to be retreating now.

Since the 1980s, the state as a whole is taking back stage and market is asserting more and more.

Old models of development are disintegrating and new ones are emerging, pointed out Prof. Singh. For instance, the growth model of Indian planning system is no more relevant. Growth with social justice took over and now “participatory justice” is integrating with social justice. There is a noticeable transition from euro-centric development to eco-centric development. In 1930 and 1940s, planned participation was emphasized upon and participation has again entered into development circle in the 1980s.

Participation has also gained currency in corporate sector of today. It has turned to be crucial for social work, in particular and social science and all sciences for that matter, in general. He said that 5Ps, viz. poverty, population, participation, peace and planet are central to social work.

Hence, in the light of the contemporary realities, Prof. Singh stressed that participation and ‘participatory’ have to be examined. New addition to theory, practice and research of in social work is an urgency. This programme entitled “Inter-Professional Dialogue” is an academic retreat, a trans-disciplinary exercise which will lead to a creative and reflective dialogue helping to move from prescriptive to active approach.

Dr. Rajesh Tandon, viewed that this programme of mutual learning exchange will entail mutual gain. On

the one hand, such exercise would help the social work education in the light of participatory development and participatory research and the experience of grassroots practitioners, on the other, this will, in turn, enhance the quality of human resource which will play an important role in strengthening the capacity of NGOs engaged in grassroots work.

Keeping the purpose in view Dr. Tandon pointed out that the structure of the programme had been engineered to provide enough space for a face-to-face dialogue between the participants and participationers, group reflection and learning through study materials.

The purpose of the programme included a discussion on "Development Approaches in India : A critique", as the point of departure. Dr. Tandon initiated the discussion with a brief round of Development Approaches in India.

Development approaches in India : A critique.

Dr. Rajesh Tandon

Tracing the history of development in India, Dr. Tandon described it as a vast area of discussion, understanding and reading. His purpose, he said, was to highlight issues to be supplemented with reading and analysis. Development, as a concept, emerged in the 20th century. It has two aspects— material and socio-cultural. Several questions emerge—what is the meaning of the 'good life' that development connotes? How will it happen? what are the appropriate means of achieving it? These should be examined, primarily in the Indian context but also with reference to the world scenario.

Till 1947 India was involved in the freedom struggle. Colonial rule through out history had been based on the rationale that the resources of the colony must be used for the benefit of the colonizer. During this period our colonizers were themselves undergoing the industrial revolution. England was moving from a feudal agrarian land-based economy to an industrial society. The colony's natural resource base e.g. cotton/timber etc. had to be organised in a way as to serve the interests of the colonizers to suit industrialising British society. For example, during the mid-19th century, forests in India which had always been community resources, became government owned.

During the independence struggle, Mahatma Gandhi's ideology of constructive social work, the concept of sustainable self-reliant villages and helping the down trodden emerged.

Since independence the Indian government has adopted a series of approaches. The creation of New Delhi as the national capital approaches. The creation of a New Delhi-led model of development. The colonial experience had cast it die. Rapid industrialisation was the objective to be achieved by the government.

In rural development, community development was introduced. Community development blocks functioned as administrative units. A cadre of multi purpose village workers failed to recognize the heterogeneity within the community and the country. The benefits were cornered by the rural elite.

By 1960, the green revolution had started, it was targetted, to accelerate agricultural production through implementation of new technologies in irrigation, fertilizers and pesticides, based on the western model was its aim. Similar programmes with a target group approach focused on small, marginal farmers, tribal development projects, the drought programmes for drought stricken and desert areas where the green revolution model could not be applied.

During this period, international aid bodies like FAO, UNICEF, ILO, UNIFEM emerged, and upto the 60's growth was seen as the main purpose of development. However segments of the population were excluded. One of the outcomes of the movements of growth for social justice was that ILO looked at the situation of labour world wide and proposed a "basic needs approach". It was proposed that development should mean fulfilling the basic needs of human beings without distinction of gender, class & caste. Food, shelter clothing, education, health and productive employment for all should be its aim. Several development strategies began focussing on them.

In the Indian context, in 1978-79, another innovation, Integrated Rural Development Programme was evolved and implemented. An economic focussed rural strategy was formulated for the first time. Its prime purpose was to address poverty and unemployment. Developments at Mexico 1975 Decade for Women led to the DWACRA in the early 80s. Women were now seen as active beneficiaries in the development programmes. The Rio Conference initiated the idea of sustainable development. Development was no longer seen as perpetual improvement; limits to development were posed with reference to finite development resources available on the planet. It was realised that reduction in consumption was the only way to development; it was important to redefine development.

The strategy

In terms of intervention, the strategy is also changing. Two forms of economy have emerged in the 20th century-market led and state led. After the world war II the state led model of development emerged. In India, development became the self-proclaimed responsibility of the state. Over the years we have developed the unique concept of 'Sarkar Mai Bap'. In the 80s this model of state-led development faced the contest played out on Europe; what emerged was a third player—the civil society led model of development. It was people centred. This shift in means of intervention is being deliberated world-wide. A combination of all three is needed to pursue our objective.

Dr. Tandon raised the question whether the intervention strategy had an implication for participatory development accountable to civil society. USA with the market led model had not been successful— 25% of its black population are behind bars.

In India 50% of our people are illiterate which account for 2/3 of the illiterates of the world. Our poor constitute 1/3 poor of the world. India has been the largest recipient of international assistance. Since World War-II it had the first ever official programme of family planning yet its population is escalating, he concluded. What is called public good has often been used for private gain.

Dr. Tandon said, social work professionals were closest to us in terms of solidarity. With this in view, an attempt been made to design a programme. Defining it, he said that 25-100 pages of reading material to the attention of participants and provide an opportunity is read it. He felt that since part of dialogue could be better evolved in smaller form, time for group discussions had been earmarked. The result could be shared with all of the following day.

Dr. R R Singh hoped that group work would lead to exposure, emergence of insights, development of positions critiquing them and a final consensus, if possible.

Group Work :Critique of Contemporary Development Pattern and Process in India.

April 20,1995

Group presentations of "Critique of Contemporary Development Pattern and Process"

Against the backdrop of the presentation of Dr.Tandon on 'Development Approaches in India', the participants developed their own-continues in 3 groups on Development Pattern and Process and brief summary of group presentation.

Participants felt that development was initiated and dominated by the state, both politicians and bureaucracy. It lacked people's participation. There was dependence on state and international funding; resources were not mobilised locally. The emphasis was on delivery of services, not the empowerment of the people. The human factor was missing in development whereas the emphasis should be on a people centred approach, and cognisance of the grass-roots.

A need for appropriate indicators was felt where social factors may be considered. At present economic indicators continue to be dominant indicators of development. Indigenous knowledge and wisdom were not utilized & Gandhian tenets were not explored fully for their relevance to contemporary issues. Thus there was also a need for the democratic action and autonomy. Civil society institutions were often bypassed. This lacunae led to contradictions between philosophy and practice in the development process.

It was also felt there was a lack of vision, leadership, initiative and solidarity in the development process. The element of violence in social change has to be confronted. A need to develop political indicators of people's participation in democratic institutions is imperative.

Within the context of our development experience ad failures, one has to not only make attempt to find an automative, a man approach, a new method but also has to view social work as a human science profession and practice in relation to the new approach, which was identified by the participants as participatory development. Two Resource Persons. Prof. R R Singh and Prof. Nanavatty addressed this issue.

Social work As Human Service Profession and Practice with Special Reference to Participatory Development.

(i) Prof R R Singh

Prof. R R Singh described the complexities of social work as a human service profession and said that its practice imparted a distinctiveness to it with reference to other social sciences. He said it was characertised by the diversity of its field of application. Specialisation posed a threat to the unity of the profession. Social work strived to mediate between nature and human nature. The trauma of growing up and growing out required the assistance of kins, employers, professionals, and others.

He raised the question of the current status of the profession. It had till the 1970's been rated as a semi-profession. However, he felt roles cannot be identical for all times. Societal changes have an impact.

Today a new pragmatic intervention was necessary. The concern of social workers was to share the experience of service and convert it into knowledge. Documentation creates a repertory of knowledge. There was a need for activation of the institutions of civil society. The social construction of needs/ programmes required should therefore be prioritised by the profession. Questions which arose were --

- a) What sort of social intervention had been devised and been experimented with?
- b) How was the social construction of welfare concerned with society?
- c) How was it conceived in society?

The clinical/therapeutic approaches were not dated although 'bandwagoning' was dated, he felt. Was inherent differences of social workers from others perceived and distinct? Indistinctiveness, he felt, leads to a semi-professional status. What was the contribution of social work to grassroots work at the micro level, he asked? The jump, he said, was from practice to policy. What is that compels society to accept distinctiveness? What is the contribution of social work to child development for example?

The history of professions has been the history of organisations, not their clientele. This is an aberration. The sociology of a profession dictates that it cannot last without a practice base. Social work as a profession, he felt, was based on—

- a) Knowledge & skill
- b) Knowledge had to be applied to concrete problems.
- c) Society had to be convinced that knowledge could actually solve problems
- d) Organisation and transmission of relevant knowledge
- e) The role of profession as the final arbiter
- f) The ideal where human needs become priorities.

It is important that the profession not only accepts these ideas but practices them.

(ii) Prof. M. C. Nanavatty

Prof. Nanavatty shared his understanding of social development. In the current context, he felt that although this programme focussed on Participatory Research, it had to be seen in the context of participatory development. Research was merely a means to an end.

In this attempt to integrate PR in social work practice, he said he would attempt to clarify the constraints anticipated.

Social work started in terms of the individual (American model-1936 onwards) services, case-studies, helping the individual to adjust, overcome problems and readjust to live happily

From this scenario it progressed via group participation to community development. Where does social change stand as the objective of professional social work? This is an area of conflict all over the world. He felt that every often we talk without conviction. PR is rooted in social change. It was talked/taught but not practiced. Unless it was done, students would not be convinced. How much of social work practice is social change oriented?

- (a) The first constraint was the objective of professional change felt by social work professionals. They were guilty of neglecting it.
- (b) The second constraint was that they were they handicapped/deprived/marginalised made dependent on the system or empowered to be self reliant? So far the community had been helped to 'depend' on government programme.
- (c) The third constraint was that the whole process of social action suffers when we depend financially on others; we are conditioned by the employer's objective—we tend to identify with the establishment. How can we change, alter, generate the process of social change?

Group C expressed their apprehension about the spread of the market economy and its role in perpetuating power. The social security programme of the west has no parallel here. Even the poverty alleviation programme, they felt was a misnomer; only 30% of the total budget reached the poor, the rest was spent on the administration. The market economy was depriving the deprived. Could PD help them in rethinking as the coming year augured a worse time for the poor. They advocated that social work research should

- analyse programme
- go to the people and see what works;
- see how much social security was required.

They felt that money wasted could be combined and used for social security in the system. This is where social work knowledge could work out the system in phases.

Questions focussed on the issue of defining/distinguishing trained social workers of in society in our own context. An important point raised was that since the individual was the instrument of change, he needed to be enhanced from the beginning. Others felt that a more aggressive and involved approach was needed. The objective of social work needed some clarification. The example of Medha Patekar was cited. It was noted that she had asserted that her strength emanated from the people. It was agreed that more radical means of involvement in public issues was necessary. Could a blue print be prepared to develop society? Soul-searching was required, it was agreed.

Prof. Singh urged all to be realistic. How could the 900 million in India be cared for; he emphasised that the preamble to the Indian constitution should be accepted by all professions. The role of advocacy by institutions was important.

Prof. Nanavatty reiterated that the discontent in the social work programme was widespread and not confined to India alone. There was a need to think of social action. The solution lay in an attitudinal change and organisational capacity. The inability of social workers to organise lay in the absence of a professional association.

He felt that the image of social work was very hazy. There was a need to work out a distinct identity. The question was one of attitude and commitment. There was also a need for inter-professional relationships. Micro-macro approaches should be integrated. Social work teachers should take initiative to play a vital role. Since the political milieu was unfavourable, their own momentum had to be generated.

Majority of the participants raised that while the concept of participatory development is more less clear, the concept of participatory research is shrouded with ambiguity as there is a variety of interpretation offered on participatory research. They wanted, Dr. Rajesh Tandon, who is one of the early exponents of participatory research, to throw light on this.

Participatory Research Dr. Rajesh Tandon

Dr. Tandon explained that the indigenous knowledge of people was delegitimised as 'expertise' culture is strengthened. The expert in different areas (e.g. health, education, ecology) derecognised popular knowledge. Thus popular knowledge was not systemised, with its transmission from one generation to another, being strengthened through its use. This led to its distortion. PR had legitimised and made the use of this popular knowledge as valid.

A related concept in PR is empowerment which signifies power and control of people over their own beings. In the past, knowledge has been a source for the power and control. Brahmins made use of knowledge thus leading to power and control our society. People can be empowered through use of their wisdom and knowledge. Dr. Tandon explained that the world had enormous use of knowledge. In Scandinavian countries and USA more than fifty per cent of the people were engaged in the knowledge industry, and now the rulers of the world were working to control the mind of people, and not their bodies. PR made use of knowledge to empower people by liberating their minds.

A third important aspect in PR philosophy is the vital question of whose interest knowledge should serve—the researchers, the funders on the peoples. PR practioners feel that knowledge should serve the interest of the object of research and not only of the researcher important research tools in PR are Participatory Rural Appraisal and Rapid Rural Appraisal. PR originated in the early 1970s when some practioners of Adult Education realised the limitation of the one way flow of information. Certain questions were raised regarding the ethical issues of research. Dr. Tandon highlighted the importance of integration of civil society with social work research and social work practice.

POLICY

Social Work Research

Social Work practice

Civil Society

PEOPLE'S PARTICIPATION AND DEVELOPMENT : Experience from the Field.

After focussing on conceptual issues the session entered into dialogue between the social work educators and practitioners. The dialogue was subsumed under the broad theme of "People's Participation and Development : Experience from the Field. T K Mathew : People's Participation and Urban Development. The first subtheme for discussion was Urban Development and people's Participatory and the speaker was Mr. T.K. Mathew, Director of Deepalaya, a Delhi based non-governmental Organization engaged in implementing education, health and family development programmes for the slum dwellers in Delhi for the last one and half decades. He shared his experience with the participants in a reflective and anticulative way.

People's Participation and Urban Development

Mr. T.K. Mathew

Mr. T K Mathew had spent the last 15 years helping slum dwellers to improve their quality of life through education. His work had focussed on urban development and people's participation.

Deepalaya was established in 1979 with the purpose of educating children in the slums. However education alone was not enough—health care, skill development and community work evolved in the programme. It has 34 clusters covering a population of 1 lakh.

He said that slum communities were heterogeneous in terms of region, language, religion, class and political affiliation; vested divisive forces often disrupt the community. Here participation is a means to an end; without participation there is no growth. The development paradigm emerges in which long term perspective—the capacity to resist external forces and evolve self-reliance—'Swashasan' or self-rule where people are empowered to assert and take decision.

They could plan, implement, manage, liase with their world. He said that Deepalaya was now withdrawing from their initial project at Raghubir Nagar. The main indicator for withdrawal was the capacity of the community based organisation to the self reliant—

- they must be registered as a legal entity
- have a management cadre
- have a revolving fund of at least Rs. 3 lakh.
- have linkages with other groups

Prof R R Singh enquired whether individual change was not responsive to social change?

Panchayati Raj and People's Participation

P M Tripathi

Relating the contemporary status of the panchayats in India, Shri P M Tripathi said that the Article 243 (a) of the Indian constitution provides for the endowment of PRI by the state legislatures to enable them to function as institutions of local self-governance.

One of the main problems encountered was corruption. Alert gram sabhas and an aware an vigilant electorate could prevent this. The basic issue is that of ensuring the freedom and autonomy of self-government. He felt that participation comes later.

The functions of the panchayat are to - determine common policies

- regulate common affairs
- promote common interests

The question arose how the panchayat could be helped to fight for more power.

At the primary level both the pradhan and sarpanch are elected in UP, Gujarat, Bihar. In other states they are indirectly elected. But only directly elected persons can protest for chairmanship.

With the exception of Gujarat State, all legislations regarding the panchayati raj were casual, he felt. Malpractice and violence was rampant in MP, AP, UP, Bihar and Rajasthan. Karnataka, however had fair and peaceful elections. It has acquired some maturity and awareness. This pattern may emerge in other states. It has to be ensured that development of power and resources takes place through democratic means. Time is an important factor in developing the dynamism of PRIs. This depends on the collective wisdom and strength of the village community rather than the functionaries towards whom he expressed deep disgust. He however was emphatic that neither VO's nor the schools of social work had played their role effectively. It was overdue that this initiative should move out of formal fora into the fields among the people. He recognised that where VOs have worked during the pre-election phase, elections have been fair. Social work as a scientific discipline has an extremely vital role to play in this. An informed debate to put pressure on policy making and PRIs to improve matters is therefore necessary.

The activation of the Gram Sabha to ensure transparency and accountability is also imperative. In the end he quoted Gandhi "freedom must begin at the bottom" and "good government is no substitute for self-government."

Prof. Nanavatty cautioned that PRIs are a state institution and as such have all the weaknesses of state administration. He felt AVARD should revive the old practice of training VOs—rural and urban. He requested Prof. Singh to get a grant from CAPART and train VOs in PR. Others too felt that individual schools could take up the issue when a training module has been developed.

Speaking of 'Lokshakti' Shri Tripathi said that people lead where leaders had failed—he felt there was scope for friendship, cooperation, interaction. The training of IIPA, IAS Academy and NRD for bureaucrats was inadequate: training was also required for elected leaders and social work schools.

People's Participation in Integrated Development

Joe Madiath

Joe Madiath, the Executive Director of Gram Vikas, Mohuda, Orissa has been involved in the upliftment of tribals in Orissa for the past two decades.

Joe Madiath described the evolution of Gram Vikas Programmes. Tribals in Orissa had long been bonded labour, their material assets usurped by money lenders and liquor merchants. Years of exploitation led to apathy. He felt that unless their self-image was improved, they couldn't stand on their own feet; the humanization of tribals was the focus of his effort. After their land and possessions recovered, the question of sustainable development arose. The Integrated Tribal Development Programme was introduced in the Kerandimals. It was planning, monitoring and evaluation through people's committees and representatives. The Kerandimals Gana Sangathan was formed. He said that since tribal culture is community and resource based, community participation was inherent in it.

Health was used as an entry point since disease and malnutrition had assumed some magnitude. People's contribution in terms of labour and material was essential to make them feel 'owners' of the programme. Since its inception it has spread to five other tribal areas in Orissa. Programmes such as health care, bio-gas, social forestry, non-formal education and income-generation were introduced.

During the last few years, the Rural Health and Environment Programme has been introduced in other villages. It aimed at creating an enabling environment for sustainable development. 100% coverage of

sanitation and safe drinking water was provided based on a basic village corpus fund. Compost making, NFE, family planning, wasteland development, immunization, health services & pisciculture were additional programmes, 10% of the gross income goes to the village common pool. This was based on a total comprehensive mapping of human and natural resources. People's participation was integrated at all stages. In the context of rural India, these can be termed 'futuristic village'. Replying to queries, he felt that the most insurmountable resistance he faced came from the bureaucracy. The lack of accountability of minor officials hinders the promotion of PRIs. Conflicts within the village are solved by the village council. He also clarified the misplaced assumption that tribal society is permissive; they too their own moral codes. He felt that social work training would have stood him in good stead in his work.

April 21, 1995

**Tribal's Participation and Development
Dr. Walter Fernandes**

Walter Fernandes, Director of Tribals Studies Unit in Indian Social Institute, a Delhi based NGO. Dr. Fernandes has worked extensively on issues related to development and displacement and tribals and forest.

Dr. Fernandes, felt that tribal development is often based on the assumption that decision makers know what tribals ought to be doing. An attitude based on one type of legal and economic system is imposed. Tribals depend directly on natural resources. One realises that partnerships have to be inbuilt. Formal economy is based on the written word, individual and property. Tribal society depends on an informal economy based on the oral resource, not property. Institutions differ e.g. marriage — tribals marry choosing their partners. The worst insult is to say that one is a liar.

Development plans drawn up by government/NGOs are based on the individual. Difference between property and resource must be recognised. Resource belongs to community throughout time. It is part of an eco-system.

A new pattern is thus imposed on the tribals. When displacement occurs, common property is not compensated. They are deprived of their resources. This development pattern is geared to impoverish the community. No outsider can help development unless he sees the other's perspective. He felt that he has succeeded 25% over 15 years. It is important for the development worker to get into an attitude of participation—it is the only one of the many outsiders there. Tribals view the outsider as an exploiter. Unless they perceive the development worker as one who perceives their perspective, they begin to negotiate with him. Effort has to be made by the outsider using one of the many entry-points as a tool.

Secondly, he advised that the outsider should recognise the assets, resources and culture of the tribals and build on that. One must have genuine respect for them. But one should not think that they can provide all the answers.

The modern system has been marginalising tribals. They must learn to deal with it. They must be updated—modern technology makes them dependent. We must help them their own technology so that update the control remains with them. Knowledge must be built on this base; inputs must build on this base to improve their existing knowledge.

He advised that any one who wants to work with tribals should get away from the concept of mainstream and think in terms of a pluralistic society. Mainstreaming is but a form of internal colonization. One must recognise that the tribals have a system of some worth which is being destroyed. A basic attitude of respect for pluralism should be there. We have deprived them of their resources—but there should be a sense of debt, not guilt towards them. Justice demands that we return the loan to them. We are not the patrons of benefactors but the debtors. A sense of loss of direction is there.

India has two different societies/economies—India and Bharat. Bharat has some values based on equity. Land alienation results when both clash. We have to challenge that basic concept.

Training in literacy and numeracy is essential for tribals to understand and cope with the system.

Indiscriminate imposition of the modern system destroys not only their technology but their psychology. The system provides legal equality which however is not accessible to the majority, but to a few from the subaltern classes. We don't accommodate their needs. We set standards to accommodate our needs and conditioning. The oppressed accept subordination. Economic development imposes a certain value system on the people. We need to revert to Gandhi in a different manner.

The British tried to manipulate our upper classes. The subordinate classes internalised the values of the ruling classes. Religion aided this by an injunction to submit to fate and not revolt. Now this very parallel is imposed on the tribals, leading them to reject their society as sub-human.

Participation implies revalorizing what they have—transforming their self image that they should have faith in themselves as human beings and build on that. An outsider can only be a facilitator, a support mechanism, not a social change agent among tribals. There are commonalties but no common culture, one needs to study individual tribals. They accord a higher status to women and there is equitable distribution of high status to women and there is equitable distribution of resources. Their traditions and cultures manifest sustainable development. At present they are at various stages of encountering external culture. Sometimes external cultures and religions take over. We have no right to perceive them either as museum pieces or impose our culture on them.

Displacement is very bad today. Our planners manipulate data but no evaluation is done by PAC of Parliament. In the last ten years no dam built is running at 50% of the capacity. Both politicians and builders exploit the situation. While displacement is inevitable in case of coal mines, care must be taken that compensation better their life as tribals pay the price of our development.

Worker's Participation and Development

Mr. D. Thankappan

Mr. Thankappan, a well known trade unionist was instrumental in the take over of Kamani tubes by the workers' management currently, he is the Director of Centre for Workers' Management which is trying to promote workers management in industrial units.

While the new industrial policy since the last 3 years is being debated by the country, changes that Trade Unions and intelligentsia could never visualise are taking place in Indian industry. Corporate restructuring and market penetration by multi-nationals is taking place. Multi-nationals are fighting their battles within our country. Mr. Thankappan was concerned that in this fight, Indian workers are losing their jobs.

Another aspect is of organised and unorganised labour being pitted against each other. 93% is unorganised, 7% is organised. Unorganised sector is maximum but their living state is appalling—they have no representation; are not visible. This is a sector where the overwhelming majority of work force are deprived on all benefits by exploiters. Thus a large chunk of our work force is getting marginalised.

Both poverty and illiteracy have increased since independence leading to increasing marginalisation. New policy is in the same direction. No new beneficiaries are getting added.

Solutions and alternatives need to be found. Independent initiatives do not exist. People have developed dependence to leadership, for, the new economic policy is leading to competition. Issues are not dealt with collectively which would lead to individual benefits and dependency, he was afraid.

It was demanded in 60' and 70s' that sick textile mills be taken over. In 1980 change took place. But industrial Development Reform Act declared no more takeovers would take place. The 1979 publications showed that industrial sickness amounted to 74%. 24000 units were getting sick annually in the 80's. In the organised sector alone. 2m worker were affected by sick industry.

In mid-80's Kamani Tubes became sick. No one was ready to takeover. Workers cooperated to take over management. India Coffee House in the 60's was another example. In West Bengal the small scale sector is taking over from liquidators.

How can we support a worker cooperative? Amidst scepticism, workers have fought till the last count. New legislation initiated in 1985 came into effect in 1987. BIFR brought in a new sense of feeling to workers that they could take over sick companies. The corporate law has no place for workers. In the monopolies Act, workers have no say.

In 1983 Justice Bagoti in the case of National Textile Cooperatives Vs. Ram Krishan enunciated that since workers invest their whole life, their stake in work is more than investors stake. One of the options is worker cooperative takeover and running the sick unit. Simultaneously New Central Jute Mills at Calcutta. Thane Powder Metals, etc. were taken over; these were not easy. It was tough for workers.

In a takeovers, workers have to form a scheme. In a closed unit, one must know assets, capacity, products, additional machinery required, reconditioning plant, capacity utilisation in the past and for the future. Workers need help from managers. They have to find an ally among managers, relate with bank and financial institutions to get an acceptability of the scheme. In this process, workers have to come together

to struggle and collaborate with others in a common cause, pool their resources and face all odds. There has, however, been bifurcation in the worker's viewpoints -a section of unions do not feel that workers should get into management. Workers face myriad problems—how to raise capital? How to run units? Lack of experience?

However, Kamani Tubes showed that workers can raise capital, workers cooperatives can also look for managers and raise financial support from banks, although achieving it is not easy. National Institute of Personnel Management assured a lot of sympathy for workers; yet, when asked for Human Resource Development (HRD) professional, there was no response. This is an area schools of social work can think about. Industrial centers are becoming centres of mafia and replacing civil society. Greater partnership of people is therefore needed.

One positive aspect of the new economic policy is that some of these aspects are on the agenda. Productivity quality, Customer Relation which were not on the agenda of trade unions earlier are now considered significant.

Management will have to provide room for greater involvement of people. If there is a closure, workers can look forward to a rejuvenation.

The ILO's 92-93 said that the employment scenario is shifting from manufacturing to the service scenario. If the quality of employment is to be enhanced, participation is to be increased. Workers need to be more unified and to be more assertive of their rights and dignity. Participation can bring about new forms of industrialisation. There is a need for training programmes for Trade Union leaders in management which existing management school can't deliver as they focus on of priorities of the elite.

During last four years, eighteen unions had been supported in preparing schemes and arguing cases.

How was aware of and associated with unorganised construction labour and mentioned that a comprehensive bill had been formulated. It had been recommended for official sanction it was an anomaly that while the product was stationary the producers were mobile. The employer— employees relationship is difficult to establish. More than two crore are employed in this. Current legislation cannot be implemented. it is necessary to organise and empower them so that the law can be implemented. When questioned about relations of TUs, he answered that different Tus do unite on issues; it is imperative for takeovers. But there is no federation.

The Tiwari Committee (1983) pointed out that industrial sickness had not arisen out of labour issues; 52% was due to sheer mismanagement. Here militancy could help to improve the situation. The training at our labour institutes is inadequate. We have to go beyond it and have to create a conducive environment. The labour movement has to find out relevant forms of struggle. It will have to align with other classes and assist the unorganised to get organised. At present they are being pitted against each other. Regarding his vision of the future, he spoke of the Spanish experiment of the 70's. A petrol crisis led to shifting industrial units from manufacturing to service industry. Cooperative cooperations united to organise of the ten largest banks in Spain.

Women's Participation and Development in India.

Veena Mazumdar

Dr. Veena Mazumdar, founder member and former Director of Centre for Womens' Development Studies

has done pioneering work on women's issues in India.

Dr. Veena Mazumdar described CWDS's involvement with very poor landless and marginalised women who took to seasonal migration due to diminished forest cover in the area of Bankura. Many of the ardent advocates of Participatory Development didn't think of the need of grassroot level as thinking beings who could isolate problems with a little bit of help and believe that the hopeful alternatives are possible. This was basic nature of lessons learnt by CWDS in Bankura since the last 15 years.

The Committee on Status of Women had identified major failure on part of planners for failing to project the life of the majority of poor women, urban and rural, as it existed. Women were represented not as bread winners but as home makers whereas in reality poor women were never socialised to be dependents but to be contributory members of household since the age of five in keeping the family together is their responsibility not the silent, majority and to give them the courage to represent created. Women came from SEWA (Ahmedabad), WWF (Madras), Annapurna (Bombay). These organisations of poor women in the informal sector, a large chunk of uniformly illiterate women demonstrated a dynamism and a readiness to challenge all and sundry. They were able not only to identify their problems clearly and they were the majority of this 'informal sector'. Were women in small scale electronic sector pursuing traditional vocations? Older concepts became invalid. Women questioned the policy and its designers.

Experts agreed in the Planning Commission that there was need to organise these women at the grass-root level. It would help in the delivery of basic services such as literacy, maternity and child care. Some working groups looked into the problems of the rural poor. No parallels existed to serve them. They were perceived as passive.

What went wrong with Community development? she questioned. The Kasturba Trust visualised organising, adult literacy and economic activities. Ashok Mitra, IAS, said that rural women needed to be informed about their constitutional rights and responsibilities and economic activity. Two revolutionary campaigns in the CD programme adult literacy and mahila mandals which would have revolutionized rural society were scuttled from within.

The challenge was—could the Sewa Model be transplanted in rural areas? The objective was to develop an organization—by CWDS in 1981 in the Bankura district of West Bengal. Diminished forest resources had led to seasonal migration of women. This led to 50% infant mortality, lowered health status and sexual harassment. These women related their story but did not believe the change was possible, although articulation had raised a ray of hope. Today 20 organisations are spread over 3 blocks in Bankura. Their major activity is land alienation. Over 600 acres of wasteland is now used for sericulture and using forest produce for rope-making, leaf-plate making; football stitching is a newer activity. Their roles have evolved from that of being a support, linkage promoter, adviser, friend to colleague and ally. Some women have now been elected to the panchayat. Addressing the social work teachers she said that the tremendous problem NGOs face is the continuous supply of young enthusiastic fieldworkers.

Dr. R R Singh agreed that social work needs to address to this human misery. Answering a question raised Dr. Veena Mazumdar specified the although no census had been taken, it was apparent that all people below the poverty line did go in for seasonal migration. She emphasised that economy does not look at human shelters and other ad-hoc arrangements through negotiation. There was also less sexual harassment today.

Group Work : Elements of Participatory Development in Indian Context.

April 22,1995

Group Presentation of "Elements of Participatory Development in Indian Context" - 22nd April '95

* The three groups presented papers, the summary of which is given below.

(a) Participation includes people's involvement in the decision making process, in the implementation of programmes, sharing the benefits of the programme and finally evaluating the programmes.

(b) However it can encounter a variety of obstacles:

- Structural, in the form of a political environment where the state exerts strict control
- Administrative, such as centralised governments which discourages local initiatives and the reposing of power at the grass root level
- Social factors such as the diminished self-image of a people who have for long been oppressed and marginalised by an elite group and lack leadership and organisational skills.

(c) Some of the elements and processes discerned in participatory development in the Indian context were:

1. Sensitivity to socio-cultural environment
2. Self-reliance through empowerment in which people become instruments of change, not its objects.
3. Development of organisation structures such as co-operatives, worker's groups, Mahila Mandals, Yuvak Mandals etc.
4. Rapport, conscientization and prioritization of people's problems.
5. Transfer of power to the peoples and ensuring their participation in a continuous process.

(d) Implications for Participatory Development in social work education and training

Expectations from professional social workers are

1. Social worker as a crusader
2. To utilize community resources—human and natural — for its benefit.
3. Structuring and development of community based organisations.
4. Development percolation to individuals so as to equip them for social change in a large perspective.
5. Strengthening self-governance, self-reliance and ability to resist exploitation.

6. Enhancing role as trainer and facilitator in PRIs.
7. Need to mitigate uneven development through a strategy based on participatory research.
8. Need for increasing participation of workers in the management of establishment and the need to overcome the bias of trade unions and establishment.
9. Empowering women, transforming their self-image from subordinated stereotyped role-models which prevent them from participating actively in societal dynamics.

Sustainable Development and People's Participation

Anil Agrawal

Centre for Science and Environment

Anil Agrawal, Director for Centre for Science and Environment is a well known environmentalist and has written extensively on various environment issues in the country.

Anil Agrawal, invited the participants to define sustainable development. From the joint response he formulated the following aspects:-

- _ Community Initiative
- _ Lack of dependence on an external agent
- Sustainable interdependence of Communities
- Respect for future generations
- _ conservationist resource consumption
- _ Harmony with nature
- _ Equity amongst present generations
- _ Community sustenance
- _ A culture which is free of greed and is austere
- _ Participatory decision making
- _ Self reliance
- _ Peace and conflict resolution without violence as far as possible - when it is unavoidable
- _ Participatory and collective conflict resolution
- Holistic development
- _ Least destructive and wasteful development cooperative action

He expressed his concern as an environmentalist that 99% of the environmental problem was caused by the mode of consumption of resources without destroying them. How could a pure and pristine environment be maintained? Sustainability, he felt, was relative. It was maximum in situations where decision is such that decision-maker would suffer the consequence of the decision. The more centralised the decision making, the less he would suffer the consequence. Hence the management of resources by the communities who use them should be ensured. Community decision-making must be participatory and transparent. However decision-making at the community level is not a panacea. He was convinced that decision-makers must prove that sustainability was ensured by the community, not by an external agent. Community can also make mistakes but less so; awareness and leadership were equally important to create a process in which all concerned learnt. In India, even environment assessment report are not public. The

right to organized protest should also be used. Every 'Mohalla' has a right to restrict vehicles passing through it. It was mooted that Connaught place should be pedestrian but shopkeepers had successfully opposed the move.

He felt that European countries such as Switzerland, Scandanavia, Germany and Austria have a better environment because of their strong local democracy. In India protests at Netrahat, Ballipal and Sardar Sarovar are trendsetters. In Nagaland, the government was prevented from building a dam. How could this conflict between environment and development be resolved? A need to combine the rationality of science and the continuity of traditional knowledge was evident.

Participants felt it was important to retrieve ecological balance. Stress was laid on four factor —

- Legitimizing native wisdom and knowledge
- _ Making knowledge an instrument of power
- _ Integration of Participatory Development in urban development
- _ Recognitions of, Interdependence between man and nature.

GROUP WORK :Application of Participatory Development to Social work Practise in India.

April 23,1995

Group Presentations on : "Application of Participatory Development in Social Work Practice in india .

It was felt that the basic premises of participatory research have always been a part of social work practice, since the recognition of the client's dignity, capacity to change, and the ground reality of his/her life situation has always been accepted by social workers. Depiction of the strategies used by field worker (NGOs), they felt, have only reinforced and validated the principles, approaches and methods of social work. However it was felt that social work needed inputs in the emerging social context. Documentation of the nature and pattern of development that is sustained after the withdrawal of the practitioners from the community could have aided the replicability of such experience in the projects of social work schools.

Response to Group Presentation

Prof. R R Singh and Prof. Nanavatty.

Prof R R Singh felt that total participation is not possible. There is an urge to crystallise the process from ideas to values. Activity precedes concept-formation in this case. The individuation of the self leads to collective individuation.

He lauded the Sarvodya tradition but said that one should not under-estimate gentleness. It could be as strong as any militant initiative, drawing its strength from a calm steady mind-set.

He felt that the schools of social work and NGOs may assume more responsibility than they could handle. The mindset of the educator was important in making the seemingly impossible possible. Action transcends all. He repeated that participation is an integral part of social work.

Participants contrasted Jai Prakash Narayan with Vinoba Bhave as a gentle but active personality of the Sarvodya movement. Prof. Nanavatty declared that he was in a dilemma about how to make social work a participatory experience. He was apprehensive about the possible obstacles in the implementation of participatory research in the field in initiating mutual interaction.

He felt that there was need for reflection on this issue, participatory development was not alien to social work education but it was not practised in social work schools. How could it be incorporated? Besides the role of the external agent would raise problems. How could it be introduced in the field work of students and in staff development? This led to reflection on the basic requirement of social work education, and the need to imbibe staff with its philosophy. This was necessary to inspire students. He felt that the assumptions stated in the academic community would facilitate it. It would aid mutual acceptance of changes in curriculum content. There should be a homogeneous approach towards student orientation. He thought that camps would be the best method of introducing participatory methodology. Until and unless a conducive atmosphere was created, participatory development could not take place and social work education would suffer.

Questions were raised on the need for homogeneity and a common philosophy. There was a lively debate. Prof. Nanavatty explained that certain common values and a clear vision were necessary to implement radical changes in social work curricula.

Participation of Rural Poor in Development Processes

Felix Surgithoraj

Felix Surgithoraj is the programme director of the Association for the Rural Poor (ARP) based in Madras. ARP has been working in the rural areas of Tamil Nadu and Andhra Pradesh since 1980.

Felix Surgithoraj described himself as an activist and a community organiser. He hoped that this would be a sharing session, & the mutual experience could lead to exploring the possibility of taking rural development seriously and prioritising needs in terms of our own action. He asserted that he was for organizing/empowering the unorganised. Exploring 'empowerment' in the wider context, he had been trying to motivate people to raise the fundamental question about themselves so that they could think of a different attitude in the context of a struggle/survival.

During his work the last 15 years in Tamil Nadu and Andhra with unorganised landless labourers to bring about linkages between the landless and the improvement of wages/work, he had tried to organise a labour movement. They had been partially successful in forming labour unions. Using the Frierean ideology of functional adult literacy, they had successfully motivated the marginalised landless labour to think about their situation in a new perspective. People were motivated enough to bring up individual and societal problems. The culture of silence was over and articulation led to recognition of a hitherto unrecognised reality. They could now comprehend the loopholes of the establishment and resort to legal resources like hunger strikes, other forms of protest like a rally, meeting authorities and pressing their legitimate demands. They realised that the government has duties towards them e.g. providing drinking water wells. It helped them discover their human potential, to assess success and failure and discover the increasing importance of participating in development. Thus, organising issues within the legal framework not rupturing society, they were successful. Unions/Sanghas gave them a different perspective for mass movement and participation. They now have a 6,000 member union, with 50-60 representatives from each village. Their demands for fair wages, employment guarantee, distribution of available land have been partially successful.

The major problem faced was people's scepticism and factors within caste; literacy classes were only 50% successful. Lack of confidence in facing bureaucrats, morale receding in struggle, clashes between landed and landless classes, between upper and lower castes were negative factors. The great need was for people to understand and value their human potential. A participant was sceptical about possibility of peaceful non-violent protest. Felix Sugithoraj however felt that in his due to caution and partly due to injunctions that violence would make people lose their power. He also affirmed that the police had protected them in their legitimate struggles. A week long intensive struggle had led to government intervention and a settlement had ensued.

Questions persisted as to what ensued if the opponents instigate or destabilize the union. He replied that there had been cases of violence towards Dalits but they had been settled in a peaceful and legal manner. Other question focussed on the relationship between landless who had since acquired land and are the still landless.

He replied that their programme in functional literacy was specific and unique. Although government programme clashes with it, they did not object. It also helped the villagers especially the women. Women were motivated to participate and meet the bureaucracy.

They used popular theatre to make people articulate. It gave them a different context within their own cultural terms, challenging landlords, organising protests. It has motivated inarticulate women to speak to the collector. It was possible because they could articulate their own problems in the adult education programme. Thus humanizing takes place.

Concluding, he cautioned against the institutionalising of NGO's — they could become oppressors. They should not linger around once their goal had been accomplished.

On the question of incidence of female infanticide, he replied that it was not common among Dalits as they do not have such practices.

When questioned about the role of PR and PD, he suspended that he belonged to the Dalit community and worked with them. Their aim was to withdraw once the people were empowered. The time limit was set by the capacity of the people. Economic growth and social future went together. Dalits were not mainstream. Labour union could negotiate with dignity and respect. People get enlightened in the process.

Dr. Nalin Jena gave the example of Balliapal when people fought in a non-violent but militant CPI(ML) and Gandhian strategy. The whole exercise of people's leadership was in the hands of the people. People's police made it impossible for para military to enter. For 6 years, there had been no episode of violence.

Participatory Rural Appraisal

Ramesh and Sandeep

S.P.W.D

New Delhi

They represent Society for Promotion of Wastelands Development (SPWS). SPWD based in Delhi, has been working all over India. Their main thrust has been forest management and watershed development.

Ramesh based his presentation on the use of Rapid Rural Appraisal in wasteland development by grassroot NGOs; it included natural resource development including watershed and joint forest management. Participatory Rural Appraisal had been utilized for planning, monitoring and evaluation of the programmes. It was used to set goals and objectives, prioritise demands and needs, identify resources and determine the course of action. Emphasis was made on facilitating the process of identifying alternative courses of action by the community which made optimum use of available resources to meet needs. Heterogeneity contributed to complexity in identifying the interests of the different sections of the community. People had varying world views, different perceptions. It was important to recognize this so that there is no unnecessary confusion leading to failure to meet the expectations of the people. It also helped to evolve working rules. The world view is determined by the following factors —

- Beneficiaries/owner of system
 - Managers/decision makers
 - Transformation
 - Objectives of world view
- Environment (which may oppose change). A new line PRA is evolving a methodology to enable local people to share, enhance and analyse the knowledge of their life and environment, to plan and to act, taking into account ignorance and allied factors which may help them to differentiate between fact,

opinion, hearsay, inference and assumption.

Methods may include direct observation, key information, semi-structured interviews, groups and their activities, local histories, time-frames, transect walk and lead to a shared presentation and analysis.

Sandeep stressed on the problems and lacunae of PRA. He felt that often there is incompatibility between research and the needs of people when the essence lies in rapport-building with the community.

Some questions which arose were — how participatory is PRA? The role of PRA in rapport building and the, accessibility of knowledge to PRA methods.

Rapport building is a two way method in which the outsider's point of view, assumption about accessibility of village people' and faulty indicators have to be accommodated. Prevailing or entrenched suspicion of outsiders, informality which is culture specific, mystification of tools, rapport with those with whom rapport exists or those who thrive on rapport are other factors which have to be taken into account. The movement from the informal into the formal and the launching of an organised PRA was a terribly formal occasion for village people, he said.

With regard to interaction he felt that structural gender relations were a constraint to participation. The fact that women were not a heterogeneous group, were bored with PRA and could not align their interests with projects were additional deterrents.

Sometimes researcher's bias, misinterpretation and imposition of ideas were encountered. Knowledge, he felt, is constructed from facts and values. However all information may not be amenable to representation. Explicit knowledge has to be treated cautiously. Methodological lacunae exist in all forms of research but they tend to get accentuated in PRA. This is due to the short time frame or the inquiry, its public nature and the possibility of the use of information for material gains of the community.

The decentralised nature of PRA is an asset in public decision making, orienting the target group and introducing an element of informality.

Replying to questions Ramesh said that PRA used to do the Benchmark Survey although there was more emphasis on village meetings. The receptivity of grassroot workers was negligible, research being limited to specialists.

Prof. R R Singh queries whether 'rapid' could be participatory?

Social Work Then and Now

Nellie M. Hartmann

Nellie Hartmann has spent a major part of the professional life in India teaching Social Work at the Kashi Vidyapeeth, Varanasi. She has been a guiding force social work education in India during her stay from 1958 to 1963.

It was heart warming for many who has long associations with Nellie Hartmann of the Kashi Vidyapeeth, to have her among us. The Octogenarian professor Veminised that her stay in India was a psycho-social discovery. Growing up in the United States of America during the great depression of the 1930's, she had

witnessed the initiation of social security measures by Franklin D. Roosevelt and the initial opposition of the Congress to it. The legislation was challenged in the Supreme court which finally gave its assent on the premise that this was part of the responsibility for the general welfare of the people as enunciated in the preamble to the constitution.

She asserted that social workers are educated (not trained) to think for themselves. Social work is a problem-solving education. Poverty may not be eradicated but it could be alleviated by dedicated persons. She appealed that all try to be the best teachers we could be.

She felt that problems, especially violence had increased. The U.S. faced problems of unemployment, and indebtedness. Social work needed creative and innovative solutions. Addressing the participants she said that "you are the ones who have to be the solution".

Relating her experience in India, she felt that it was an honour to have been asked to teach at Kashi Vidyapeeth. In her teaching she had derived theory from cases, diagnosis, treatment. Emphasising the importance of relationships, she felt that there was a depth to social work that 'escapes' words. Indians did not appreciate themselves enough. Replying to a question she said community organisation is the complete social work method because it involves all — individual, community and group. They were inseparable. In conclusion, she said that one should look for the strength in people and when they trusted you, they would share their problems with you.

Summing up, Prof. R R singh remarked on the inter-generational change - how Ms Hartmann recognized social work not as a cognitive, but an affective-cognitive process. It was geared to participatory human development— caring care.

April 24, 1995

Group Work : Application of Participatory Development in the Teaching of Social Work in India.

Group Presentations on "Application of Participatory Development in the Teaching of Social Work in India."

Participants felt that professional social work has been experiencing a transition in its focus from psycho-social realm to development and empowerment. A process of questioning the existing value systems and redefining paradigms has been taking place. Participatory research could be incorporated in the curriculum both at the conceptual and methodological levels. It could be specially useful in field work.

Some participants felt that separate courses of participatory development could be introduced at the bachelor's and masters levels. These could be comprehensive courses incorporating many facets of development in the Indian context. Issues concerning rural and urban poverty, environment, ecology and women could be dealt with special emphasis on methodology. Teaching methodology could include simulation exercises, experiential learning, dialogue with experts etc. An emphasis on the authenticity of knowledge should also be made. Faculty could assess whether work makes social impact. The students could be stimulated to engaged in the problems of their own social reality and seek solutions.

Some of the suggestions were:

- (1) Relevant reading/training material could be available in the libraries. Students could be involved in field action projects.
- (2) It could be used in the sensitisation of the faculty. Mutual evaluation by students and faculty could help keep the faculty in touch with the ground reality.

Response by

(i) Prof. R R Singh

Prof. R R Singh commented that social work education was a process. It was concerned with psycho-social configurations. Its 'faults and folds' required 'bridging and cementing', so that a facilitating role could be played. It could require services or an institutional approach. Research could be interpreted as an institutional approach. Research could be interpreted as action for situations which may arise. Human needs, distress, action for situations which may arise. Human needs, distress, social exclusion could be the agenda for practice-based research. Alienation versus integration could be the focus in individual/family/neighbourhood groups. The goal of practice-based research could be group-based social change. Research also requires intervention - preventive, curative, rehabilitative e.g. the drug deaddiction units.

Social work's vision encompasses clinical psychology, social sciences and anthropology. The social orientation of both the client and the researchers are important. Social work was concerned with qualitative approach. The strategy for change would cover mass mobilisation, social action, public advocacy, local service development and people's participation.

Myths and beliefs, besides facts, have to be considered. The focus on needs and the problems encountered, subjective and objective - will influence practice-based research. The limitations of participant observation need to be appreciated, e.g. during violence. Will the researcher join the hunger strike? The need, pattern

of coping, methods and alternative approach make an impact on practice-based research. The methods used may be historical, psycho-dynamic or psycho-historical. Social mapping and need-based analysis may be required. Social work research is a very sensitive area, when it progressed from practice to policy and vice versa.

(ii) Dr. Rajesh Tandon

Dr. Rajesh Tandon found the presentations impressive. Visual presentations specially helped to synthesise various ideas and captured thinking better than words. Participatory research in social work could be seen as an integrated process. In social sciences, the element of practice was missing. Inherent in the concept of social work is the integrated nature of participation, research and education. The ultimate aim of social work, he felt, was improvement in the life of individuals, groups and communities. Participatory development aimed at the empowerment of socially excluded and marginalised people.

Social change, broadly defined, was firstly remedial - which adapts the individual to society; and secondly transformational - which aims at transforming social reality. The debate for participatory research needs to be centered on the transformational aspect.

Education is learning and learning implies change. Change is cognitive, affective, behavioural; skills are necessary for implementing this, he felt.

Participatory research values are based on experience, and not merely expertise. It requires sensitivity and skills. During our interaction with social reality, the field is our 'classroom'; emphasis on this could improve the quality of education. Practice involves:

- _ Participatory development, empowerment, organisation building
- facilitative intervention
- facilitating reflection among the people, which research involves
- _ issues that have importance for participatory development, empowerment of people
- recognition of popular knowledge
- methods of data collection that promote their own involvement in research
- facilitation of reflection leading to analysis.

How can practice be undertaken? As a preliminary, practitioners must help inculcate faith in the capacity of people to learn and change. Without this, all efforts will be mechanical. Educators felt that more students should be encouraged to take up field-based research. They also questioned the role of participation as an indicator in research and development. It was accepted that participatory research is centered around the client and his observations.

Reflecting on the implications of participatory research in social work. Dr. R.R. Singh said that a creative tension emerges in the interaction between schools of social work and a social service agency.

Dr. Tandon responded that this 'creative tension' was due to our different perspectives. It was conceivable, he said, that theory and practice must interact in our social reality.

The knowledge industry values some aspects more than others. There were enormous limitations in using quantitative tools to measure perceptions. The technique adopted must be able to describe a given social

reality holistically. Social work professional must take into cognizance both intra-personal and inter-personal reality. The combination of methods must serve that larger purpose of inquiry. Today, segmented methods exist.

The social action of an ordinary citizen is based on knowledge. It may not allow engagement in the larger reality but may be restricted to one's own milieu. If part of the mandate is to influence policy, micro-studies must be used to present a macro picture. The bottom up approach must be adopted.

Students, he felt, have enormous capacity to use PR as an approach to understand and change reality. Participatory research could be used as a part of participatory development strategy. A compulsory course of participatory research as a method of understanding could be introduced.

Group Work : Implications of Participatory Research in Evaluation and Training.

April 25, 1995

Group Presentationn “Implications of Participatory Research in Evaluation and Training”

Participatory Research was viewed as a practical aid and an effective response to the realities of underdevelopment. The existing pattern of social research was didactic, divorced? based on concrete reality, from concrete reality, & secondary sources which were superficial and hierarchical. Existing limitations in conventional research should be overcome by-

- Collective dialogue to promote fellowship
- involvement of NGOs
- use of the Antyodaya approach in which the poorest are involved in analysing their life situation
- a psycho-social appraisal
- social, moral and economic support
- mediatory role in conflict resolution
- innovativeness
- respect for the social deprived and their knowledge base
- collective decision making
- risk sharing

Participatory Research centres around the respondents who generate, own and ‘consume’ knowledge. Knowledge is not imposed on them; the change is induced by creating a conducive learning environment. Awareness generated thus can motivate respondents to set their own agenda. It is qualitative in nature and approach so that some of the conventional measurement parameters may not be applicable to it. The longitudinal study design incorporating participatory research can make a significant contribution to social work research especially in evaluating its practice effectiveness. Students could be encouraged to use it in their field work, particularly in the identification of the community needs and subsequent - development of any action programme in the field including the designing of training programmes.

Participants felt it could be used for mutual education, new knowledge and a solution to specific problems. It led to the realization that you cannot impose your will or knowledge on the people. They could be motivated to rediscover their talent potential knowledge ensuring that the change comes from within.

Prof. Shankar Pathak

Professor Pathak critiqued the various models of development which led emerged since World War II. Nehru and Mahalanobis introduced the Soviet model of development. Planning was attempted in a democratic society in which adult franchise and multiple political parties existed. Our present Prime Minister would like to be known as the ‘development Prime Minister’.

Today the World Bank and the International Monetary Fund talk of globalisation and economic reform such as Structural Adjustment programme. All these approaches are based on the view that development can only take place through large scale industrialisation of society. We have to transcend them.

We cannot have development without ideology. Neutrality does not exist. Subjective, collective ideology is not undesirable.

However the official Indian model of development has not changed much. The role of the state is still there.

The planning commission has degenerated into a debating body of experts with much less power.

Is this development for the people? Do they benefit? Is it sustainable? Existing data refute this. Only 51% of the Indian population benefited - inequality has widened: at best, the situation remains at status quo.

How can this situation be changed, especially the planning which has led to degradation of our environment. The damage is not easy to reverse. If it continues, 'rain forests' will ensue. There was need to participate in ecological movements to prevent irreversible ecological degradation. The rate of destruction of forests is disastrous especially for the poor who depend on natural resources for their livelihood.

Although Gandhian critics of development are active today, the support to Baba Amte and Medha Patkar indicates people's acceptance and conviction of Gandhian mores.

He stressed on 'Lok Shakti' or the power of the people to transform society. What role could they play collectively to control the situation? The Gandhian approach, he felt, was parallel to participatory research, as it believed in community mobilisation. Today Gandhi should be revalued and rediscovered, but it should be critical and free from adulation. The relevance of Gandhi was accepted even by hard-boiled economists.

Social work practice, he felt could not be universal since it was based on varying social reality. There is a very strong cultural element in social work. He commented ironically that while we look to the west for inspiration and ideas, knowledge is being generated every moment here in India. It should be conserved, retrieved, theorized and tested through experience.

He raised the question of a need for an ideological shift in social work. He pointed out that all professions need a paradigmatic shift from time to time, recalling the contributions of Copernicus, Einstein and Thomas Kuhn. The question arose as to whether we need a new paradigm? Has it evolved?

Chairperson University Grants Commission, New Delhi
Prof. A.S.Desai

Prof. Desai emphasised that all work must be done within the current social context. She felt that contemporary Indian society was fragmented by caste and class. The economic concentration of wealth determines who will rule; the rest are reduced to powerlessness.

The process of bring about change entails defining a strategy. Rigour in thought and analysis is essential for it. Cultural factors in our society are patriarchal and authoritarian. Democracy may be perceived as a weakness. Participatory approach did not merely aim at a mere shift of the power structure but at a deeper and subtler changes in societal dynamics.

Curricula has to developed in the social reality and structure. Students must have control over their learning. How could the participatory methodology be incorporated in curricula? Students evaluation and feedback would help educators change. Alumni participation too would help. She recalled that social Participatory research was an effective method as it was open to change and responsive to client's needs; otherwise it becomes dysfunct.

She felt that methods of teaching will have to change. It will have to be more project based. Student participation must be maximised. Evaluation of student activities on the campus in their totally must be

done. She recalled students organising a weekend seminar including the disbursement of funds and the allocation of faculty as resource persons. They were competent. She felt that we must allow space to our students and the flexibility to identify and learn about areas of their choice. This would be stimulating. We should not infantilise our students with too much direction, she felt.

Field action projects which would allow maximum scope for demonstrating people's participation could be selected. Hitherto research in schools of social work is purely survey oriented and inadequate in bringing about change in our practice. Participatory research was very important. It was important for faculty to go and work in the field. She advised them to go on leave and appoint ad hoc substitutes.

When participants raised questions about the rigidity of government funding patterns, she advised them to use their imagination, approach temple trusts and international funding agencies; days of subsidies were over.

She suggested a session for Heads of Depts of the Schools of Social Work.

Follow-up

Dr. Tandon invited suggestions for the follow up of the 1st Participants felt that -

- Students could be encouraged to use PR in field work and thesis, they would like to keep in touch with PRIA and disseminate PR ideology.
- _ A special issue on participatory development could be planned for the journal "Contemporary Social Work".
- _ Schools of social work and individual teachers must associate with development organisations for micro level interaction.
- _ PRIA could provide consultancy for evaluating and updating field work practice.
- _ Training programmes and models for social work teachers could be provided by PRIA.
- _ Modalities could be worked out for orientation courses.
- _ Social work schools could document field work and give feedback to PRIA.
- _ PRIA could facilitate annual revision of curricula
- _ National regional dialogues could be organised and occasional papers could be prepared to promote participatory research in order to strengthen social work practice.

Dr. Tandon replied that his ideas were similar to those listed by participants. He indicated the importance of follow-up in the additional areas—

- _ Introduce students to engage in field work and field students in placement. If social work schools needed

- _ PRIA could access new information and document our own practice. It would be happy to receive material. Our bulletin on Participation and Governance could be the vehicle to disseminate information through mutual networks. Projects could be considered e.g. in self-governance. PRIA's experience would facilitate search for appropriate personnel.
- _ AISSWI and PRIA can work together. A small research grant could be considered for students and faculty who want to study/do field work in participatory research. VOs need assistance in study, documentation and analysis. It could be a happy effort.
- _ PRIA library would open up to a wider membership in 2-3 months.
- _ Regional dialogues were possible
- _ This experience could be highlighted in a report.

Summing up, he said, that change in institutions comes from the 'middle power' change comes through action. PRIA would be happy to give whatever support was needed.

Summary of Appraisal by Participants

Participants were enthusiastic about the dialogue. They felt inspired and one of the new that it enhanced their vision and clarity. It helped them to crystallise ideas. It gave them a sense of direction and purpose and rejuvenated them.

They found the care and concern for social work heartening. They felt a responsibility to make it viable. It helped them to shape old ideas for application. They experienced their own lack of commitment vis-a-vis local activists who accept the knowledge and wisdom of the people whereas social work faculty had reservations. It gave them a tremendous sense of direction. Superlatives were appropriate to express their feelings, they said, especially in the way PRIA had endeared itself to them.

Activity had been 'explosive' leading to self-development and a synthesis of ideas. Summing up, they remarked that a perceptive change in practice would now dominate the teaching of social work.

Prof. R R Singh remarked that the dialogue activity had been 'explosive'. Now the problem of structuring and participating in a long term collaboration arose. Dr. Tandon said he was enormously impressed with the seriousness of the participants and the process of energizing each other. He too expressed his concern in moving the process forward. For Dr. Nalin Jena it had been a good learning experience. Dr. Pathak assured all that he would help in the effort. Dr. Tandon recalled how he had kept aloof from mainstream academia who, he felt, resists new ideas. Participatory research and development were increasingly talked about but rarely practised. The World Bank had emphasised our constitution offered exciting possibility for its implementation. However in reality contradictions were encountered where words were used but ideas were not practised. Participatory Research and Participatory Development it would provide us with a lot of strength. He looked forward to a gain, finding new solidarity and support. It had been discovered and

he hoped it would provide inspiration to continue the initiative. Vote of thanks to Dr. Tandon, Dr. Nalin

R. Jena and the PRIA staff on behalf of the participants was at the end of proposed.

Over View

Participants felt that Participatory Research provided new insights into social science research and was radically different from conventional research paradigms. They wanted to explore the possibility of integrating it into their teaching and research. Their responses could be summed up as:

- _ PR as an appropriate methodology for social science research, its relevance and significance in development and research.
- _ PR methodology could provide a broader basis to the understanding of ground reality of our society.
- _ Linkage between PR and social work teaching and research could be explored, especially the aspects which differed from conventional research.
- _ Significance of the role of PR in ascertaining the meaning defined by the people in the social context as contrasted with conventional research parameters which are defined by the researcher. PR gives a holistic view of reality.
- _ PR helped to define concerns and concepts and 'explode' myths.
- _ It enabled them to appreciate participatory development in concrete terms.
- _ Need was felt for documenting and disseminating the innovative experiments at the grassroots level.
- _ Focus on concept which emerged in the course of discussion -
- _ 'empowerment', 'sustainable development' 'mobilisation', 'decentralisation', 'civil society', 'conflict resolutions' was appropriate.
- _ It was on the whole, a process of learning and 'unlearning'.

Dr. Tandon replied that his ideas were similar to those listed by participants. He indicated the importance of follow up in the additional areas---

- _ Introduce students to engaged in field work and field students in placement. If social work schools needed linkages. PRIA could provide information and 'matchmake'. It was unfortunate that there was hesitation and suspicion between practitioners and academia. It needed coordination.
- _ Introduce new course. It was possible also to insert ideas in existing programme
- _ PRIA could access new information and document our own practice. It would be happy to receive

**PROGRAMME ON INTER-PROFESSIONAL DIALOGUE ON PARTICIPATORY
RESEARCH AND PARTICIPATORY DEVELOPMENT ORGANIZED BY SOCIETY FOR
PARTICIPATORY RESEARCH IN ASIA AND ASSOCIATION OF SCHOOLS OF
SOCIAL WORK IN INDIA AT PRIA, NEW DELHI.
19-25 APRIL, 1995**

DATE/ TIME	TOPICS	RESOURCE PERSON
19 April 1995 9.00 A.M	Arrival and Registration	
10.00 A.M	Welcome and Introduction Participants Introduction Programme Purposes Structures and Principles	
11.15 A.M	Development approaches in India : A Critique	Dr. Rajesh Tandon
1.30 A.M	Lunch	
2.30 A.M	Group work : Critique of contemporary development pattern and process in India	
20 April 1995 9.30 A.M	Group Presentation Social Work as human services profession and practice with special reference to participatory development Participatory Research : Concept and meaning	Response by : Prof. R.R. Singh Prof. Meher C. Nanavatty Dr. Rajesh Tandon

11.00 A.M	Tea	
11.15 A.M	Forenoon session (Continued)	
1.15 P.M	Lunch	
2.00 P.M	People's Participation and Development : Experience from the field Panchayati Raj and People's Participation	Mr. P.M. Tripathy President, AVARD, New Delhi
3.00 P.M	Urban Development and People's Participation	Mr. T K Mathew Director, Deepalaya, Delhi
4.00 P.M	People's Participation in Integrated Development	Mr. Joe Madiath Executive Director Gram Vikas Orissa
21 April 1995		
9.30 A.M	People's Participation and Development : Experience from the field * Tribals' Participation and Development * Workers' Participation and Development	Dr. Walter Fernandes Director Department of Research Indian Social Institute New Delhi Mr. D. Thankappan Director Centre for Workers' Management New Delhi

11:15 A.M	Tea	
11.30 A.M	Women's Participation and Development in India	Dr. Veena Mazumdar Fellow Centre for Studies of Women's Development, New Delhi
1.30 P.M	Lunch	
2.30 P.M	Group Work : Elements of Participatory Development in Indian context	
22 April 1995		
9.00 A.M	Group Presentation	
11.15 A.M	Tea	
11.30 A.M	People's Participation and Sustainable Development	Mr. Anil Aggarwal Director Centre for Science and Environment New Delhi
1.30 P.M	Lunch	
2.30 P.M	Group Work : Application of Participatory Development to Social Work Practice in India	
23 April 1995		
9.00 A.M	Group Presentation	(i) Prof. R.R. Singh Delhi School of Social Work (ii) Prof. Meher C. Nanavatty
11.00 A.M	Tea	

11.15 A.M	Participation of Rural Poor in Development Processes	Response by: Dr. Felix Sugithoraj Director Association of Rural Poor Madras
1.30 P.M	Lunch	
2.30 P.M	Participatory Rural Appraisal	Ramesh and Sandeep Society for Promotion of Westland Development New Delhi
4.00 P.M	Ms. Nellie M. Hartman - Social Work : and Now Then	
5.30 P.M	Group Work : Application of Participatory Development in the Teaching of Social Work in India	
24 April 1995		
9.30 A.M	Presentation of Group Reports	
11.30 A.M	Tea	
12.00 P.M	Social Work Practice and Research : Implications of Participatory Research	Prof. R.R. Singh Dr. Rajesh Tandon
1.30 P.M	Lunch	

2.30 P.M	Group Work : Implications of Participatory Research in Evaluation and Training	
25 April 1995 9.30 A.M	Presentation of Group Reports	Response by: Prof. Shankar Pathak
11.00 A.M	Tea	
11.15 A.M	Insights	Prof. A A Desai Ph.D. Chairperson University Grants Commission New Delhi
1.30 P.M	Participants' appraisal of the programme Closing Remarks Lunch	

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