

Synthesis Paper

# **Revitalizing the Teaching of Participatory Research in Social Sciences**

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## **Revitalizing the Teaching of Participatory Research in Social Sciences**

## Context

The report is based on several years of PRIA's experiences of working together with academic institutions. It began in 1994 with PRIA's collaboration with Association of Schools of Social Work in India (ASSWI). A series of inter-professional dialogues at national and regional level were organized to provide opportunities for social work educators, renowned academicians and experienced practitioners of participatory development (PD) and participatory research (PR) to come on a common platform and assess implications of the concepts in social work education and practice. Building on the lessons of the five-year collaboration (1994- 1999), PRIA and ASSWI initiated a new phase of joint collaborative intervention in the year 2000 for strengthening the ideas of participation, democratic governance and citizenship. The need for the same was felt as the issues of democratic governance and citizenship gained significance in development debates and interventions. To effectively plan and implement this intervention, a strategy to strengthen five social work education institutions as Regional Nodal Centres (RNCs) was mutually agreed by PRIA and ASSWI. Institutions Identified to Work as RNCs were: Stella Maris Collage of social Work, Chennai; College of Social Work, Nirmala Niketan, Mumbai; Department of Social Work, Andhra University, Visakhapatnem; School of Social work, Lucknow University, Lucknow; Department of Social Work, Viswa-Bharati, Santiniketan.

Besides working with ASSWI, PRIA also carried out a collaborative project with Jamia Milia Islamia, Delhi to help the faculties and students get conceptual orientation and field exposure in PR. An outcome of this intervention was introduction of the course on Participatory Sociology at postgraduate level.

With PRIA's new strategic plan "Governance Where People Matter" coming into operation in 2003, the academic Linkage programme has made concerted effort to reach out to social science faculties in Indian universities. During this period we hosted seminars in universities (Mysore University, Mysore; Osmania University, Hyderabad; Punjab University, Chandigarh) on participatory research and conducted an exhaustive mapping exercise of the teaching of PR in academic institutions.

This synthesis report draws from : 1) Earlier experiences and lessons gathered from working with ASSWI and Jamia Milia; 2) Discussions during seminars and lectures; 3) Independent discussion with social science faculty members in various universities; 4) Results of mapping of PR teaching; 5) Key note address given by Dr. Rajesh Tandon on "Should Participatory Research be Taught in a University?" (23 September 2003, Mysore University, Mysore) and key note address given by Dr. Ranjita Mohanty on "Participatory Research and the Agenda of Social Transformation" (29 August 2003, Punjab University, Chandigarh)

## 1. Introduction

Participatory Research (PR) has gained wide popularity as action oriented research and therefore has been readily accepted by practitioners engaged in intervening for change. It has not found same response and takers in the academic community of teachers and researchers. Even when PR has its roots in the philosophical traditions of critical theory and phenomenology, it has suffered crisis of legitimacy in social sciences. Not only its credibility as a research method is being questioned, its social transformation component has also been completely ignored. PR is vital to social sciences, both as a research method and as an approach to social change. As social sciences intensify their teaching and research engagement with issues of poverty, exclusion, inequality, they can no longer keep themselves confined to 'acceptable scientific methods' for data collection. At the same time they also have to transcend the limited pursuit of engaging in abstractions and theory building to give theories their logical purpose, which is enabling practice.

### 11. What is Participatory Research?

As we mentioned above, since PR was readily accepted in the tradition of action oriented research it is assumed that they are synonymous. In action research information is collected for practical intervention. This branch of research gained further popularity when Robert Chambers from the Institute of Development Studies, Sussex, introduced participatory rural appraisal (PRA). PRA came with a set of tools and techniques, some of which has become quite popular such as wealth ranking, social map, chapatti diagram, etc. PRA can at best be described as part of PR, but it does not represent PR in totality. PRA is a set of techniques, which provides quick information and analysis about issues based on which specific developmental interventions can be planned and implemented. Participatory research is *not confined* to the limited goal of developmental planning and implementation. It is a much broader perspective which links research with social change. The uniqueness of participatory research lies in its attempt to empower people by privileging their knowledge and engaging them in the reflective processes of research. The latter tradition draws from Paulo Freire's work in Latin America where PR was introduced as an educational tool to build what Freire calls, conscientization, which ultimately leads poor people to take action.

#### ***PR is based on three principles:***

1. People are not merely respondents/ interviewees in a research investigation, they are active participants. That is, by treating people as *objects* of research about whom information is to be collected, or as *subjects* of research whose responses are sought for research purpose, social sciences ignore the agency of people. A research task, where framework is pre-determined, away from the actual reality that it is studying, tends to study it from the perspective of the researcher. PR addresses the issues by emphasizing on researching *with* people and researching *for* people. This not only means turning people from passive objects into active agents, who when engaged in the reflective processes can analyze their situations and take action, it also implies that if research is to

have a purpose of social change then it must study people's reality from their vantage point.

2. It follows from the above that research surely has a social change agenda in addition to academic disciplinary requirements of building theoretical base and individual academics requirements of publication in books and journals. That is, knowledge generation has a social change agenda inbuilt into it and that's what PR emphasizes on. Research therefore can have multiple utilities, one among which is its use by the communities to change their lives. Social sciences by very nature of their disciplinary thrust to study social phenomena are closer to this agenda than any other disciplines such as natural sciences. It is just that social sciences have put much of their effort in building their disciplines as academic, scientific and rigorous and in the process have ignored the other significant purpose of their existence.

3. Since it engages people in reflective processes, studies their reality from their vantage point and bestows research with a social change agenda, PR also dismantles the power relations between the researcher and the researched. PR believes that people know about their reality and that knowledge must be recognized as valid knowledge. Hence, research is not an enterprise where powerful experts gather information about the powerless poor and oppressed, but that research is a collective pursuit where the researcher through empathy becomes one with the researched and in the very process simultaneously as he/she analyses the situation, also builds the collective reflective process among people, whose knowledge he/she has come to privilege.

### **III. Why use PR when other methods are available?**

Why to use PR when other methods are available, is a question which often arises in social sciences. PR is useful to social sciences because it breaks the limits of empiricism which social sciences have come to embrace. We can say that PR is rooted in the epistemological and methodological critique of the dominant social science research.

PR questions three assumptions which social sciences make:

1. Social Science is the study of social *facts*
2. Research/ knowledge generation is the pursuit of rational *analysis* of facts
3. There is only *one truth or reality* the exploration of which engages social science research

To explain this let's go back in history when social sciences were struggling to establish themselves as "sciences". Researchers involved in pursuit of Physics, Chemistry, Medicine began to challenge those who were calling themselves 'Sciences' studying social phenomena. In order to give social sciences the character and status of science, early promoters of social science began to adopt both the norms and the tools of natural sciences, which emphasized on validity, reliability and verifiability of the phenomena studied. In this, they followed two cardinal principles, which had by then already been enshrined in the pursuit of natural sciences. That is *rational analysis of observable facts*.

Ensuring rigour, removing bias and therefore, creating an *objective* basis of study of social phenomena led social scientists to look at social phenomena as if one were studying molecules and atoms. In order for social science research to acquire the rigour, it acquired the mantle of being *objective and neutral*. In pursuit of objectivity, social science research focused on empirically produced evidence. Empiricism comprises of two activities. One is observation and collection of data and other is analysis and interpretation of data. Empiricist approach to social science demanded that the tools of analysis be logical and rational. It was meant to demonstrate that one set of data about social reality, when interpreted by two different researchers, would yield 'identical' results.

As social sciences began to pursue this approach of objective, neutral, logical and rational empiricism, over the decades they got organized in thematic or sectoral disciplines of Sociology, Psychology, Anthropology, Social Psychology, Economics, Political Science, etc. These discipline-based organizations of pursuit of social science over the decades also began to become 'method-bound'. So in Sociology, survey methods was promoted; in social psychology and psychology experimental research was carried out and participants observation became an important method in pursuit of Anthropology. As disciplines emerged, they created partial and limited approaches to the study of social phenomena. As disciplines became method-bound, they also approached the study of that partial social phenomenon within the limits of those methods.

***Social sciences thus made three assumptions:***

The first assumption is that we can only study that phenomenon which we can observe. The second assumption is that we can produce a logical and rational analysis of those observable facts. The third assumption was that since there can be no two interpretations of same phenomena therefore under similar conditions, studying of similar facts by different people will yield similar results. There are several problems in this approach

1. The first problematic is that "facts" about social reality depend on the process of observation. They do not exist independent of observation; depending on what colour of glasses we use to observe reality, we will observe some facts or not observe some others. Therefore, the epistemological critique of social science research began to question that observation of facts could not be argued to be an objective exercise due to the different frame and the value system of the observer. Because of the framework and the value system of the observer, it selectively observes 'facts' about any given social reality.

2. Making observable facts as the basis of information, social scientists ignored *feeling* as a valid source of knowledge. Phenomenologists argue that 'feelings', 'emotions' as a way of knowing are equally legitimate sources of data and analysis of a social reality. Phenomenologists were supported in this by those who study and build new knowledge of social reality through pursuits like art and culture, through music, through poetry, through drama. It is not uncommon in our tradition to use music, poetry and stories as basis of knowledge about the society of that period.

When women's movement began to gain ground, they had a slogan, "*personal is political*". The essence of the slogan was that if women are experiencing domestic violence at home, that area of investigation is legitimate and not out of bounds. Till very recently, even courts could not enter that arena of study because it was called 'family' domain. Most early findings of domestic violence came through methods, which enabled women to "enact" their experience -- either role-plays or popular songs or stories or even art. The identification of phenomenon for study happened when more emotive, feeling based methods of data were utilized. There is now a whole discipline of feminist research which not only questions theoretical constructs but also the methodological aspects of creating new knowledge about phenomena that relate to women's reality. Till very recently, similar point has come out in relation to children's reality. Historically, children's reality was understood only from the eyes of their parents and adults. But as examples of abuse of children came about, even the research agenda for these things began to take shape when children used emotive, expressive methods of communicating what they were going through. The focus group discussion, a questionnaire survey, would not have yielded data that such a problem did exist. So the methodological gap that today faces social science research derives from method boundness in collecting data that has come to be associated with each of the disciplines. So perhaps we could be exploring how multiple methods of gaining information could be developed, practiced and taught.

Another aspect of this epistemological critique is that logical and rational analysis is the only way to generate knowledge from facts. This epistemological principle ignores two other natural human principles of producing knowledge – action and popular knowledge

We can act on a given reality in order to learn about that reality. Modern teaching of research methodology in many management disciplines talks about action research as a method of analyzing reality in organizations and institutions. So action as a legitimate mode of knowing got ignored by the epistemological domain that was established by the logical, rational approach. Logical, rational approach relied essentially on 'thinking' as the mode of knowing while action-research began to argue for action as a mode of knowing.

Similarly knowledge can be gained through practice or what has come to be known as popular knowledge. We can cite two examples. Ecological knowledge of good agriculture and forestry practice gained over centuries and generations of practical work by ordinary farmers and tribals was ignored until ecological debate nationally and internationally gained some visibility 15-20 years ago. Now it is acknowledged practice even in the forestry department that scientists cannot rely only on monoculture and only on chemical fertilizers. What were happening in Punjab, Haryana, and Western Uttar Pradesh in the 'green' agriculture belts were the declining yields per hectare. What has happened to monoculture transplantations is the declining carrying capacity of the soil and indiscriminate consumption of water resource. This ecological wisdom, this ecological knowledge, these principles of practice were (still very recently, till 20 years ago) rejected as "unscientific". Now they are at least being acknowledged, if not followed.

Another arena is the rise and growth of health care medicine in contemporary world. Herbal medicine and use of 'health' foods was practiced, its knowledge was evolved over generations and applied for healing and curing purposes. A knowledge that systematically got ignored, decimated, unfounded, and labeled as 'unscientific' 100 years ago by the arrogance of Allopathy, has come back even in those societies where Allopathy as a medical science reached its pinnacle 50 years ago. It takes a pharmaceutical firm these days to market garlic pills or turmeric leave or coconut oil.

If knowledge was limited to that product which is captured in the printed word, produced through empirical observation and analysis of professionally trained and certified researchers, if that was all knowledge was all about, these two aberrations from ecology and health could not be explained. And their contemporary pursuit by the same disciplines of rigorous research could not be explained. The presence of a parallel stream of knowledge in our society, perhaps in all societies where knowledge was developed through practice, through experience, communicated and transferred through oral traditions, without necessarily being captured in printed word. *Popular knowledge*, as it came to be called, was the basis of practice in many aspects of human endeavor, which shaped social reality.

3. The last and perhaps the most profound critique which PR makes of the dominant social science research relates to social sciences positioning that there is only *one truth or reality* the exploration of which engages research. As social science research began to ape and blindly follow the norms and methods of natural sciences, it perhaps began to assume that there was only one truth in social reality waiting to be discovered. No social reality has one absolute truth. All truth is relative to the condition of that reality, but also relative to the researcher's own frameworks and methods.

If we accept these trends then social science research produces knowledge, which serves some interest or the other. It is not useful in the way it projects new knowledge. Most of the time, social science research and researchers accept their own neutrality and perhaps pretend that they are developing absolute truth, but the truth. But there is an underlying political economy of knowledge production and use. Political economy asks the question: whose interests are likely to be served by that new knowledge? Who finances and controls the use of the new knowledge? How decisions about what to study and how to study are made? This set of questions, which I am calling the political economy of knowledge production and knowledge utilization, have been with us as researchers for long time. These are not new questions, but these are questions, which are uncomfortable questions. These questions suggest to us that if social science research believes that it is producing absolute truth then it is likely to serve the interest of status quo.

#### **IV – Mapping the teaching of PR in Indian universities**

We have covered a total number of 65 academic organizations (22-universities and rest are institutes of various kinds—research, management, technology and development) situated in 12 states of India. Rajasthan, Gujarat, Maharashtra, Andhra Pradesh, Karnataka, Tamil Nadu, Madhya Pradesh, Orissa, Jharkhand, Haryana, Punjab, Uttar

Pradesh and New Delhi for the purpose of mapping of the status of Participatory Research in Social Science teaching. The mapping was done on the basis on three essential components of teaching - content of the course, modes of teaching and reading / reference material available to students (see Annexure – 1 for detail).

It is found that only 3 Departments- Department of Sociology, Jamia Millia Islamia, New Delhi, Department Sociology, Osmania University, Hyderabad and Vidya Bhawan Rural Institute, M S University, Udaipur offer a separate paper on Participatory Research Methodology at master level.

1. Department of Sociology, Jamia Millia University offers a separate and well-developed paper named Participatory Sociology: Theory and Practicum at both Graduate and Post Graduate (both previous and final) level courses. In MA (final), the department also offers a paper on Participatory Sociology: Substantial Areas and Cases.
2. Vidya Bhawan Rural Institute affiliated to M S University, Udaipur also offers a separate paper on Participatory Research at MA level. In fact, the Department of Sociology at MA (previous) level course—MA in Rural Sociology, Entrepreneurship and Management—offers 4 compulsory papers and Research Methodology paper in one of them. At MA (final) year, Participatory Research/Participatory Rural Appraisal and Action sociology/Collative Action and Resource Management are offered as compulsory papers.
3. Department of Sociology, Osmania University, Hyderabad proposes a separate paper named Qualitative Research and Participatory Rural appraisal (PRA) Techniques, in second semester at Post-graduate level.

There are a total of 25 Departments—Sociology, Anthropology, Political Science, Public Administration, Social Work, Management, Foods and Nutrition, Rural Development in various universities and institutes, offers where PR as part of the paper on Research Methods/Research Methodology. It is named differently—Participatory Techniques, PRA Methods, PRA/Action Research, Qualitative Methods, Action Research, Participatory Research-PRA/RRA/PLA, Participatory Action Research, Participatory and Qualitative Research, School of Epistemology; Empiricism, Positivism and Action Research, Rapid Rural Appraisals and Programme Design, Rapid Appraisal Techniques, Participatory Approach-PRA/PLA, Forms of Research- Pure and Applied, Participatory Research Techniques and PRA/RRA. All the Departments, enlisted, have the provision for fieldwork and writing of a report based on field work/experience.

There are only 4 institutes—Institute of Rural Management, Anand (IRMA), Anand and Indian Institute of Health and Management Research (IIHMR), Jaipur, Rajasthan, Roda Mistry College of Social Work and Research Center, Hyderabad, Andhra Pradesh and Department of Social Work and Foods and Nutrition, M S University, Baroda, which offer PR teaching as a part of a paper but they have developed clear cut course out line for its teaching. They also give reading list in their concerned papers. Note that there are applied disciplines.

Our analysis indicates towards the following:

- 1) In social science disciplines such as Sociology, Anthropology, Political Science PR is primarily taught as qualitative research methods. These have two implications: first, how to use PR methods to *generate data* is where the emphasis is. The *social change* component of PR is missing in the course content. Second, even in teaching the methods, PR has been reduced in most cases to PRA techniques. The tradition of epistemological and methodological critique which gives PR its niche in social science research is hardly addressed in the teaching of PR. Many faculty members are of the opinion that Participatory Method cannot be used as a *method* because it lacks several steps of research such as use of sampling, theme of generalization, etc. Which are considered important steps for research and which finally add knowledge to the existing theory or help building a new theory. Participatory Method/PRA/RRA can only be used as a *technique* of data collection.
- 2) There is no integration of methodology paper, particularly PR with other papers taught at the postgraduate and M.phil level. While social sciences such as Sociology and Political Science have papers on social stratification and change, social movements, political economy of development, which are indicative of the transformatory dimensions of society, there is no reference to these in PR teaching. As a result PR courses taught at the universities stand only as methods and techniques of data collection.
- 3) In majority of cases the PR is offered as part of a compulsory paper on research methodology, where it is categorised as qualitative research. In a few universities it is taught as a full-fledged paper ((See Annexure – 2 for these course details). Where it is taught as a full-fledged paper there is some balance between social theory and method. In these courses the social change aspects of PR also finds particular mention.
- 4) The academics who are interested in introducing courses on PR expressed their dissatisfaction with the university system which resists the accommodation of new courses in the existing curriculum. Added to their dissatisfaction is the resistance PR receives from conservative social scientists who are unwilling to include it in what they consider as strict academic courses .
- 5) Absence of trained teachers makes it difficult for departments and universities to introduce courses on PR. Since PR is not a widely taught course in the Indian universities, there are few academics that are well versed with it. PRIA had made some inroads in the past in orienting the teaching faculties of few universities on participatory research and participatory development. However, PRIA got positive response mostly from Schools of Social Work. Social Work, being a practice oriented discipline, readily accepted PR. Except for the Department of Sociology, Jamia Milia, getting social scientists interested in PR proved difficult. However, the scenario is changing. The interest social scientists from Mysore University, Punjab University,

Osmania University have shown in PR is indicative of the fact that within the university system things are changing and there is now an openness to learn about PR

6) In many cases faculty members are of the opinion that is difficult to use Participatory Research Method at Master/M.Phil level because the method needs both time and experience, which generally students lack during their course work.

7) Most of the universities have the provision of taking students for fieldwork for providing them training on Research Methodology but due to lack of fund the students are unable to avail this facility.

8) Since PR is primarily taught as a method, the reading materials student use do not give them the other side of PR, which is its social transformation component.

9) In various universities, medium of instruction/teaching is in local language such as Gujarati in the universities of Gujarat, Hindi in universities of UP. MP, Rajasthan, Haryana, which makes it difficult for both faculties and students to access good reference materials available in English.

## **V. Conclusions**

Social sciences need to incorporate PR to *expand* both the methods to gather data as well as to *adopt* a framework of social change. If each discipline has a particular method, which becomes the only way of approaching reality, it limits the kind of information we can get and therefore, the kinds of interpretations of reality we can make. Over the years, therefore, quantitative methods of data collection have been supplemented with qualitative. It is no longer a debate between quantitative or qualitative; it is perhaps increasingly quantitative and qualitative. Over the years, experiential ways of communicating knowledge, information, and elements of data have been tried and accepted. Hence the question of conventional Vs. Participatory research is no longer dichotomous one. Three things will determine the nature of our research pursuits – intention behind the research, framework of research and the tools and methods of data collection. If framework and approach is participatory, we can use some of the conventional tools such as observation, oral history, and if the universe is small even a survey, to conduct research. The fundamental question is how are we engaging people in that piece of research and are they going to be benefited by that. If social scientist addresses these two issues, they will be able to address some of the challenges their discipline face in accommodating PR.

As social scientists expand their research area to study the contemporary issues emerging in the context of globalisation, retreat of the state and communal violence, changing patterns of dominance and subjugation, they will have to take into account the field experiences to balance their theoretical pursuits. This also calls social scientists to use their research to chart the course of social transformation. In this context PR will prove extremely beneficial to social sciences. As Prof. Yogendra Sign, one of the founding

fathers of Indian Sociology, said in a recently held seminar in JNU, “ Sociology must study multiple *strategies for coping* in situations where crises are increasing. Abstractions are required because without that we cannot develop our discipline. But in studying abstractions we loose sight of the strategies (strategies used by the poor, strategies used by the rich) and the realities of communitarian interlocking of relationships. Sociologists need to understand that behind abstractions there are dynamic changes – community, ethnicity, and polity. These are constantly being recreated as a way of coping” (14th Nov, 2004).

## Annexure - 1

### Analysis of Teaching of PR in Social Sciences

University/ Institute	<u>Department</u>	The Level of Papers	Nature of Paper	Part of Paper/ Separate Paper	Content	Methods of Teaching
Punjab University	Sociology	M A	Compulsory	Part of Paper	Participatory and Action Research	Class teaching. Seminar, term paper, field -work for the report writing of the students and internal assessment.
Do	Political Science	M Phil, Not at M A level	Do	Do	Do	Do
Do	Public Administration	M A	Optional	Do	Schools of Epistemology: Empiricism Positivism and Action Research	Class room Teaching, Seminar, etc
Kurukshetra University	Social Work	MSW	Compulsory	Do	Participatory and Qualitative Research	Class room teaching, fieldwork, discussion in class and report writing.

Indian Institute Of Management And Research, Jaipur, Rajasthan		MBA	Compulsory	Do	PRA Method	Classroom Teaching, visual teaching and presentation, Term papers, workshops, seminars, Discussions, etc.
Vidya Bhawan Rural Institute, Udaipur, Rajasthan	Rural Sociology, Entrepreneurship, And Management	M A and BA (Hons)	Compulsory	Separate Paper	<b>Participatory Research Or Participatory Rural Appraisal and Action Sociology Or Collective Action and Resource Management</b>	Class room teaching, practical field work, Report writing, Viva-voce on the field work

Institute Of Rural Management (IRMA), Anand, Gujrat	P-G Programme In Rural Management	FPRM/PGPRM/M DP	Compulsory, even for teachers/facult ies	Part of Paper	<b>Participatory Approach Module, A Well Developed Module</b>	Class room teaching, visual teaching and presentation workshop, seminar, field work, presentations and discussions, report writing,
Mudra Institute Of Communication Ahmedabad (MICA), Gujrat		P-G Programmes- PGPCM/PGDCM/ Diploma	Compulsory	Part of Paper	Qualitative Method	-Do-
M S University, Baroda, Gujrat	Department of Social Work	MSW	Compulsory	Part of Paper	PRA	-Do-
-Do-	Department of Foods and Nutrition	MSc	Compulsory	Part of Paper	Rapid Rural Appraisals and Program Design	-Do-
Osmania University, Hyderabad	Department of Sociology	MA	Compulsory	Separate Paper	Qualitative Research and PRA Techniques and PRA	

Hyderabad Central University, Hyderabad	Department of Anthropology	MA	Compulsory	Part of Paper	Rapid Appraisal Techniques	Classroom teaching, seminar, workshop, field work and report writing
Roda Mistry College of Social Work, Hyderabad		MSW	Compulsory	Part of Paper	Participatory Research Methods and Techniques	semester system-class room teaching, seminar, workshop, field work and report writing
Madras University, Chennai	Department of Anthropology	MA	Compulsory	Part of Paper	Participatory Approach- PRA/PLA	-Do-
Do	Do	MA from other subjects	Optional	Part of Paper	Do	Do
Madras School Of Social Work		MSW	Compulsory	Separate Paper	PRA	-Do-
University Of Mysore, Karnataka	Department of Political Science	M A	Compulsory	Part of Paper	Forms of Research- pure and applied	- Do-

Xavier Institute Of Management, Ranchi	Department of Rural Development	MBA	Compulsory	Part of Paper		classroom teaching, visual teaching and presentation seminar and workshop, field work, report writing and project work
Ranchi University	Department of Social Work	MSW	Compulsory	Part of Paper	Participatory Research Techniques	The course will start in the Next Academic Year 2006-2007
Utkal University	Department of Sociology	P-G Diploma (Self Financed)	Compulsory	Part of Paper	Participatory Techniques	Classroom Teaching, field work, field diary, Dissertation

Xavier Institute Of Management, Bhubneswar, Orissa		MBA	Compulsory	Part of Paper	PRA Methods	Classrooms Teaching, visual teaching and presentation Discussion, workshop and seminar, Field Work, Research Report
Nirmala Niketan College of Social Work, University of Bombay		MSW	Compulsory	Part of Paper	PRA/Action Research	- Do-
Tata Institute of Social Sciences (TISS), Bombay	Department of Research Methodology (Perhaps the only Department in India)	MSW	Compulsory	Part of Paper	Qualitative Methods	-DO-
Barkhatulla University, Bhopal	Department of Sociology/Anthropology/Social Work	MA/MSW	Compulsory	Part of Paper	Action Research, Participatory Research- PRA/RRA/PLA- Action Research	Classroom teaching, seminar, workshop, field work, discussion, report writing

University of Lucknow	Department of Sociology	MA/Mphil/Diploma(Self Financed)	Compulsory	Part of Paper	PRA/RRA	Classroom teaching, seminar, field work, report writing, Dissertation
-Do-	Social Work	MSW	Compulsory	Part of Paper	Qualitative And Quantitative Research/Action Research	Classroom teaching, field work, report writing
University of Jamia Millia Islamia, New Delhi	Sociology	MA	Compulsory	Separate Paper	<b>Participatory Sociology: Theory and Practicum</b>	Classroom teaching, seminar, workshop, field work, report writing

### **Details of course curriculum where PR is taught as a separate paper**

Department of Sociology, Jamia Millia University offers a separate and well-developed paper named Participatory Sociology: Theory and Practicum at both Graduate and Post Graduate (both previous and final) level courses. The Post-graduate level course has been divided into 2 sections—Theoretical Framework and Practical Strategies. The first part focuses on participatory sociology: issues and perspectives, issues of ethics and accountability, a critique of conventional social research, and participatory social research, and social theory. The second part, Practical Strategies deals with the Seminar/Library Project and Field Work Strategies. In the Seminar/Library Projects, students review research articles, book, film, drama, story, social events and they also write abstracts of extension lectures proposed under the course. The students are required to conceptualise fieldwork in terms of broad design consisting of constraints and possibilities of empirical situation, orientation to the field/community and theoretical aspects. Every student is required to prepare a report of not more than 5000 words pertaining to the applied and participatory work conducted around the given empirical setting. The area, which the student identifies to work, is a link to the theoretical papers, offered in MA (previous) course so that the students can find it pertinent to establish inter-linkages between participatory sociology and conventional courses.

In MA (final), the department also offers a paper on Participatory Sociology: Substantial Areas and Cases, which has two broad sections—Some Areas and Cases of Participatory Sociology, which include topics on social change and social transformation, rural development, women’s movement, adult education and community health. The second part in MA final year focuses on Seminar/Library Projects, which has to be organised around areas such as Sociology of Modernisation and Development, Sociology of Mass Communication, Minority Groups and Ethnicity and Industry and Labour.

Vidya Bhawan Rural Institute affiliated to M S University, Udaipur also offers a separate paper on Participatory Research at MA level. In fact, the Department of Sociology at MA (previous) level course—MA in Rural Sociology, Entrepreneurship and Management—offers 4 compulsory papers and Research Methodology paper in one of them. At MA (final) year, Participatory Research/Participatory Rural Appraisal and Action sociology/Collative Action and Resource Management are offered as compulsory papers.

Department of Sociology, Osmania University, Hyderabad proposes a separate paper named Qualitative Research and Participatory Rural appraisal (PRA) Techniques, in second semester at Post-graduate level. The paper has been divided into 2 sections—A & B. Section A is again categories into 5 units. Unit-1 focuses on meaning of qualitative research, qualitative vs. quantitative research, methods of qualitative research, mode of enquiry, participant observation, ethnography, in-depth interview, historical analysis, oral/life histories, focus group methodology. Unit-2 emphasizes on analysis of qualitative data, sampling in qualitative analysis, qualitative content analysis, types of coding, analytic memos, question of reliability and validity, writing a qualitative research, report-

format and content erasing and inserting the research that turn towards reflexivity. The unit-3 focuses on the concepts and methods: meaning of participation, advantages and obstacles for people's participation- origin and source of participatory rural appraisal transition from rapid rural appraisal to participatory rural appraisal. Unit-4 deals with the principle of participatory rural appraisal- participatory rural appraisal methods, space related methods, time related methods, and relationship related methods, attitude and behaviour of researcher for participatory rural appraisal- application of participatory rural appraisal, institution and organizations, voluntarism and role of non-government organizations. The last unit talks about current development issues, problem identification and analysis and forms of development.

Section B, is related to Practical- Field Work Exercises. Since, it is a compulsory paper, all the students go to the field- work under the supervision of teachers for 2-7 days for PRA training. They learn how to collect data from the field. Based on their experience, students write a project report in their last semester. Since it is a newly introduced course, students bear all the expenditure their own. But University/ Department is trying to mobilize some fund for them.