

Workshop Report
Teaching of Participatory Research
(4-5 August 2005, PRIA, New Delhi)

Background to the workshop

Society for Participatory Research In Asia (PRIA), as its name suggests, is an institution that specializes in Participatory Research (hence forth referred to as PR). Engaged with PR now over two decades, PRIA practices PR as both, a methodology for knowledge generation about marginalized communities as well as a method for social change. Over the years, we, in PRIA, have been reflecting on the need for interface between knowledge generated at academic institutions with field- based knowledge, and the potential of PR to facilitate this interface and bridge the existing gap. As PR is taught in a number of academic institutions, there is a possibility of initiating a dialogue with these institutions to broaden the teaching of PR to incorporate field- based knowledge and make PR as a viable method of research. With this aim in view during 2004-2005 we conducted a survey of teaching of PR in select Indian academic institutions including universities (The survey report is enclosed as Annexure 1). The findings pointed towards gaps in the existing teaching curriculum and methods of teaching PR; they also simultaneously pointed out the eagerness expressed by a number of institutions for the need to revitalize the teaching of PR.

Objectives of the workshop

In this backdrop we organized a two-day workshop on 5-6th August 2005 at PRIA. The participants were invited from the academic institutions where the survey was conducted. Select practitioners of PR were also invited. The list of the participants is enclosed as annexure –II. The aim of the workshop was to share the survey findings and discuss the possible ways through which the teaching of PR can be revitalized.

Design of the workshop

The workshop dealt with its broad objectives in several steps of proceedings which included: presentation of survey of PR and an overview of PR, two panel discussions – ‘Multiple ways of teaching PR’ and ‘Specific examples of teaching PR’- followed by open house discussion, small group discussions on ‘Relevance and strategy of teaching PR in academic institutions in India, and discussion on future possibilities. The workshop schedule is enclosed as annexure III

Summary of the proceedings

After welcome and a brief introduction, the workshop proceeded with two presentations ‘**Survey of Teaching of Participatory Research**’ and ‘**Overview of Participatory Research**’.

The first presentation dealt with the findings and issues emerged in the survey. The survey covered a total number of 65 academic institutions (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 mapping was done on the basis of three essential components of teaching - content of the course, modes of teaching and reading / reference material available to students.

Out of these 65 academic institutions, 22 offer courses on PR methods

The findings indicate the following:

- In social science disciplines such as Sociology, Anthropology, Political Science PR is primarily taught as a research methods. That is 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.

- In majority of cases the course is offered as part of a compulsory course on research methodology. In a few universities it is taught as a full-fledged paper.
- The faculties consulted in many universities expressed the lack of interest in the teaching departments to introduce PR, but along the same time stressed the need to introduce this course.
- The absence of trained teachers make it difficult for departments and universities to introduce courses on PR
- 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.

The second presentation sketched out the historical development of PR. In this presentation, the historical development of PR, several uses of action research in various academic disciplines, relationship between related issues of information, knowledge, social change and social transformation, etc was discussed in detail. The historical development of PR began in 1950s and towards 1970s it gathered momentum particularly in the work of scholars such as Kurt Lewin, Orinaldo F Borda, Robert Chambers and Anisur Rehman. This resulted in the development of various concepts/terms like action research, participatory rural appraisal, rapid rural appraisal, participatory rapid rural appraisal, etc. Several trajectories of action research and its uses were also discussed. Examples were give of North America where action research was used in the management institutes, where as in South America, it was used for political mobilization of citizens and democratization of states.

The first panel discussion was held on **‘Multiple Ways of Teaching Participatory Research’**, followed by an open discussion. The panelists discussed the issues relating to teaching of PR, its prospects and problems and the role of civil society organization in

both teaching and formulation of course curriculum. The following issues were raised by the panelists:

- The concept and methods of participation are useful and applicable to both the social science and human sciences.
- The concept of 'participation' is used by students in the classroom and fieldwork as source of generating knowledge/power.
- The insights on participation gathered through field learning, exploration and experience of research finally contributes to the growth of university/institute.
- The role of participation is very important in the formulation of policies, development plans, their implementation and accomplishment. Through participation of citizens various socio-economic maps related to human poverty, human development, health and hazards, educational vulnerability, deprivation, urban development etc. can be prepared and applied to streamline formulation and implementation of development plan and policy in India.
- In the teaching of PR, problems and constrains exist at both the levels of departments /universities/institutes and students. The departments face problem of trained teachers and resources crunch for teaching PR, and student community encounters the problems of time constrains, lack of experience and lack of resources in using PR method for their research work/assignments.
- PR teaching should not be done on the conventional line but should be more oriented towards field participation and emphasize on dialogue so as to provide answers to the problems of poverty, unemployment, inequality and power, etc.

- The NGOs bringing their field presence and practice, can facilitate PR teaching in academic institutes, and can work as a bridge between academic institutions and the communities.

The second panel discussion was held on **‘Specific Examples of Teaching Participatory Research’**. This discussion was not limited to sharing experiences of PR as a tool of teaching; the speakers also shared their experience of using PR for research work at both individual and department level. PR was used in conducting several research projects, which related to health, development of urban and village community, charity, social action and empowerment, marginalization and democracy, environment and plantation, etc. It was argued that introduction of PR in the university teaching needs a struggle within the academic space for the search of an alternative. This kind of journey for alternative is important because through this students are exposed to diverse issues like citizenship, rights, health, ecology, adult education, etc and they collect relevant data required for social transformation.

The relationship of PR and university was discussed at length with a particular focus on the fundamental purpose of universities and how teaching of PR contributes to that. The discussion had suggested six steps for strengthening PR in the university teaching system. These steps are: advocacy of PR, developing a critical body of professionals, promoting small rather than sweeping changes, generating empowering process within community, and within the university system by enhancing human resource development through education and research, expect and overcome challenges and disseminate experiences.

The questions raised by participants centered around the issues of relevance of value neutrality in social sciences, scientific rigor in PR, accepting different views within academic fraternity, relation of empowerment aspect of PR with several kind of political and social mobilization, theoretical underpinning of PR, relation of PR with other research methodologies, etc.

In the group discussion session three small groups discussed and presented their views on **‘Relevance and Strategy of Teaching Participatory Research in Academic Institutions in India’**. The groups discussed the issues at four levels: how to promote PR (teaching of PR course, capabilities of teachers, reading material and practice of PR at institutes, community and NGOs), build on current efforts, initiate small efforts and generate larger debates. For purpose of promoting PR both teaching and practicing PR are important. All the groups argued to prepare course and their materials while training and simultaneously building capacity of teachers for teaching PR. They also discussed fostering linkages between academicians, practitioners and community for practicing PR. For preparation of course and course materials the issues such as reviewing existing course curriculum, building multi-disciplinary team to design syllabi, lobbying at the level of UGC and ICSSR were discussed. It was felt that teaching of PR could be revitalized through capacity building of teachers at multidisciplinary level, creating opportunity for teaching PR within and outside formal curriculum, organizing workshops, seminars, and extracurricular activities around PR.

The last session of the workshop focused on the **future possibilities** for promoting teaching of PR. Based on above discussions following measures were suggested by the participants to revitalize the teaching of PR:

- Identify potential future course, references and reading materials
- Review existing course curriculum, build multidisciplinary team to design syllabi, lobby at the level of UGC and ICSSR
- Foster linkage between practitioners and academics to promote PR
- Identify new areas of research in social science discipline
- Advocacy for PR to be conducted systematically with a team comprising academics and practitioners
- Formation of a professional body of PR including people from various academic disciplines as well as practitioners. This body would conduct advocacy for PR, provide training to the teachers, identify the teaching and research needs.

Annexure – I

Survey Report

Teaching of Participatory Research (PR) in Indian Academic Institutions

This survey was conducted by PRIA during 2004-2005. We have covered a total number of 65 academic institutions (22 universities and rest are institutes of various kinds—research, management, technology and development) situated in 13 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 survey looked into 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 of Sociology, Osmania University, Hyderabad and Vidya Bhavan Rural Institute, M S University, Udaipur offer a separate paper on Participatory Research Methodology at master level.

1. Department of Sociology, Jamia Millia Islamia 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: Substantive Areas and Cases.

2. Vidya Bhawan Rural Institute affiliated to M S University, Udaipur also proffers 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 is 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, offer PR as a part of the paper of 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 different departments have a 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, Gujarat, Indian Institute of Health and Management Research (IIHMR), Jaipur, Rajasthan, Roda Mistry College of Social Work and Research Center, Hyderabad, Andhra Pradesh, Department of Social Work and

Department of Foods and Nutrition, M S University, Baroda, Gujarat, which offer PR teaching as a part of a paper but they have developed clear cut course outline for its teaching. They also give reading list in their concerned papers.

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. This has two implications: First, how to use PR methods to *generate data* is where the emphasis lies. 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 Post-graduate and M.Phil level. While social sciences disciplines 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 and 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 Millia Islamia University, New Delhi getting social scientists interested in PR proved difficult. However, the scenario is changing. The interest social scientists from Mysore University, Rajasthan 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 and Haryana, which makes it difficult for both faculties and students to access good reference materials available in English.

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 are 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 participatory 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.

Annexure –IA

Analysis of Teaching of PR in Social Sciences

University/ Institute	Department	The Level of Papers	Nature of Paper	Part of Paper/ Separate Paper	Content	Methods of Teaching
Punjab University, Chandigarh, Punjab	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.
Punjab University, Chandigarh, Punjab	Political Science	M Phil, Not at M A level	Do	Do	Do	Do
Punjab University, Chandigarh, Punjab	Public Administration	M A	Optional	Do	Schools of Epistemolog y: Empiricism Positivism and Action Research	Class room teaching, seminar, etc
Kurukshetra University, Kurukshetra, Haryana	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	Participatory Research or Participatory Rural Appraisal and Action Sociology or Collective Action and Resource Management	Class room teaching, practical field work, report writing, Viva-voce on the field work
Institute of Rural Management Anand (IRMA), Gujrat	Post-graduate Programme in Rural Management	FPRM/PGRM/M DP	Compulsory, even for teachers/faculties	Part of Paper	Participatory Approach Module (A well developed module)	Class room teaching, visual teaching and presentation workshop, seminar, field work, presentations and discussions, report writing,
Mudra Institute of Communication Ahmedabad (MICA), Gujarat		Post-graduate Programmes - PGPCM/PGDCEM / Diploma	Compulsory	Part of Paper	Qualitative Method	-Do-

M S University, Baroda, Gujarat	Department of Social Work	MSW	Compulsory	Part of Paper	PRA	-Do-
M S University, Baroda, Gujarat	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-
Madras University, Chennai	Department of Anthropology	MA from other subjects	Optional	Part of Paper	Do	-Do-
Madras School of Social Work, Madras		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, Ranchi, Jharkhand	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, Bhubaneswar	Department of Sociology	Post-graduate 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, Mumbai		MSW	Compulsory	Part of Paper	PRA/Action Research	- Do-

Tata Institute of Social Sciences (TISS), Mumbai	Department of Research Methodology (Perhaps the only Department in India)	MSW	Compulsory	Part of Paper	Qualitative Methods	-Do-
Barkhatulla University, Bhopal	Department of Sociology/Ant hropology/Soc ial Work	MA/MSW	Compulsory	Part of Paper	Action Research, Participatory Research- PRA/RRA/PL A-Action Research	Classroom teaching, seminar, workshop, field work, discussion, report writing
University of Lucknow, Lucknow	Department of Sociology	MA/M.Phil/ Diploma (Self Financed)	Compulsory	Part of Paper	PRA/RRA	Classroom teaching, seminar, field work, report writing, dissertation
University of Lucknow, Lucknow	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	Participatory Sociology: Theory and Practicum	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 Islamia 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: Substantive 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, 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 is one of them. At MA (final) year, Participatory Research/Participatory Rural Appraisal and Action Sociology/Collective 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 and 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, 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 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.

Annexure-II

Workshop Participant's List

**Teaching of Participatory Research
4-5th August 2005
PRIA, New Delhi**

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Annexure – III

Workshop on Teaching Participatory Research

4-5th August 2005

PRIA, New Delhi

PROGRAMME DESIGN

4th August 2005	
09.30A.M -10.00A.M	<ul style="list-style-type: none">• Welcome• Introduction• Objectives of the workshop
10.00A.M -11.00A.M	<ul style="list-style-type: none">• Findings of the survey of teaching of Participatory Research Mr.Haresh Narayan Pandey, PRIA• Overview of Participatory Research Dr. Rajesh Tandon, President, PRIA
11.00A.M –11.15A.M	Tea
11.15A.M -12.30P.M	Panel Discussion Theme: Multiple ways of teaching Participatory Research Moderator: Dr. Rajesh Tandon, PRIA Speakers: Prof. R.R.Singh, Tata Institute of Social Sciences, Mumbai Prof. Kamala Rao, Osmania University, Hyderabad Dr. Indu Sinha, Centre for Communication Resources Development, Patna
12.30 P.M -1.00 P.M	Discussion
1.00 P.M – 2.00 P.M.	Lunch
2.00 P.M – 3.30 P.M.	<u>Specific examples of teaching Participatory Research</u> Moderator: Prof. Devi Prasad, Andhra University, Hyderabad
3.30 P.M – 3.45 P.M.	Tea
3.45 P.M – 5.00 P.M	Small group discussion on relevance and strategy of teaching Participatory Research in academic institutions

5th August 2005	
09.30A.M - 11.00A.M	<u>Presentation of group report and discussion</u> Moderator: Prof. Arun Chaturvedi, Mohanlal Sukhadia University, Udaipur
11.00A.M - 11.15A.M	Tea
11.15A.M - 1.00 P.M	Moderator: Dr. Rajesh Tandon, PRIA <ul style="list-style-type: none"> • Next steps • Future possibilities • Closure of workshop
1.00 P.M	Lunch