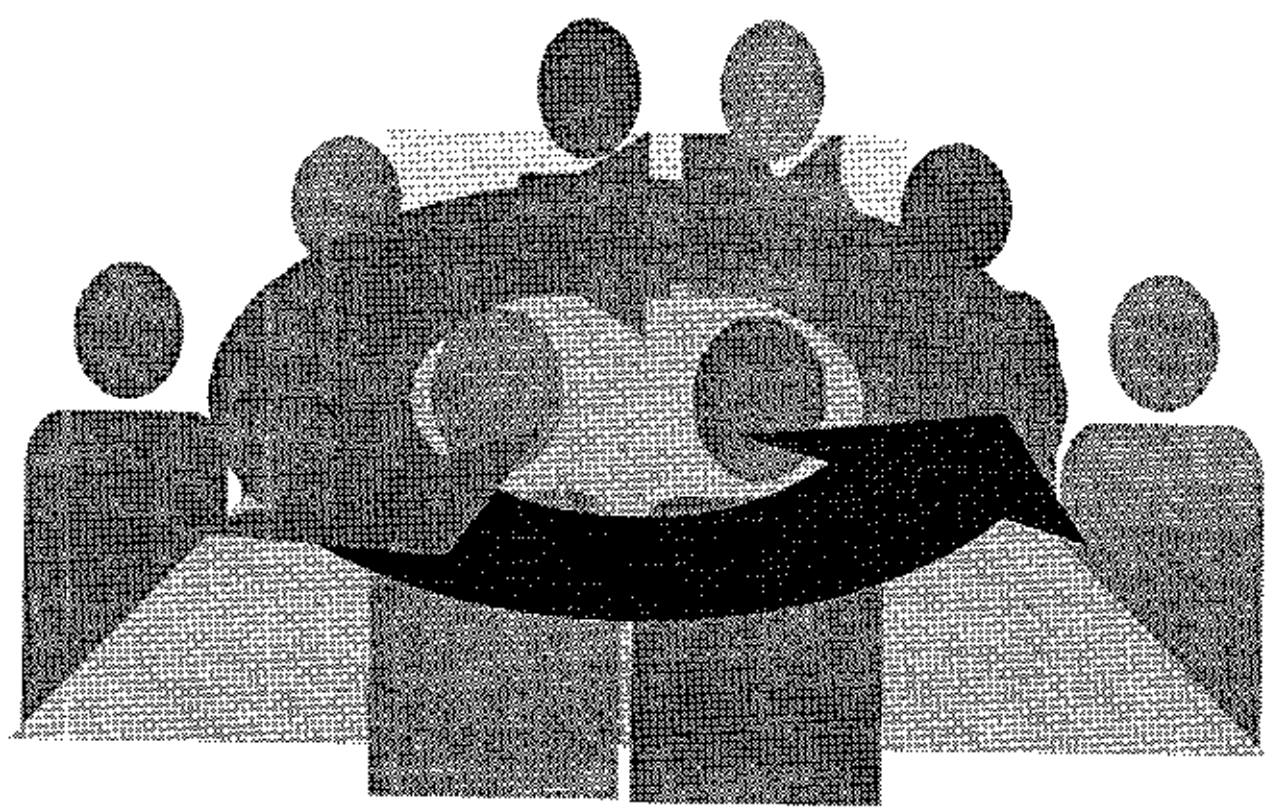


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SECOND NATIONAL INTER-PROFESSIONAL DIALOGUE ON PARTICIPATORY DEVELOPMENT AND PARTICIPATORY RESEARCH

PRIA, NEW DELHI

APRIL 18-24, 1997



Organised by

**SOCIETY FOR PARTICIPATORY RESEARCH IN ASIA (PRIA)
AND
ASSOCIATION OF SCHOOLS OF SOCIAL WORK IN INDIA (ASSWI)**

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INTRODUCTION

The second National Inter-Professional Dialogue on participatory development (PD) and participatory research (PR) April 18-24, 1997 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. Social work educators and practitioners participated in this dialogue. The components of the programme were structured in such a way as to build on the foundation of the 1st National Inter-Professional Dialogue held in April 19-24, 1995 organised by PRIA and ASSWI (*Details of programme design- Annexure II*)

Eighteen Social work teachers, including senior teachers from social work institutions all over the country, participated in this residential programme. Besides them, experienced practitioners, researchers and academicians joined the programme as resource persons. (*List of Participants and Resource Persons - Annexure I*)

Two objectives were outlined for this dialogue:

1. To develop conceptual understanding on issues of PR and PD.
2. To assess implications of PD and PR for social work education and practice.

Keeping in line with these objectives the programme was structured into interdependent components with a view to keep the sessions in sequential order over a period of 7 days. Additional features of this dialogue were the field visits on the third day where the participants observed PD in practice in local self governance and the presentation of three participatory research projects which were done after the first dialogue when research proposals were invited from Schools of social work to study PR in practice and the project studies were sponsored by PRIA. The forenoon and afternoon sessions everyday were followed by group discussions in three groups of six members each, the presentation of which brought out very useful and relevant reflections of the participants.

The sessions were enriched by sharing of experiences by the resource persons and circulation of a vast number of relevant learning and resource materials.

The short spirituality sessions at the beginning of each day proved to be very relaxing and at the same time thought provoking.

On the morning of April 18, Ms. Namrata Jaitli, Co-ordinator of the programme welcomed the President of ASSWI, Prof. R R Singh and the participants to meet and deliberate over such a dialogue. She expressed her happiness about the overwhelming response of the participants to this programme. Prof. R R Singh formally welcomed all the participants whose presence displayed their concern for fellowship. He stated that this sort of dialogue was first conceived by Prof. M C Nanavatty, and the first dialogue had gone beyond its structure to meet the challenge of creativity. It had proved to be a new experience which was mutually rewarding for ASSWI and PRIA. The expectation from this dialogue was that it should be intellectually and creatively an advance over the first one. He stressed that all the participants were fellows in this participation. A strong sense of trust had been built and the participants are trustees of this trust.

Prof. Singh said that a three year experiment had been planned through the workshop and the terms 'National', 'Inter-professional', 'Dialogue' have been used specifically. In this context he went on further to say that an expert is one who knows his subject more than other subjects. He also focused on the terms 'multi-disciplinary', 'cross-disciplinary' and 'co-ordination' which are all structured in a triangle. In the words of Panrikar "Dialogue is a most fundamental condition of existence. It is fundamentally a process of opening myself to another and thus knowing myself and disentangling my own point of view from other view points and from me to use knowledge to solve human problems" He appealed to the participants to present themselves as role models and fill the gap which the resource person may have overlooked. Prof. Singh said that this dialogue is gender sensitive and solidarity has to be built at the national level.

In the first dialogue research proposals were invited from all over the country and eight proposals came in out of which two were not within the domain of participatory research. Six were accepted and after negotiations remained at the level of modification. Three reports were finally ready to be presented in this workshop. He noted that there were no proposals for field action projects. He added that there had been a proposal for two regional workshops - (1) In northern and western India and (2) central, southern and eastern India. In these, more partnerships would be forged in the conceptual, practice and prospective sense. He pointed out that the contribution of SW educators to participatory research will be there for the first time. In the last workshop there was no field visit. He said that this time there would be opportunity to examine what is on the ground and attempt a critical reflection. He asserted that the group had to focus on social work and field work, as without field work, there can only be aerial talks without any grassroots.

Prof. Singh pointed to the need to build connections at different levels - to decide on resource persons for regional workshops. There has to be a promotion of regional associations e.g. state level associations and in this way delegation of power to local levels. The partnerships between PRIA, ASSWI and regional levels should be built. He further requested participants to pay undivided attention which was necessary for fulfilling the expectation of a committed, creative and trust-building fellowship. He said that the design of the workshop is interdisciplinary, the groups will be the medium and the approach will be andragogic.

Ms. Namrata Jaitli presented a brief report on PRIA and its work. The participants introduced themselves and expressed their enthusiasm towards participation in this workshop and their curiosity regarding concepts of participatory research and participatory development.

HISTORY OF DEVELOPMENT APPROACHES

Namrata Jaitli and Maya Pinto

Namrata started by defining the term 'Development' as a process of change from a given current situation to one which is better. She outlined the historical overview with help of key milestones of development. The focus was on post independence era or 1950 onwards in India and post world war II internationally. Some of the important questions addressed in this discussion of development are: Who is the target group? What are the issues highlighted? Who are the development actors? What were the Indian policies & programmes? What were the major international events in the background? What are the implications of development?

1950s

Namrata presented the characteristic features of development in each decade with the help of a self explanatory table. She shared with the group that in the first decade of development i.e. 1950's to 1960s, the important Indian policies/ programmes were the Community Development Programme, 1952, PRL legislations, land reforms and minimum wages. Internationally, the Marshall Plan of 1948 underlined that aid was mostly meant for W. European countries and Colombo plan 1951 focussed on S and SE Asian countries. There was no clarity about the target group. Most of the benefits were taken up by the upper apex of the community which comprised of rich farmers and big landlords. The pressure thus was generated from the top. Benefits occurred to the rich; led to inequity and dependency upon the government. Main issues of development focussed during this decade were community development, industrialisation & economic growth but these did not enhance agricultural production.

1960s

The next decade, 1960-70s saw the IADP-1960-67 in India. The government was still the main implementing agency and approach was supply oriented. Because of the green revolution and modern technology, there was increased agricultural productivity but again the benefits of this were concentrated on the upper strata of the community and pressure was generated from above. There was also inequity in geographical distribution.

1970s

Namrata further added that in terms of Indian policies and programmes, the 1970-80 decade witnessed a major shift, with a target group and target area approach and a minimum needs programme. The Integrated Rural Development Programme (IRDP) was initiated in 1978-79 and the National Commission of Agriculture (NCA) report came in 1976. Namrata explained some of the major international events during this period which influenced development. The focus shifted from one of only economic to a more integrated approach in development. The government delivery system also gradually changed from being supply driven to a more demand based recipient system. There was more initiation from people's side and greater emphasis on mobilisation and organisation of the poor and popular knowledge. Also NGO's were increasingly involved in development benefits demanded by the poor. However even in this period the small farmers were still unorganised to utilise the development benefits and there was dependence on subsidy.

1980s

The 1980-90s decade witnessed policies and programmes on Employment generation (NREP), environment, urban development and most important on womens development. The forces of democracy were more evident. Even on the global scenario, the UN conference on women 1980, 1985 highlighted participation of women as important component of development strategies. The focus of development was on women and environment and major issues were these of social movements, gender and development, environment and most of all sustainable development. The main developmental actors in this period were the government, NGOs and the people, and focus was on demand based recipient system. A major implication of development in this period and the present scenario is the increasing participation of people in development programmes and projects.

1990s

Maya presented the concept of people centred development of the 1990's. She said that the concept of sustainable development goes further to include economic, technological and social considerations and so it should be expanded to include sustainable human development to bring about people centred development as expanding choice for the entire population. She expanded this concept into the SHD Model (Sustainable Human Development) which should focus on equity concerns, productivity concerns, empowerment and sustainability concerns. Sustainable human development is to be seen in the light of the following international and national factors: International - New measures of development, UN conferences, Global Institutions and Players; National: 73rd, 74th constitutional amendments, programmes which are state sponsored and voluntary initiatives.

Some concerns, which emerged in these programmes as regards PRIA's work were pointed out by Maya:

1. How to initiate activities which people manage on a sustained basis to attempt fund mobilisation on a local level?
2. Investing in human capital e.g. education as a means to building people's capacity. But the dilemma here was how to do this with limited resources available.
3. How to bring about micro planning i.e. decentralising planning and governance as a step towards sustainable development?
4. How to orient partners in capacity building in/of local institutions?
5. The process of liaison between agencies, i.e. interfacing with larger development agencies.
6. In order to reach sustainable human development, it is necessary to enhance interaction i.e. enhancing civil society interaction.

Discussion

In response to this, the participants come up with some valuable suggestions focussing on the factors favouring or impeding SHD.

1. The concept of gender hegemony-this is an area to be looked into as equity concern includes gender.
2. Effective training for capable leadership.
- 3 In the area of capacity building - a general feeling is that there is actually no effort on building capacity at the grassroots level.
- 4 Funding agencies are normally guided by their own needs rather than those of receivers'.
5. Social capital building should be one of the prime concerns in SHD.
6. The balance between market, civil society and government has to be clearly understood for, there are new trends in the Indian and international context. Earlier, the government, market and civil society occupied the three apex of the triangle of development. However in the last 15 years the market has increasingly come to dominate with collaboration of the government. This has altered the balance in the scenario of development.
7. The Indian psyche has to find place in the international sphere - it is a multilayered psyche which has to think globally but apply locally.
8. The caste system, which is peculiar to Indian society, is an important variable to be taken into account in human development.
- 9 Confusion is prevalent about welfare and development and this is reflected in practice for they are usually taken as the same.
10. Development has also induced violence. Is it possible to portray this complex problem of balance between the government, market and civil society in a triangle? The market and state were still parallels, none has dominated over the other yet.

SOCIAL WORK EDUCATION AND DEVELOPMENT APPROACHES: THE CONTEXT

Panel: Prof. M C Nanavatty, Prof. R R Singh

Prof. R R Singh shared key aspects of Prof. Nanavatty's paper on the given theme.

Prof. Nanavatty's paper titled **Shaping of Social Work Education and Development Approaches: History of Evolution** was divided into 5 parts: The first part centred around **historical development of social work education** in India which has completed 60 years of existence. Prof. Nanavatty threw light on the beginnings of training courses in social service which led to the foundation of Sri Dorabji Tata School of Social Work, the Delhi School of Social Work instituted by the National YMCA, the MS University of Baroda, among others. In field of practice, Social Work became involved in Community Development movement in rural and urban areas.

In the second part he threw light on **Social Work Education** which aimed at professional development in social work. These were the efforts made to adopt a body of knowledge to be taught and transferred, emphasis on professional consciousness, individual development, group participation and community organisation for social change and development, and also to develop professional organisation. However, Prof Nanavatty noted with dissatisfaction that professional development has remained inadequate. The third part of his paper questioned the need to **associate participatory research to social work**. According to him the answer depends on individual awareness and conviction for social change. He pointed out that PR is not a recipe for social change but an educational process to awaken people against their exploitation.

In the fourth part of his paper, Prof. Nanavatty demonstrated the **need to clarify the emerging conflict**. He said that although the objectives and methodology of PR and social work are not completely contradictory, they have conflicting content and objectives. Though there is scope for social change through social work, the process is slow. In the end, Prof. Nanavatty appealed that this dialogue undertaken jointly by PRIA and ASSWI should examine the lacunae or limitation and suggest ways for promoting social change through the method of participation and study.

The fifth part of his paper listed some issues to be discussed at this dialogue:

- (i) How far is PR in its generic sense and content applicable to SW education and practice?
- (ii) What adjustments are required to make it effective to social work?
- (iii) What changes are necessary in theory and practice of social work to take full advantage of the system of PR?
- (iv) What changes are required in the curriculum of social work education, specially its paper on research methodology?
- (v) What field work practices are required to take advantage of PR?
- (vi) Any other allied changes that are called for?

Prof. R R Singh began his presentation by underlining that individual change and community change leading to social change are interlinked and so is participation. He referred to the 74th Annual Convocation Address at Delhi University delivered by Dr. Bhikhu Parekh who shared his reflection that almost all modern societies are multi cultural in the sense that they consist of several distinct and self conscious cultural communities. Four factors, however, distinguish our times.

They are:

1. Contemporary multiculturalism is both wider and deeper.
2. Contemporary multiculturalism is more defiant.
3. Contemporary multiculturalism occurs in the context of increasing globalisation powered mainly by western government and multinational corporations.
4. Contemporary multiculturalism occurs against the background of nearly three centuries of the culturally homogenising nation state.

The global scenario of the past 50 years shows the welfare state trying to affirm that it has a better role to play than other institutions trying.

History Of Development

In tracing the history of development, Prof. Singh portrayed the 70s as being the anti poverty and target oriented phase. In the context of poverty & land reforms, target benefit approach to benefit small farmers and employment guarantee were some of the new features.

From the 70's through 1995 some of the sub-national unique features towards poverty alleviation could be seen in certain states, e.g., in Kerala through empowering people, investment in human development, Karnataka tried through decentralisation; Andhra Pradesh thought in terms of populism, Maharashtra tried guaranteed employment scheme, Gujarat relied on voluntary organisations and co-operatives, and, West Bengal tried land reforms. Thus, different approaches were tried by certain states towards alleviating poverty.

Prof. Singh referred to Dr. A B Bose's lecture titled "Social Welfare at the Cross Roads" delivered under the Evelyn Hershey Memorial Lecture Series at the Delhi School of Social Work in 1995. Dr. Bose traced the development approaches to social welfare in the five year plans beginning with the first five year plan (1951-56) when social welfare figured as a separate planning sector for the first time. Thus, though it stated that "the State is called upon to play an increasing role in providing services for the welfare of people," there was a wide gap between concept and scope of social welfare (i.e. actual programmes and outlays). The second five year plan (1956-61) continued this tradition with the launching of few programmes. The third and fourth plan documents were humble in their pronouncements and more specific in stating that social welfare aimed at providing services to sections of the community which need special care and attention. Even the fifth five years Plan was skeletal in nature in this regard. Prof. Singh elaborated that the eighties was the period of consolidation and expansion of social welfare services and efforts were made to carry further the steps initiated in 70s.

The community's role was recognised by the 80's when there was a retreat of the welfare state and the emergence of contract state led by market forces. Issues of child development, child survival, were growing social concerns and became the agenda for participatory social development. In this connection Prof. Singh drew attention to two terms 'welfare' and 'well being' growth and referred to a set of 12 lectures delivered in 1982 by the Institute of Economic Growth, University of Delhi. Prof. Sen has talked about of the three dominant approaches to understand well being the first is the **Utility Approach** which was adopted by the state i.e. seeing well being in terms of utility and so the focus was on training of workforce with regard to mass literacy. The second approach is the **Opulence Approach** which is based on the idea that having well-being is closely associated with 'being well off' and is thus a matter of having goods and services. The third, **Capability Approach** which has been put forward as the alternative approach which is closer to the concept of well being. The capability to function i.e. "Not what I can do but what I really do". Thus, there is a the shift from basic needs to well being.

History Of Social Work Education

Prof. Singh briefly outlined the history of social work education. He traced it back to 1936 when the national struggle was at its beck on. The Indian Conference of social work was held in 1947 to discuss social issues and concerns. The effect of the second world war on Indian economy serious. Professional social work thus focussed on urban problems, delinquency, rural welfare, health programmes etc. Prof. Singh put forward an important question about how social work has affected other disciplines? One example is the Department. of Applied Psychology of Delhi university which has started fieldwork on the social work pattern. The 9th plan UGC committees was particularly interested in hands-on experience to be given to students. The 1958 publication in casework carries the word empowerment. The UGC chairperson's address has underlined gender justice. Prof. Singh highlighted the fact that gender sensitivity should reflect gender neutrality. Issues of women headed households, child abuse, environment should be part of the curriculum focus and field work. Participatory research is a new technique which should be acquired.

From the 70s onwards, there have been studies on aged, children, social defence, substance abuse, and delinquency. He emphasized that social work education and development approaches should be studied in a global context and such research projects be taken up by schools of social work. There has also been a paradigm shift from welfare to development to empowerment, and secondly, a paradigm shift from treating client and individuals to changing the system to remove suffering. Thus a shift from economic development social development and social justice is evident.

Implication Of PR To Social Work Education And Practice

Prof. Singh talked about the implications of participatory research to social work. Social work has been cherishing the value that clients have a right to self determination. Any kind of participatory research will have to have some kind of development connotation and some improvement or betterment has to come out of it. He pointed out that there was a close interlink between individual change, social development, social work and social work education. They are not antithetical. He stressed that group discussions are the substance of the dialogue. One of the participants put forward the question - What is the difference between

social work and social action? In response, Prof Singh said that while the former was consensual the latter was conflictual but there could be no consensus without conflict and hence the interdependence of one on the other.

In relating the history of social work he summarized societal progress as -

- person** in situation - Interactional
- person in **situation** - Interactional
- person** in **situation** - Interactional
- person in situation** - Transactional and Reflexive action.

Prof. Singh summarised the session with some thought provoking questions to the group which he hoped could be answered in course of the dialogue.

1. What is PR component and participatory developmental component which can be identified and incorporated in social work?
2. Where, how and when does participatory research in terms of skill and profession's development and social development come in?
3. How can the two components, PR and PD, lead to social development?
4. What is your contribution to enrich the dialogue, collective as well as individual?

PARTICIPATORY RESEARCH: HISTORY, MEANING, PRACTICE

Dr. Rajesh Tandon

Dr. Rajesh Tandon, explained the concept of PR by dividing the content of his presentation into 4 parts:

- 1) PR - History and current meaning
- 2) Linking of PR with PD
- 3) Situating PR in the context of social reality
- 4) How to contribute to the advance in PR and PD.

PR-History And Meaning

He began by explaining the terms RESEARCH AND KNOWLEDGE with a view to understand participatory research.

Research: Systematic understanding of social reality

Knowledge: Outcome of research, some form of formulated understanding of social reality

Dr. Tandon stated that historically, there have been different approaches to acquiring knowledge and doing research but 3 questions that have emerged significantly regarding knowledge are:

- a) Purpose of knowledge For what?
- b) Who produces knowledge? By whom?
- c) How is knowledge produced?

The 2 sets of answers to these questions, as shown in the table below, clearly bring out the differences between classical research and alternative research i.e. participatory research.

	<u>CLASSICAL</u>	<u>PARTICIPATORY</u>
KNOWLEDGE ↓ in use ↓ action in learning	1. For what? Pursuit of Truth (reflection orientation)	Transformation of social reality (action orientation)
	2. By whom? Researchers	Ordinary people
	3. How? (Epistemology) Form Cognition (intellectual exercise) Tradition of expertise	Emotive or sensual (experience and action) Tradition of experience

This alternative tradition or methodology of research called participatory research started making its ground about 20 years ago i.e. in mid and late 70s.

Dr. Tandon pointed out that there is a contradiction within professional self between the practitioners role and researchers role.

He then went on to explain what participatory research attempted in the early days, how it got defined and practised. The phrase PR was first put up and talked about in the mid 70s. It attempted at:

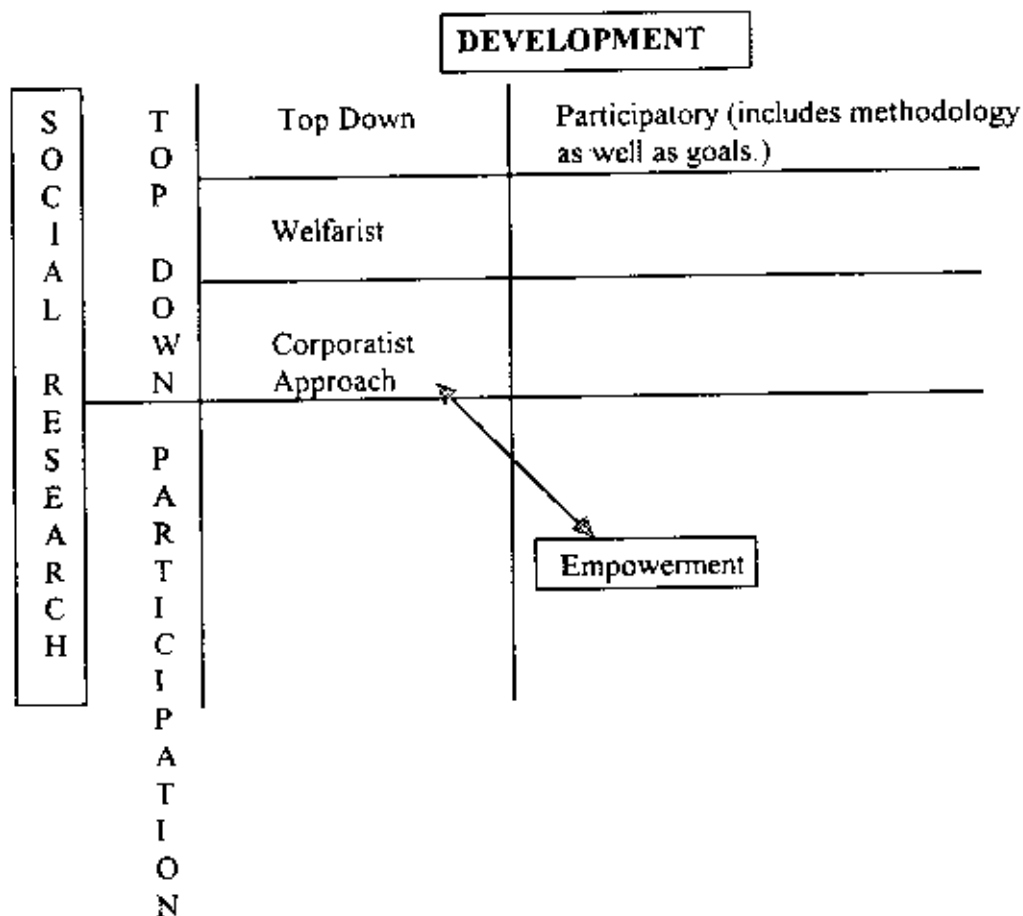
- 1) legitimising and articulating popular knowledge. Dr. Tandon put forward the connotation of articulation in this context as systematic elaboration of the knowledge in use in order to explain the 'whys' of popular knowledge
- 2) demystification of knowledge and tools of knowledge production.
- 3) practice methods consistent with its modes of knowing.

In the second half of the 80s, 2 new phraseologies came about (i) participatory action research (PAR) - to emphasize the action component of PR and (ii) participatory rural Appraisal (PRA) emphasized on methods and techniques different from before. This term was first coined in 1988- the roots of this term PRA lay in RRA (Rapid Rural Appraisal). The RRA tradition gradually came to be known as PRA. PR began to demonstrate tools of knowledge other than the paper and pen and professionally trained people began to make a difference at this stage. New knowledge was based on the existing knowledge.

- 4) Appropriation of external knowledge

This component got added in the mid 80's - the best example of this was the trade union movement. PR is not a question of tools in today's context. It is no longer just emotive and action oriented but also cognitive. The question is how to bring the expertise to interact with experience. Regarding the purpose of knowledge, Dr. Tandon was of the opinion that since PR is more inclined to field work and action orientation, social work educators and researchers can bring to bear the interaction between the two sets of answers to knowledge. Advancement of PR depends a great deal on SW educators and researchers.

Dr. Tandon presented a table to explain the shift in the thinking of development in social research.



In places where the market is dominant i.e. corporations in US, Switzerland, the nexus is between corporations and social research. In India, the government has funded social science research. Dr. Tandon explained that empowerment has the components of learning and knowledge and knowledge as a source of power and control has been a consistent historical feature. At this point he put forward an important question for the groups deliberation. Where is the place of social work in this context? He concluded with the statement that the essence of PR lay in the commitment to enable people to decide their own destiny.

Discussion

Dr. Tandon's explicit presentation, which included relevant examples from the field, was followed by certain queries and doubts from the participants:

1. What are the risks involved in PR?
2. In a society like ours which is ridden by caste and religious differences among the local people, how can we apply PR in this context?
3. The importance of relevant participant observation?
4. PR brings in certain element of subjectivity - how much of it can we permit in our research?
5. How much validity can be given to oral history?
6. Where is the reciprocity in learning in this method?
7. PR is necessary for social change but then is any follow-up required in the process?

Dr. Tandon responded to questions by explaining that the kind of research tradition used does not matter as issues are generic in nature. As far as question of objectivity and neutrality is concerned, irrespective of preferences of values of researchers, truth is pursued. Even the act of commissioned research has problems of neutrality. Neutrality in social research is a myth. Objectivity is a mirage in SW and can never be accomplished. As pursuit of truth is of utmost importance, one has to see whether the findings can be generalized either over a period of time or in settings. A uniform solution to heterogeneous settings is not possible. There will be inter subjectivity and an effort has to be made to bring all subjectivities together. PR lays emphasis on authentic understanding.

Prof. R R Singh observed that risks in research have to be managed differently according to the setting. He also added a note that this seeds of participation were shown as early as 1920's by the Chicago School and the concept goes back to before mid 70s and 80s in social work.

CHANGING MEANING OF DEVELOPMENT: CONTEXT OF PARTICIPATORY RESEARCH

Prof. T K Omman

Five Social Revolutions

Prof Omman began his presentation by elucidating on the five social revolutions experienced by humanity in a historical perspective:

1. Revolt of the aristocracy against the clergy to arrive at a consensus regarding division of labour resulting in the allocation of the secular realm exclusively to the state and confining the activity of the church to the spiritual realm
2. Revolt by the economic categories (merchants, capitalists, entrepreneurs, bourgeoisie) against the clergy and aristocracy, questioning the basis of status in society
3. The proletarian revolution against the bourgeoisie for an appropriate share in the social product to bring about distributive justice in the economic realm.
4. The revolt of the colonized peoples of Asia, Africa and the America to establish political equality between peoples.
5. The deprived and marginalised questioning those in the establishment constituted by the clergy, intelligent, aristocrats, capitalists, bureaucrats, entrepreneurs and technocrat attempting to evolve a participatory society to improve the quality of life.

Prof. Omman noted some general points about these revolutions as a prelude to the following. The first three revolutions occurred in particular polities or blocks of them, by and large, confined to Europe. An example of the first revolution can be seen in the likes of revolutions of Mahavir and Buddha in India who also belonged to the aristocracy and revolted against the corruptions within the Brahmanical fold. The 4th revolution was confined to the ex-colonial countries—resulted in one set of ex-colonial countries (USA, Canada Australia), getting incorporated into the affluent first world, and polities of Asia, Africa and Latin America came to constitute the “Third World”. The 5th Revolution is truly global in the scale and scope and, as Prof. Oomman pointed out, it led to increased interdependence between polities. This revolution is also multi dimensional in its thrust and is still ongoing. It is the womb out of which the notion of participatory society is emerging.

Phases of Societal Mechanisms

He explained the 3 phases of societal mechanisms:

1. The poor were merely recipients of charity. Charity was the mechanism but not as much for physical survival of the recipient in this world as for the moral survival of the donor in the next world. The societal ethos did not provide for emergence of a self conscious collective actor.
2. With the emergence of socialist and welfare states, development and welfare replaced charity as mechanism of meeting demands of poor. Strategies were initiated by the state and by VOs referred to as NGOs to bring about self-sustaining development of the poor. However, Prof Omman explained that even in this model of development, peoples participation had no space and the beneficiaries were defined as clients and targets.

3. With gradual realisation that development ought to be participatory, the current phase of collective action set in. He elaborated how the middle class experts of NGOs and the developmental bureaucracy are replaced by a set of militant, ideologically oriented social activists and focus is on conscientization of the deprived about their legal and political rights as equal citizens. He pointed out that now development is not viewed as charity but as political activity.

Prof Omman agreed that this development focussed on people's participation, but at the same time it had limitations:

- a) It did not clearly articulate a political theory and operated in the extra or non-parliamentary space.
- b) As law making and implementation are state monopoly, it led to negative stance towards state. Also the state will attempt to co-opt or repress the activists if they are a threat.
- c) He suggested that protest and mobilisation are means for achieving participatory development and so collective actors should give weightage to both democracy and development, to be effective

At this juncture, he threw light on the multiple deprivations of the emerging collective actors. After the assumptions from the four revolutions proved to be incorrect, the collective actions and social movements had to pursue a new set of goals. People's action becomes imperative when institutions become agencies of oppression and are piloted through agencies like VOs, peoples committees, etc. - all of them want to avoid 'iron' law of oligarchy. The second objective of the collective action as stated by Prof. Omman is to establish the much needed balance between the logic of development and demands of democracy. Contemporary collective actors opt for technological pluralism which implies decentralisation in its production distribution and deployment leading to environmental/ecological movements.

He emphasised that the new collective actors are pro peace, pro decentralisation and pro-appropriate technology. Finally, the emerging collective actions recognise three basic sources of deprivation: exploitation, discrimination and oppression. At this point, Prof. Omman found it imperative to acknowledge the three basic identities of collective actors: class-occupational, socio-cultural and political-ideological. The ongoing processes of development and transformation also create new privileged categories e.g. the empowered middle class women, the black bourgeoisie, the affluent workers. Prof. Omman came to the derivation of three empirically plausible collective actors: victims of cumulative domination, victims of dispersed domination and the cumulatively dominant.

He concluded his presentation of the changing paradigm of development with a note that as development and social transformation continues, the structure of deprivation changes and therefore social movements also necessarily undergo transformation and it is this interweaving which has to be taken into account to appreciate the notion of participatory society. PR cannot be understood independent of participatory society.

Discussion

This enriching session was followed by queries from some of the participants:

1. *Indian society being multicultural, and multilingual is any development possible in the society which lags in national ethos? Is it possible to establish a minimum code throughout the country, to ensure a sense of belongingness and welfare of the people living in the country?*
 - Prof. Omman responded that the problem arises when we mix the terms 'nation' and 'state'. A nation was defined as a group of people who had a common homeland in its original concept. But now how do we do away with the duality of nation and state. India can be called a multinational state and so the society has to be studied in this context. Religion cannot be the basis of state, the code has to be civil. It is not necessary to have a common code to have a strong state. He also stated that cultural pluralism implies differences in social codes.
2. *The second query concerned the issue of feminist movements. Though feminism in India has made deep seated roots as compared to the US political empowerment has not taken place at the local level. The middle class women have taken more advantage of law but why not women down below?*
 - Prof. Omman answered that feminist movement were mainly concerned with empowerment and family is believed to be private space and not a public issue. Now there are attempts being made to make family a part of public space. In the US, the situation is different though women may not be contesting for power but empowerment is there at the popular level.
3. *The third question focussed on aspirations of people in terms of participation and development. Aspirations are related to social reality. The question is can we raise the aspirations of people?*
4. *Technomanagerial development implies decoupling of rights and duties. What would this entail? How can you prevent it?*

Prof. Omman elaborated that citizens should have entitlements as well as duties to state. By insisting on entitlements and insisting on duties by the able-bodied to the society and state only then will be there a coupling of rights and duties.

5. *Can all revolutions be classified into the five categories of revolutions?*

Prof. Omman stated that these were not political revolutions but five major social transformations which happened sequentially and they are beyond any precise definition.

SOCIAL WORK RESEARCH: IMPLICATIONS FOR PARTICIPATORY RESEARCH

(Panel) : Prof. A P Barnabas, Prof. R R Singh

Prof. A P Barnabas

Relationship between SWR and PR

Prof Barnabas initiated a discussion on the relationship between Social Work Research (SWR) and Participatory Research (PR). He highlighted that the relationship between SW research (SWR) and participatory research (PR) should be seen in the context of social research and development- more specifically participatory development.

Social research aims at getting fundamental knowledge of human behaviour - answers the question why do people believe the way do. Social Work research is primarily aimed at systematic and logical enquiry into the philosophy methods, processes, techniques and fields of social work. More specifically, SW research should lead to

- knowledge of the practitioners
- improve practices
- address to various levels - case studies or macro studies

The question, according to Prof. Barnabas, is whether this knowledge is being systematised - leading to development of concepts, and indicating relations.

As compared to Social Work research, PAR aims at changing behaviour. Their research is problem oriented and leads to action. In a sense this means control of favour - This raises the question of "value neutrality" and whether control of behaviour (enabling, participation, transformation etc) is ethical? Whose values are relevant and other related issues?

Participatory research briefly stated is to see how people's creativity and their knowledge could be bases for building countervailing power to exert vigilance and correction over process pertaining to all round development and that of the communities in which they live.

(Wignaraja)

In other words PAR should provide:

- (1) knowledge systems
- (2) social relations
- (3) cultural practices and beliefs

Prof. Barnabas then traced the relationship between these two forms of research:

- Both SWR and PAR are expected & lead to action
- PAR tends to be community oriented - whereas SWR deals work individuals, family groups and communities.

- PAR needs to be rooted in the process of community actualising its potential, it must be socially accountable, transfunctional in character and ultimately enhance social life.
- Hence only when SWR address of itself to problems of a "community", there would be greater congruence - how does one define (opportunity what is the role of a research & either case - is he/she researcher or an interentcomist - if interentcomist - how does the Subject-object relations (pure research)
- While SWR uses case studies, family studies, group dynamics, community studies and survey for macro studies, PAR is likely to use survey method and, may be, participatory observation methods.
- As both SWR and PAR are interested in social action for development, a common understanding is needed

Critical Questions

Prof Barnabas identified some key questions that both SWR & PAR need to address to understand behaviour patterns and use the knowledge for sustained development:

- What is the social structure of the community in the area where panchayats are functioning?
- What are the sources of authority (patterns of leadership)? what are the cultural practices (rituals, beliefs, relations between age and youth, gender relations)?How have the resources been mobilised?
- Participatory development tends to be a time consuming process - (forest project in HP took 11 years). Can the time be condensed if SWR and PAR address themselves to finding what the obstacles may be.
- Should participatory development be institutionalised or can a programme sustain itself without a regulatory mechanism. May be an expost fact study (more likely be done by SWR) provide are insights into the matter. Feasibility study could also help (more in the realm of PAR)
- How does one combine theories the roles of social investigation, social analysis and social action?
- Which research methods would be more relevant -
- It is possible that the experimental method can be used by PAR, and a programme can be studied with a control and experimental group. There is need for group discussion on methodology.

Prof. R R Singh

Prof. Singh highlighted the definitions of participatory process and concurrent research. PR is a problem identifying and growth inducing process. The primary concern is intervention. He laid importance on identification of needs and their prioritisation. Without assumptions, there can be no research. Prof. Singh emphasized that in PR the elements of problem orientation and growth orientations are present.

Prof. Singh referred to Prof. Barnabas's presentation and said that participatory observation should not be mistaken for participatory research as the latter goes beyond the former. Prof. Barnabas also raised some questions to be looked into by the group during the dialogue -

- 1) How ethical is it to be an intervener?
- 2) To what extent does the knowledge gained lead to conceptual relations?
- 3) What are the social structures and cultural practices involved?

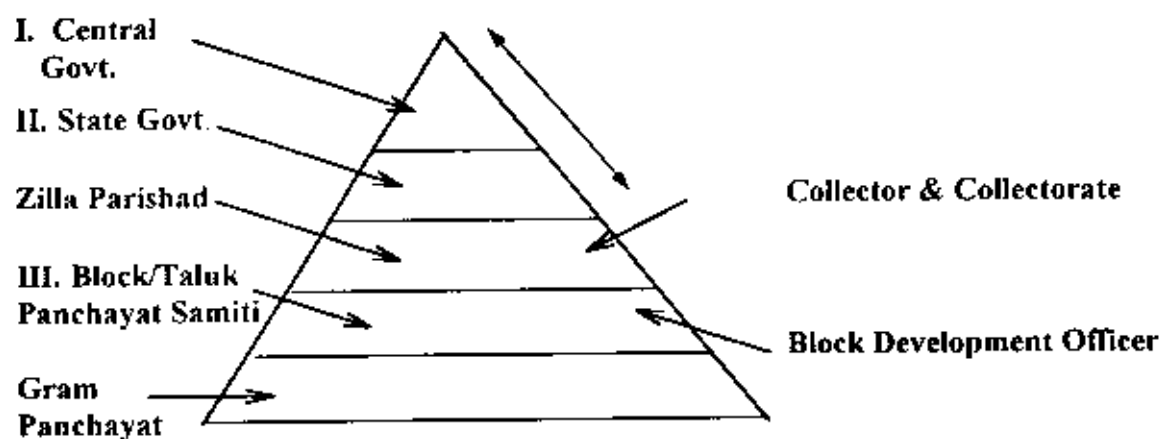
PEOPLES PARTICIPATION IN GOVERNANCE

Mr. Chandan Datta

Mr. Chandan Datta threw light on the major aspects of people's participation in governance.

People's Participation in Governance

He began by presenting the implications of local self-governance i.e. to involve people in day to day activities in local areas. He traced the beginnings of self governance to its being accepted formally by the 73rd constitutional amendment in April 1993. With the help of the following figure, he demonstrated the 3 tier government structure in our democratic system where the majority will rule and decide.



Most states discontinued the process of self governance for next 15-20 years after initial attempts. In 1977 some states took it up but soon discontinued. The 3-tier government became a social reality with the 73rd constitutional amendment passed in April '93. There was reservation for 1/3rd women's participation and provision for i) elections after every five years, 2) right to panchayati bodies to discuss and decide on their problems, 3) representation of weaker sections.

Mr. Datta went on to define the term 'development' in the context of his discussion. The term development as used in a general sense related to progressive and **natural** or **inevitable changes** that are rooted in and **spring out** of situations. The term '**development**' also means (as used by NGOs) an intervention after the path of change: a planned activity aimed at speeding up or directing the process of change to improve the well-being of the people and their environment.

He defined education as a process summed at developing a broad foundation of ability that enables an individual to generalise and transfer learning so as to respond effectively to **new** or **specific** situations.

Need For Participatory Development

Mr. Datta focussed on some of the reasons for participatory development:

- 1) PD builds peoples capacity (i.e village community, including marginalised sections) to see themselves as active agents of development rather than as passive victims of underdevelopment resulting in increased levels of self-reliance i.e. confidence
- 2) PD generates an increase in community level capacity, will, solidarity and organisation to carry on and sustain development processes.
- 3) Participation leads to a greater demand for services as concerned group of people learn what services they can access. Thus they, become more aware of their needs and, programmes/schemes are better utilised.

From government side:

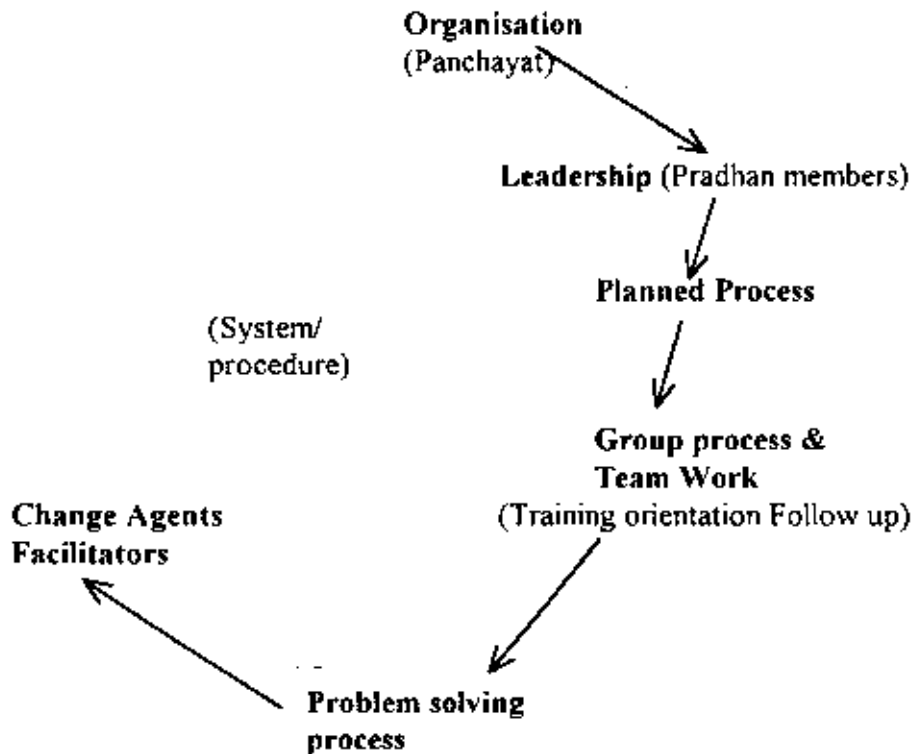
- i) Programmes/schemes are better adopted to local conditions, thus using resources more efficiently (less resource, more benefits).
- ii) More reliable monitoring and evaluation (assessment/reviews) of how programmes are actually working
- iii) Participation extends the coverage and influence of developmental activities to greater number of people. This is more cost effective than non-participatory approaches.

Effective Local Self Governance

Mr. Datta then proceeded to present the framework of effective local self governance.-

- 1 Panchayati Raj Institutions (PRI) are to be viewed as institutions of local self governance and not as mere implementations of centrally determined development programme. Bottom-up comprehensive planning-based on micro-planning exercise is to be the basis of self-governance. PRIs should **not** be allowed to become third tier of development administration.
2. Emphasis must be placed on active participation in decision making by women (and other weaker sections) with a view to enhance their role, status and leadership in local self governance.
3. Interventions in strengthening PRI should focus on building, promoting and empowering **new leadership** of women, SC/ST and dalits
4. PRIs should assert their access to and control over local natural and human resources, as well as other developmental resources available with the state and national government.
5. Strengthening PRIs, will entail clarity of their roles, systems of governance, accountability, transparency and interlinkages.

Mr. Datta portrayed PD very clearly in the figure as shown below:



He stated that **leadership** is.

- I) a key to successful panchayat
- II) also one of the most difficult concepts to measure.

Regarding **Planned** process, he said that planned development outlines the **process** that is needed to move from the current state of panchayat to a future desired state.

He elaborated on **group process and teamwork**. Group processes suggest how things get done in the gram panchayats among the members, members and gram sabha, committee members and meeting with various groups. In the teamwork individual resource is converted into a group resource i.e. organisation/panchayat resource.

He defined the **change agents/facilitators** as those who bring an analytical perspective to what is otherwise an emotional process of transformation-to use the technique of persuasion, coaching, teaching, innovation to thing about transformation.

Individual skills are the “lowest common denominator” of planned development. Peoples skills(accumulated knowledge and experience) represent the most valuable resource in panchayats today. In a knowledge based society such as we have, human resources are the most valuable and potentially the most perishable. Individual skills, knowledge and experience must be developed and incorporated within groups in order to initiate for planned change.

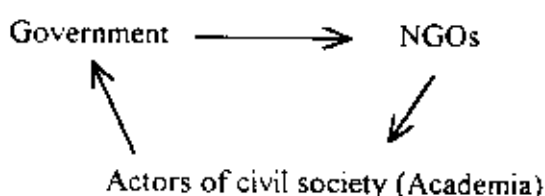
Mr. Datta broadly outlined three problems of our people.

- 1) **Poverty**: 30% are without basic needs and 50-80% are illiterate.

- 2) **Physical weakness:** The poorest comprise of a high proportion of dependants (young, old, sick, handicapped)
- 3) **Isolation:** The poorest are marginalised in every way: peripheral to the ongoing social life of the community, with little or no voice in decision making, typically unsuccessful in the school system, often not contacted by development field workers.

Regarding our role, he stated that "we cannot solve problems with the same thinking we had when we created the problems"

All have important roles to play and are interdependent.



Discussion

The participants put forward some of their doubts and suggestions related to Mr. Datta's presentation:

1. Reservation policy poses difficulty in development? And the present open ward will sooner or later become reserved. What problems will it entail?
- The answer to this problem lies in collaboration as expressed by Mr. Datta.
2. There is a need to create a minimum level awareness and vigilance over bureaucrats through training programmes.
 3. Why are we providing women's reservation when the local people don't want it? Are we negating ourselves?
- e.g. SC women becoming sarpanch were ostracised by family and husband.
4. (i) 90% of budget of Zila parishads are from government funds. Are we able to raise resources?
 - (ii) Panchayats should become people's movements. This has not happened; they still continue as institutions. How can this situation be tackled?
 5. In spite of being the biggest democracy we are not governed by democratic decisions. People have not realised their roles and functions. Women have come to power but the men make the decisions.
 6. The gram sabha remains as the weakest link in the 3-tier government.

Mr. Datta offered explanations to clarify some of the doubts. He suggested that our perspective should be linked to local peoples perspective and it should be realistic with short term goals. Secondly, the work process should be linked to our learning. The role of facilitator and expertise of women are being underutilized. The blame does not lie with the panchayat but it is the process which has to be changed. As a facilitator, the role is that of motivating people and removing barriers for decentralisation of power. In the work process we have to question ourselves - are we able to innovate, change, sustain and improve the local peoples status? The focus here is on partnership, collaboration and networking.

FIELD VISIT ANALYSIS

The participants were divided into two groups to visit two villages in Haryana where PRIA is involved in PD. The groups were expected to observe participation in promoting self governance (Panchayati Raj). The group members presented their analysis of the field visits based on their observations. Chandan Datta (PRIA, Binoy Acharya (Unnati, Ahmedabad) and Dr. Yogesh Kumar (Samarthan, Bhopal) joined the analysis as facilitation.

Group 1

Village Profile: Village Khetaroas in Rohtak district. The village is small with 220 households. 80 Saperas, 8 Balmiki/chudas and others are key inhabitants.

PRIA's Association: 2 years

Majority are scheduled castes/dalits. There are Kachha roads. There is water below 10-15 ft. but water has to be carried over distances. There is a school upto 12 std. There is no medical facility available in any form. Literacy campaign has taken place but literacy level is about 15%. There are migrants from Rajasthan, Saperas are nomadic and they have settled here for generations. Women of the village observe 'purdah'. A government sanitation scheme is being implemented. Each household has to pay Rs. 3000/- and has to provide labour for the construction, or pay an extra amount of Rs 800.

An NGO, Asha Sadan, was working in the area for many years but has wound up its operations. PRIA worked with Asha Sadan so far and has now taken over their premises. One field worker of Asha Sadan has also joined PRIA's team now. One worker lives in the village permanently and others visit the village for days at a time. Two women have been elected to the gram panchayat recently. There is a thrift society.

Interaction: The group had discussions with women and men of the village. The women were vocal and expressed their views about the thrift society, the water problem, about their representation in the Panchayat etc. They expressed that although they were elected to the gram panchayat they could not get into the caste panchayat which was traditionally male. They were happy to be part of the gram panchayat. Water is poted to be their greatest problem. Through their Mahila Mandal they, have been influential in the implementation of the sanitation scheme. Now that they have accumulated some money, they wanted to plan the next step. The male panch members talked about their visit to the Social Development Fair and thought Delhi was heaven. They also talked about their poverty which was due to their being small landowners/mazdoors and majority of them being from the scheduled castes.

Observations:

1. The school teacher has helped in confidence building about the thrift society. Earlier the thrift society was started by the Panchayat. There was mistrust later and it was broken up. Now PRIA has helped in confidence building and the society is working. There are still differences but they are all thinking together.
2. Women are acting inspite of purdah and can influence decision making through mahila mandals
3. PRIA workers have gradually helped the women panch to be functional although initially they had to be persuaded to be active in the Panch Sabha.
4. School teachers can be involved in the work.

5. Educational facilities are available. But there is some complaint about the teachers.
6. The literacy worker is active and he is a liaison between PRIA and the villagers.
7. PRIA workers enjoy the work and have positive attitudes which are reciprocated by villagers.
8. Earlier there was dependency on an NGO; now PRIA efforts are through participatory methods. They are taking root slowly.
9. One group member felt that the sapera's lifestyle represented cruelty to animals and child labour (children dancing for money) and something could be done about it.
10. Health awareness needs to be worked on. Bad health could hinder women panch's functional ability.
11. The women's thrift society could be helped in income generating activities, as they are already motivated (quilt making, etc.)

The reason for a good working relationship between PRIA and the villagers seems to be due to the fact that the villagers are encouraged to think and are often consulted and PRIA workers in the village

Group II

Report on the observation visit to the PRIA field work centre and Dhana Gram Panchayat of Salawas Block, Rohtak Distt. in Haryana.

Observations (Some key points)

1. The ex-armyman was trying to dominate the situation, but was controlled by the sarpanch who was found to be very assertive, determined man of conviction and commitment. Latent competition between the president and ex-army man was noticed for status, power and self-expression. The sarpanch exhibited the big sized smoking pipe (hookah) as a symbol of family status. The ex-army man was found to be a linking agent between the gram panchayat and PRIA. He possesses dominating and authoritarian personality. The Sarpanch was found to be a good resource mobilising man with creativity and vision of the gram panchayat and its development. As a committed and achievement oriented sarpanch he got projects completed, i.e. 8 platforms for taps, one community hall for harijan locality at a cost of Rs 45,000, tank embankment at a cost of Rs 40,000, 400 village road formations with Rs 50,000, additional class room in middle school from panchayat funds at a cost of Rs 1 lakh, 2000 boundary walls with Rs 35,000 and presently renovation of the old village building at a cost of Rs 50,000 meant for panchayat office. Another room in the school is in progress.
2. The last gram panchayat elections took place in December 1994 when there were 2 more candidates who contested against the present sarpanch. There are a total of 7 panchayat members, one reserved for SC and another reserved for a woman who attended the meeting. She could not respond to the participant's questions in the presence of sarpanch and village elders, but inside the house saying that she represents the urgent women's issues in the meetings like water problem. The SC membership falls vacant due to passing away of the member and re-election will take place. Prior to the present sarpanch, there was a male sarpanch who succeeded after another lady sarpanch Inana Devi.
3. One mahila mandal with 20 members as a self help group exists but is not effective in functioning. It took up one training programme on tailoring for 20 women. There is an unregistered Yuvak Mandal with sport, and educational activities. Surprisingly, only women attended the adult literacy programme and their literacy rate is 15%. Their level of

awareness, participation and partnership was found to high. The ex-armyman, Mr. Roshan Lal was found to be an informal leader of the village, playing a facilitating role and link agent. The sarpanch, 3 months after elections, invited all the defected candidates to Gram Sabha with a compromise and they were reconciled.

4. The village needs a dispensary with a trained nurse to conduct deliveries, separate transformers to reduce low voltage and increase the supply of power from 6 hrs to 12 hrs and upgrading middle school to high school.

Ms. Jaitli contributed to the analysis that the ex serviceman played the role of facilitator in the village. He had more credibility among the people as they respected him more for not being the pradhan.

One of the participants observed that the panchayat funds from panchayat land given on lease had been utilised for constructing the hall for harijan community meetings. In the first village, the women's urge to do something to earn their living showed participation among them. Another query come forward that the fact that some staff members from Asha Sadan were taken into PRIA's work gave a sense of confidence to the people. However expectations of the people from PRIA may increase and this may create problems for PRIA in trying to create conditions of participation among the people.

Dr. Yogesh Kumar (Samarthan, MP) expressed that it was an enriching experience for him to know about the perspectives presented by the participants. He said that PRIA was organising the gram sabha now and laying out certain programmes for a large number of people to come together and find their own solutions, and ultimately do away with the dependency syndrome. One basic mindset at the NGO level is that the community can do for itself. It needs to be questioned and demonstrated that people have the capacity to find solutions for themselves.

Mr. Binoy Acharya (Unnati, Gujarat) stated that self governance was a new sector for PRIA. He assigned as homework in the form of deliberations for the participants - If one needs to assess participation in promoting self governance, what should be the key questions asked? What can the criteria be in assessing participation?

One of the participant's responded that if we can create awareness among marginalised sections of society and if they have gained knowledge, it can give some important insights.

Prof. R R Singh put forward the question that how far are the resources transparent in Panchayats? He suggested that maybe once transparency comes in them, there will be participation of panchayats.

PARTICIPATORY DEVELOPMENT: PRINCIPLES, MECHANISMS AND PRACTICES

Mr. Binoy Acharya

The dialogue entered into the discussion on PD as a concept, its practice and its implications for SW Education and Practice. In the beginning of his discussion, Mr. Acharya focused on the understanding of certain terms closely related to PD: Social Education, Development and Research as part of social work. He explained the phrase 'Capacity Building' as participatory development of grassroot organisation and the need to address basic issues as in the case of UNNATI, which is working with ten grassroot agencies of Gujarat and ten agencies of Rajasthan.

Referring to Development Education he stated that, there is a lack of perspective building in education. This can be done through workshops, research and publications, e.g. in dealing with policies of drought management, Panchayati Raj and communalism. He added that in the process of abstraction the question of subjectivity comes in. There is a failure in developing people's perspective and this is a negation of theoretical concepts.

How to facilitate development to become participatory?

At this point, the important question facing us is how to facilitate development to become participatory? The methodology of social investigation has a direct relation with the nature of social development. And the aim of participatory development is to translate people's vision into reality.

The next important question addressed by him was - How to create that vision? Mr. Binoy Acharya put forward a methodology for this which is democratic to promote:

- i. transformation rather than intervention
- ii. mobilisation exercise
- iii. build group formation
- iv. should be pro-active

People's movements have given rise to new social enquiry and the study of movements has provided a new perspective to academia. Here the question of taking position arose. The point of taking people's view is that it creates a vision built through cognitive faculty, understanding, feelings and experiences. Only then can a collective vision be built. He mentioned that unfortunately we do not have the instruments to capture social dynamics. PD as a jargon has come only in the last 5-6 years. Earlier, PD implied using PR in development. However, it is in the learning process that you derive PD. Mr. Acharya emphasised that the critical components of PR have to be used in vision building, only then a critical understanding develops. There has to be a clear social analysis which may not be static.

Mr Acharya enumerated the principle of PD -:

- ◆ As creating access to resources and services
- ◆ As enabling to articulate the cause of non-access and control over services and resources.
- ◆ As developing organised forms/collective strength to exercise access and control
- ◆ As addressing both basic and strategic needs.
- ◆ Liberating from external dependancy, exercising self /social control.
- ◆ As establishing self-reliance for the disadvantaged, marginalised, poor, women.

Some queries from the participants followed: -

1. The above mentioned seem more as objectives of PD rather than principles.
2. This implied that there was a need to modify the entire thinking process for social workers.

The presentation took the form of a discussion in which, Mr. Acharya answered that these principles of PD may not be present in every scenario. Also social workers are not the only actors so, one has to decide how much of PD is to be translated within one's area of activity.

Some other questions followed:

- How to differentiate situations in which PR and PD should be practised?
- Whether the facilitator of PD should instigate people?

Mr Acharya responded that the facilitator role was not to instigate, but to assist in developing critical understanding. The Green Revolution, total literacy campaign and women coming out on the streets to protect against liquor in A.P were three excellent examples of PD.

Another query was: *Is it necessary to be always guided by the desires of the people?* Prof. R.R.Singh expressed a doubt related to this - There is increase in urbanised violence in the present day. Should social work intervene in this situation or not?. Social work has to partner itself with peace making activities. Mr. Acharya presented his view that the social setting is very important in developing critical consciousness and in social analysis. PD can be created by a people-centred vision (not to create a dogmas) by promoting critical consciousness. He elaborated that the first principle is based on people's vision emerging out of people's critical understanding of reality. The control over power, resources and services is unequal.

Debate on PR

Mr Acharya put forward a controversial statement to the group after which a lively debate ensued among the participants.

"Participatory research creates conflict in society". He listed four answers and asked the participants to choose their answer, giving reasons. The debate cum discussion took the following course -

1. Yes (7 Participants) :

- i. Creating consciousness and awareness among people creates conflict.
- ii. Once people realise the social reality, it creates conflict.
- iii. PR raises questions and so creates conflict.

2. Yes, But (10 Participants) :

- i. Depending on the situation and approach, sometimes old norms are replaced by new norms. e.g.: Feminism questions the old system and so it is bound to create conflict in society.
- ii. How the problem is handled may also create conflict?
- iii. It gives rise to change and development and so creates conflict.

3. **No, But:** Here it means that PR can create conflict, but may not. The concept of conflict has to be understood - whether it is a conflict of ideas or actions. Depending on this it can but may not create conflict.
4. **No:** Conflict is already present in society. PR only tries to resolve conflict - conflict between castes, gender present latently and suppressed. Mr. Acharya adhered to this view.

Rather the consensus was that SW is an integrative and integrating process. Prof. Singh stated that SW is a participating process and focuses on participatory form of practice but it is not conflict creating.

Some of the comments from the participants were that the basic focus of PR is on social transformation and hence there was a possibility of creating conflict. There is conflict within ourselves also; change also creates disorganisation and this can create conflict. One question come up regarding the meaning of the term conflict. One view was that competition, rivalry and conflict are three stages of sociological change. Conflict has to be understood in the context of social science. Social work brings out existing social conflict. Due to the information imparted to the clientele it leads to conflict, even though social workers go with the aim of enhancing and promoting social functioning.

Mr. Acharya attempted to conclude the debate by putting forward his views. The statement should be changed to PR *brings out* the existing conflict and does not create conflict. There was general disagreement among the participants over the statement that SW is a problem identifying, growth enhancing, growth orienting but conflict creating process. Binoy added that if one is in favour of the disadvantaged, then one does not create conflict. So PR does not intend to create social conflict.

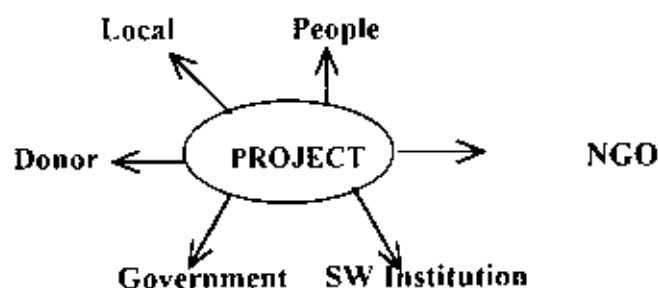
Understanding PD

From here he moved on to the core issue of PD -

1. To collectively develop vision i.e. awareness building
2. Need to create mobilisation of people through local institutions which need to be democratic e.g. Credit societies-if there are a means to mobilise people then only it is PD.
3. The need to create action since you are taking a choice. Here people take holistic action Participatory planning is holistic planning.

Mr. Acharya emphasised that since life is dynamic, there is need for constant revision as the situation keeps changing. Thus new action emerges as a result of this. He referred to two phrases 'participation in development' and 'participatory development'. The former implies people's active involvement i.e. it will bring people to be involved in development. Participatory development implies a shift from critical awareness to action. It is a critical process in which people's awareness leads to participation in action. A social worker is a strong believer in organised social action.

Mr. Binoy Acharya then put forward the "*Stakeholder Analysis*". In the planning process different people are involved, each with a different stake in the project e.g. shown in the figure below.



Stages of Development:

1. Common vision
2. Mobilise own and develop presence of local institutions
3. Action plan along with stake holder analysis
4. Active implementation

The common vision comes out of critical awareness. Local institutions are independent of projects. He explained that if the first three stages are systematically carried out, the 4th will automatically follow. The first three stages are holistic without intervention. These stages have passed through historical development and did not come out at one point of time. He gave some examples to demonstrate these stages:

- i) IRDP project on poverty eradication (women in development) but PR did not come in.
- ii) In the *second stage TRYSEM* (Women in development) focus on efficiency, here some degree of PR came up (1979- FAO conference).
- iii) In the *third stage DWCRA* (women and development) on empowerment, here PR came up.

Discussion

Participants came up with some relevant questions based on his lecture.

- *To bring about collective action, what measures should be adopted to mobilise the masses ?*

Mr. Acharya gave an example of the Indira Nahar (Canal to Gujarat) where the URMUL Trust Padyatra went a long way in creating awareness among people for regulated use of water. Other ways, he suggested could be by enacting situations which helps in creating awareness, spirituality as a medium i.e. to reach out to people through community prayers.

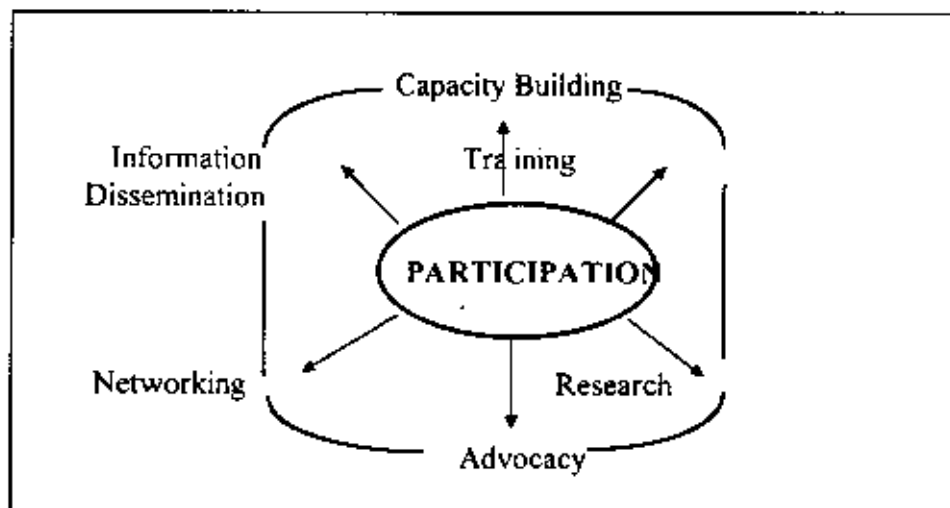
- *What strategy do we follow in the light of our own institution's image regarding finding at local level ?*

The response to this by Mr. Acharya was to get local resources.

POLICIES ON PEOPLE'S PARTICIPATION: GLOBAL ACTORS AND PARTICIPATION

Ms. Atreyee Corderio

Ms. Atreyee Corderio imparted valuable information regarding the role of global actors in PD and their policies on people's participation. She began with a briefing on the Centre for Global Alliance with the presentation of the following diagram, which outlines development for people, with people and by people in its stages.



Definition of Participation

The gaps between GNP and human development indicators clearly show that economic growth cannot be the yardstick to measure development. International organisations use participation as a means to implement their projects. The World Bank recognised that participation is necessary for their "business practice" i.e. to get back what it puts in the form of funding.

The World Bank gave its definition of Participation as "a process through which stakeholders influence and share control over development, initiate discussions and resources which effect them". UNDP defined PD as entailing the creation of political, economical and institutional space, an enabling environment within which peoples organisation can exercise their rights and responsibilities.

Institutionalisation of Participation

Though defining PD is easy, the problem lies in implementation of participation. She outlined the various stages of institutionalising participation by the international organisations

World Bank :

1987	: NGO Community urged the Bank to establish closer co-operation with NGOs (Bank was using NGO as a contractor)
1987-1989	: Studies carried out on community participation to define concepts and frame of issues.
1990	: Participation Development Learning Group was established - further studies commissioned to document participatory approaches in World Bank projects.
1992	: A workshop was held to analyse the findings of the study and make recommendations to the bank.
1994	: Participation policy of the Bank was endorsed by the Board of Directors.

UNDP

1975	: Guidelines issued by the Administration to strengthen collaborations with NGOs
1986-1990	: Collaboration with NGOs continued to be ad-hoc and had no effect on policy.
1990	: As CSOs and Participation Programme unit was established to: <ul style="list-style-type: none">• ensure community participation in the design of UNDP projects• develop case studies and data base of successful issues of participation approaches.• promote consultative arrangements between UNDP, Governments and NGOs.• Respond to request from NGOs regarding information about UNDP
1992	: Workshop on grassroots participation concluded that UNDP should create an institutional framework to promote participation.

USAID

1992	: US Congress passed the Government Performance Results Act. President Clinton ordered each federal agency to set standards
1993	: Administrator of USAID committed the Agency to systematic reform to focus on core values such as participation.
1994	: A team set up a Participation Initiative. <ul style="list-style-type: none">• Participation working group• Participation Forum• Participation Network• Collection and dissemination of tools and participatory practices• Technical assistance to support participatory approaches.

INTER AGENCY GROUP ON PARTICIPATION

All these organisations had parallel initiatives going on. With the help of a self-explanatory diagram. Ms. Corderio explained the formation of the Inter Agency group on participation in 1995 (FAO, ODA, UNDP, IDB, UNICEF, ADB, USAID, EBRD, PRIA, CIDA, IFAD, GEA, GTZ) and the place of PRIA in the group. PRIA is the chair group in the subgroup of participation. The others are ICCAF on gender (Canada), IDR on NGO-Bank Relations (USA), ISODEC on Country Assistance Strategies, (Ghana) FDC on Debt (Philippines).

She focused on some important questions to be looked into e.g. How to look at the vast number of people involved and change the understanding of Participation? How to mainstream participation and incorporate it into an organisation? By sharing of case studies, the Inter-agency Group on Participation (IGP) arrived at a number of aims and objectives and a work plan.

- Provide a forum for sharing information and supporting efforts to mainstream participatory approaches;
- Deepen analysis and learning about participatory approaches both at the country level through joint action, research as well as sharing information on advances in research;
- Support capacity building at the country level.

Regarding Workplan:

The IGP would base its activities around five areas of potential collaboration and exchange. Each of these areas would be co-ordinated by a member of the IGP.

1. Institutional change
2. Project preparation and implementation
3. Training / capacity building
4. Information and dissemination
5. Monitoring and evaluation, and
6. Country level capacity building

Important Lessons

She pointed out that, based on this work plan some important lessons were learnt such as regarding mainstreaming participation - global, systematic approaches -

1. There is no single best approach to mainstreaming participation.
2. Institutionalisation of participation requires systemic change.
3. and systematic change

She said that the last 2 points could be taken together. The policies and structures have to be such as to create space for participation. As far as people's power is concerned Top-Down and Bottom-Up, she stated that unless individuals themselves are convinced about participation, nothing can change. An attitudinal change is required be it institution, global actors, NGOs or government and to constantly question, One's contribution to bring about that change?

For building capacity, she put forward a number of suggestions: -

- sharing of information is important
- on going need to design participatory tools to incorporate participatory approaches.
- convincing evidence is required
- not to side-track issues on special funds
- internal contractual and procurement procedures are one of the major obstacles to mainstreaming participatory processes.

For assessing Institutional Capacity, she stated that firstly, traditional development models must be adapted or replaced to incorporate participatory approaches needed for sustainable development and secondly, PD is often associated with community level (micro) projects but interventions at the policy (macro) and institutional (meso) levels will ensure long term sustainability.

Discussion

Ms Atreyee's presentation was followed by a few observations and queries from the participants-

1. *Will the policies of WB be transparent or accountable enough with the incorporation of participatory approach? Or is it only idealistic because it is a business practice of the organisation?*
2. *The concepts of PD and PR are not new but the Indian government does not really want a participatory approach because this will lead to people's awareness. Similarly, regarding funding organisations, is it their non-awareness or a conscious effort not to fund?*

In response Ms Corderio drew attention to the intellectual clout of WB and its policies. In the early years the policies were in response to war and WB was set up in time of emergency, therefore reconstruction was its main prerogative. But by 80's and 90's the world scenario has changed a lot. With two break up of USSR, Europe (breaking down of Berlin wall) All this has influenced WB's policy of looking into participatory development. Also, the media plays a major role in subjugating critical awareness of people.

3. *Communication is important from social workers to funding organisations.*

Ms. Corderio explained that funding organisation are not into development projects for the goodness of it but they have their own agenda and one has to understand one's own limitations in the area of work

Ms. Jaitli put forward a question at this point. Are we using participation as a means or end for fulfilling our projects? Prof R. R. Singh also contributed to this discussion by expressing that a critical examination of our society and culture was required. Due to pressure, two international organisations created a unit of social development only in India and not in any other country and that the question of hidden agenda is important. As social workers, we also have hidden agenda - are we pro-people or pro-institutions? And ultimately those who deliver goods will be partnered by people" One of the participants questioned that through these funding organisations and programmes, is the U.S. trying to perpetuate its name throughout the world?

Ms. Corderio responded that with the breakdown of USSR, US has not necessarily become the main player, rather other economic powers have come up. e.g. Japan, Germany. Civil society organisations will have to influence the policy making of international funding organisations for the propagation of people's interests. There is also a need for a holistic perspective which includes micro and macro level factors affecting PD for the villager.

SOCIAL WORK PRACTICE AND EDUCATION: A CRITIQUE WITH IMPLICATIONS FOR PD

Prof. R.R. Singh

Prof. Singh put forward four issues to be discussed and modified in relation to the implications of PD in Social Work practice and education:

1. Traditional and typical patterns of Field work: The concern for standards and uniformity rather than atypicality is more prevalent. He pointed to the need for atypical approaches to similar conditions.
2. Setting and Practice Methods
3. Teaching and Learning in the Field
4. Evaluation of students performance

Here he referred to person in situation → transactional action as than form of practice to be adopted in SW practice. The question is when to draw the line between teaching methods in practice or research.

He put forward some questions to be discussed on Field Work:

1. What is the global context in which human societies are operating or interacting?
2. What is the situation at the national level?
3. What are the social concerns which are affecting the Indian society?
4. What is the constitutional vision?
5. What are the concerns that social work profession proposes to address itself to?
6. The goals of SW education?
7. How can these concerns be converted into a professional programme?
8. What will be the educational strategy to achieve the goals of this programme?

He emphasised that the strategies should take care of course teaching, practice instruction, action research and social work research. He stressed the need for **field action projects** and **demonstration projects** and partnerships at different levels. On the issue of critiquing SW education and practice, he put forward the question whether the Board of studies ever addressed these questions and were these questions accepted under the broad goal of Social Work education and practice. He further stated that if the course has not been designed on the basis of these questions, then it is not within SW education. Curriculum development should be attempted as per policy formulated by UGC regarding courses, bibliography, etc.

He threw some light on **Field Work** as part of the curriculum of SW Education and Practice. Some issues raised were; Does each institution have a field work policy statement? Should there be one? What is Field Work? How to convert this policy to programmes at the under graduate, PG and M. Phil level? How to convert programmes to Instruction? How will FW be evaluated- through important concerns or number of hours spent in FW?

Prof. Singh suggested that since group work was not practised seriously in India, by and large, there should be conversion of FW into placements i.e. agency, community, etc. He felt that new frontier areas have to be explored.

He added that questions raised on social work education and participatory methodology, should be included. One suggestion is that 1/3rd grant of UGC should be given to extension work. He stated that questions have been raised about experiences of SW educators and practitioners. SW as a growth-inducing process leads to practice-theorising. Are we conscious of the use of theory? What is the hypothesis which a student carries to the agency for intervention? This implies that SW practice begins with assumptions and there can be no SW practice without a hypothesis. Important insights are available in the form of assumptions and hypotheses, Prof. Singh concluded that SW education and practice has to be based more on need and explanation.

Discussion

His presentation was followed by numerous queries and comments from the participants:

- In the current SW Education and practice curriculum has not been formulated. Though workshops on curriculum development have been held, changes have not been made. It was generally agreed that because of the constraint of time, teachers are not able to devote to FW evaluation and so no new curriculum has been introduced. Prof. Singh felt that SW education aims towards generating citizenship. Within the same curriculum attempts should be made to expand the scope of teaching.
- A participant suggested that issues raised should be sent to all the schools of SW in India and two workshops should be held for changes in curriculum and FW. Prof. Singh said that the goals of SW education has been mentioned in the FW article. This issue is there on the agenda of UGC and ASSWI should prepare the education policy statement.
- It was shared that the Department of SW, Jamia Millia is the only school with a course on FW. The Participatory methodology depends on the agencies in which students are placed. There should be criteria laid down for these agencies.
- It was reported that in Stella Maris College, Madras participatory concept has been taken care of through FW agency conferences. Could students be involved with agencies on projects to ascertain target groups?
- The group recognised that SW draws from several disciplines, gender and environment. Social theory is moving ahead and SW is not able to catch up with theory. A conscious effort has to be made to grasp the theory in a systematic way and then reflect back in terms of practice.
- Namrata felt that in FW it is important to see from the students' perspectives. Prof. Singh also echoed the participants suggestions regarding the need for proper agencies.

PEOPLE'S PARTICIPATION IN URBAN DEVELOPMENT

Ms. Sheela Patel

The dialogue focused on the two important areas of people's participation's, i.e., urban development and rural development in two sessions. The first area was covered by Sheela Patel from SPARC, Bombay.

SPARC's Activities

Sheela Patel is the Founder Member and Director, SPARC- Bombay. She explained the work of the Society for Promotion of Area Resource Centre (SPARC) which was set-up in 1984 with the aim of getting professionals into partnerships with people and poor communities of cities. Ms. Patel stated that people's perspectives do not get reflected in education process, hence this partnerships took the form of an alliance between SPARC, NSDF set-up in 1974 - (National Slum Dwellers Federation) and MM (Mahila Milan) set up in 1986 - in 1986 to work with communities.

The NSDF is a national organisation of leaders of slum communities. The MM represents a network of women's collectives in the slums. It was out of the frustration of community developers of not being able to address ignoring real issues and also the rejection of welfare and charity approaches that the partnership emerged. MM is extremely decentralised and localised. Over a period of time women's collectives got integrated into the Federation. Today 55% to 60% of NSDF leadership is women who develop knowledge, skills and systems development.

Urban Development

Ms. Patel presented some statistics of urban population which was only 13% in 1947 and it rose to 25.9% in 1991.

- Classification of Urban centres showed that 30-40% of city population lived in slums (informal settlements). These were characterised by
- Absence of amenities,
- Municipalities unclear- policies,
- and problem of how to relate to poor?

She elaborated that though there is a strong commitment to rural development, not much attention has been given to urban development. Most cities have 2-3 major conglomerates. There is no clear pro-active vision of how to deal with city problems and poor in cities. There are a number of problems of the city which are fast competing with the poor of rural areas. She went on to say that our belief is that nothing trickles down. Therefore the following strategies should be examined.

- Start with those who are worst off
- Ensure women's central participation in problem and solution
- Make mistakes and learn

(Here she stressed that one of the biggest reasons for poverty is that we are not allowed to fail. We have to give ourselves the collective right to fail.)

- Develop trainers from process
(To deprofessionalize training, solutions have to be demystified and alternatives have to be made ready to everybody).
- Set-up negotiation and arbitration points
- Abdication and consolidation (Not withdrawal)

After working with urban communities we learn new ideas and strategies and we abdicate this to the communities. She elaborated on the principle of collaboration that social structures survive if they consolidate.

Institutional Arrangements for Urban Development

She suggested ways to establish Institutional Arrangement.

- Create city federation with member co-operatives. Federation structure helps in negotiating with authority, e.g. railway federation is very strong in Bombay, Pune, Nasik, Kanpur and Lucknow. It works with people facing eviction staying on railway platforms.
- Create information through educational process and trainers. She elaborated on the definition of PR that research has an accountability to demonstrate, and it has an ability to create knowledge system for the poor.
- Creation of information systems which compete with what the state has
- Set precedents by communities
- Set basis for dialogue
- Commitment on horizontal and peer learning
- (She emphasised that the most cost effective method of learning was by creating conditions and opportunities for the leadership of the poor to visit these sites).
- Link communities locally and internationally
- Retool partnerships with NGO/CBO. city/state/other agencies

Ms Patel stated that sustainable solutions come out of consensus building. We believe poor people have their own solutions. She took the example of public toilets in Bombay to focus on how to train communities to construct toilets from scratch. The strategy for this is that the Federation puts together data, goes to the municipality which then gives money to communities to construct their own toilets. The idea is to create building blocks. Sanitation is one of the biggest crises of urban slums.

Discussion

Ms. Patel's presentation led to many participants relating their own experiences in community work.

- *What is the reaction towards use of toilets by urban slum dwellers who come from rural background and are used to open air defecation especially women ?*

Ms. Patel responded that it was due to the lack of hygiene in these toilets that the people had no choice but to defecate in the open.

- *How to maintain cleanliness?*

She stated that 85% of toilets do not have regular water supply. The pay and use situation does not work; sanitation technology is not appropriate. It is in a state of crisis; there is not enough money allocation for sanitation and whatever is there is not used. Also community toilets are more possible and affordable than individual toilets.

- *A third query was that the worst off in any slum do not come forward to make use of the amenities given to them. Also, sometimes there is demolition of temporary jhuggis, newly constructed houses in place of which are given (either sold or rented) however the same people make jhuggis elsewhere. Is this criminalisation of poor?*

Ms. Patel shared that if SW institutions do not promote a change of status quo, the poor will have difficulty in access to resources. She suggested that it is important to take-up subjects and issues that are suitable to slum dwellers.

She drew the attention of the group to the politics of land management in cities. She shared that poor communities get land by grabbing. The state and the poor wage a war of attrition where both lose but poor lose more. It is because of the failure of central government institutions that poor come to cities and those that survive begin to get entitlements.

- *Self help and Social Justice - Are they complementary or self-contradictory?*

She responded that the most sustainable solutions emerge out of dialogue between communities and resource organisations. Most mass movements and most successful organisations of poor use the concept of self-help to pull together their resources of credibility. Ms. Patel emphasised that there should be no fantasy that resources among the poor themselves will solve the problems. The need for change is very much there. Social workers are looked upon as people who deliver conveniences. She pointed out that it was important to understand the politics of demolitions and stressed the need to know the Municipal Laws and if required include in the school's curriculum.

- *One of the participants put up an interesting question - What are the ingredients that go into an individual who works in this set-up i.e. SPARC?*

In response she gave a brief about people who worked with SPARC -

- (i) Capacity to operate in a correctional environment
- (ii) Readiness to learn from slum organisations
- (iii) Belief that real time frames are long term.

It is important to understand who we produce in SW education organisations.

- (iv) One who can expand his/her paradigm
- (v) Ability to work with humility
- (vi) How to construct new learning

- *Regarding rural to urban migration, if the government can not contain rural areas, the policies should shift from rural to urban areas. The municipal laws need suitable amendment.*

Ms. Patel also stated that earlier there was a belief that people could be retained in rural areas but migration to urban areas has continued. However if there is a change in the mode of production, there may not be any need to migrate as the rural area may get transformed into a town. An overview of the history of urban development shows that most movement was to colonial cities. Migration patterns show inter-state movement in Calcutta and Bombay. The 60's and 70's witnessed the biggest jump of migration. Madras saw immigration mostly from neighbouring districts. The entire global change has seen more and more crisis of employment in rural areas. There is no social structure for indigenous areas.

She gave a brief explanation of the situation of planning in cities. Most cities are based on the Victorian Planning i.e. an inner city, indigenous city, outer city and outer fringes. The inner city houses the rich, the indigenous city the craftsmen and artisans. However, the poor communities replan the city and wherever their density is higher, they have more say. The statistics in the city are an interesting indication of the political thought in the city.

- *Another query focused on the subject of alleviation of poverty - what should be the strategy to organise the poor?*

Ms. Patel responded that first of all we have to acknowledge that there are no easy solutions. The issues around which the poor can be organised have to be focused and undertaken to try and create conditions to develop period of action. The period of gestation is very long and the ability to reach out to a very large number of people will be much easier if one can overcome the period of gestation. She stressed on the importance of strategic partnerships to engage critically in the process.

Strategic Partnership

With the help of an audio-visual presentation (Beyond the Beaten Track) she aptly demonstrated how strategic partnerships in working with the slum dwellers community near the railway tracks in Bombay helped to shift them to an area further away to improve their living condition, ensure safety, as well as enhance better and smoother functioning of the railways.

Regarding Rehabilitation programmes, she explained that it was important to set them up in practice, see how they work and then formulate policies. She also presented another publication of MM & NFSD - "City Watch India" for a better understanding of slum development programmes with the help of initiatives by MM and NFSD.

More questions followed:

- *Can you consolidate the interests of people so that they have the choice to decide for themselves?*
- *Where does the community locate itself?*
- *Are the slum dwellers poor?*

Ms. Patel tried to clarify that all dwellers are not poor at the same level. The first criteria of poverty is when you can not strengthen and develop your assets. Actually, the poor pay more for lesser amenities available to them. The Federation tries to bring the better off and poorest people of the community to create opportunities.

On the question of employment of slum dwellers she answered that they do not get optimal employment in the city. Given time slum dwellers are ready to plan their settlement, given time and ready to leave pavements and move away from cities. One query referred to the value of the poor to which she answered that the city can not exist without the poor. Movements of the poor show that they are basic to the city.

The President of NSDF explained that it was important to think of slum dwellers as assets rather than a liability to the city. The slum dwellers chose to come to the city to earn a living and none of their dwellings are donations by anyone - government or any organisation. Slums have a great utilitarian value in the city. Without them the city's functioning is impossible.

Challenges for SW Educators and Practitioners

Ms. Patel concluded her presentation by posing some interesting challenges for SW educators and practitioners. What the student learns in FW and what has been taught needs to be bridged. Colleges should develop partnerships at a cutting edge of social transformation. She suggested that PG students should locate their research in useful methodology issues. Practitioners should gain from institutional processes. New knowledge which comes out of taking dangerous risks should be generated.

Namrata commented that the presentation and discussion was an inter-professional dialogue in the true sense.

PEOPLE'S PARTICIPATION IN RURAL DEVELOPMENT

Mr. Joe Madiath

Mr. Joe Madiath is the Executive Director of Gram Vikas, an NGO near Berhampur town in Orissa working in the area since the past 25 years. Gram Vikas has a rich experience in Participatory Development in rural areas. It is a grass-root organisation with the following programmes:

1. Integrated tribal development organisation
2. Energy based on biogas, constructed 60,000 family based biogas plants
3. Rural health and environmental programme --> ecology

Reclamation of 1000 hectares of wasteland in a year has been attempted.

Development in Orissa

Mr. Madiath classified the backward state of Orissa with poor communication as rural, rural India and Sunderbans as rural, rural, rural India. Nagaland as Indian tribal area and parts of Arunachal Pradesh where neglect has doomed people as tribal, tribal India. Liberalisation even in its remotest sense has not percolated to the people in the tribal areas. Land belongs to people privately but in the tribal areas the people live in forests which belong to the state government. Mr. Madiath gave a brief view of the state of tribals in this region and then highlighted some of Gram Vikas' programmes to bring about integrated rural development in the region.

He stressed that Adivasis today have no land rights as their land can be taken away by the government. They have no right even over the non-timber products of the forests e.g. honey, seeds, etc. All of it belongs to the benign power i.e. government. The Adivasis are only allowed to collect these products as wage labour and get a nominal wage decided by external factors. The tribals are not allowed to process these products e.g. broom and have to sell to co-operatives at their dictated prices. He portrayed the non-existence of liberalisation to the extent that a poor man needs 12 permits and licenses to build a house, 6 permits to dig a well or even line it with stones.

Another example is from the paper industry of Orissa which has to pay just Rs 5/- for yearly lease of 1 acre of bamboo, but if a tribal wants bamboo to make baskets, he has to pay Rs. 10-15/- per bamboo. Often records are fabricated in health matters and even the basic of amenities do not reach the poor. He gave another example regarding repayment of loans by the poor families of one village. Though each family got a loan of Rs. 2,000/-, the records carried Rs.10,000 to 15,000 against each family? The repayment of loans thus is a problem. He pointed out that not only is the situation dismal but it is desperate. Out of the 3 Trishuls or Trinities of Exploitation working, namely, 1. Forest, Police, Revenue (worst one), 2. Politicians, Administrators, Planners, 3. Moneylenders, Landlords, Liquor merchants. The last one is the least evil or most benign form of exploitation of these tribals.

There are some areas where no gazetted officers have ever visited and those officials placed in these areas are the ones who are most corrupt and inefficient. This hinders people's participation in development.

For the people to participate initially, an environment has to be created for participation and people have to feel that they will directly benefit from anything that is being done. They should feel that they have the biggest role in the execution of decision. The process of development must ensure an enhancement of dignity and self growth.

Mr. Madiath gave an example of the coffee yielding plantation in Mundappa village in Kalahandi district where even the labours of plucking coffee came from outside the village. When the tribals of the village realised that they were not getting anything out of it, they cut down hectares of plantation. Their land was taken away by the government. Similarly, for a wild life sanctuary to be developed, the people residing in the forest were asked to leave as they were encroaches. The tribals who were settled here since generations started killing tigers as they felt they were a threat to them. All the minerals and water comes from tribal areas, but for the construction of dams and identification of mines to be constructed tribals are evicted. Where is participation in all this - this question was opened to the grasp to analyse.

Gram Vikas - Initiatives for PD

Mr. Madiath stated that the rural population can never be contained in the rural area until the quality of life is improved. There is no facility for essential needs, sanitation, health and not many schools are available. Sustainable development has to be given to these areas.

Mr. Madiath elaborated on Gram Vikas's work on **biogas plants**. One of Gram Vikas' most prominent contribution to the development of Orissa is 60,000 biogas plants in 6000 villages of the state. Some queries followed.

- (a) What promoted the construction of so many biogas plants? How was it a priority area?
- (b) How many cattle do the people have? People can not afford to keep cattle in their houses, so, how do they collect cow dung?

Mr. Madiath clarified that building biogas plants was not out of government consideration or proposal. The forests were first disappearing for getting firewood. Therefore, it is in the interest of forest preservation that biogas should go to the richest people possible. He further explained that out of 100 families about 10 or 20 have adequate number of cattle with land, wealth and political clouts. These people were the biggest deforesters as they could engage labour from outside areas to collect firewood. So 80% of people had access to only 20% of firewood. It naturally followed that if the rich used biogas, the poor would be able to use firewood.

He elaborated that today it has become a programme directly for the poor. This is the difference between an NGO implemented and a government implemented programme. The way it is implemented is important. The concept of community biogas plants is a complex phenomenon by way of its functioning because management has to be on a large scale. That is why out of 40 community biogas plants only 12 are working. The easier solution according to him is that of group biogas plants i.e. 2-3 families who share their resources i.e. cow dung, money, etc. to run the plant. Mr. Madiath explored the possibility of a method by which we

can have a participatory form of government in the village with people's participation from the beginning to the end and the NGO withdrawing at the end of it i.e. in about 5 years for the sake of sustainable development.

Taking the issue of health, he said that over a span of few years a programme was framed in 40 villages and a survey was done on what is the biggest problem in Orissa. Poor health status especially among the poor was one. On further studies the programme focused on what was the cause of illness? The results from the studies showed that 85% of the diseases are water borne diseases (cholera, hepatitis) The survey showed that it is because of our abysmally careless attitude to disposal of human waste that it has found its way in its raw form into drinking water. For good drinking water, there has to be good sanitation. Though some toilets were made by the government,, they were not in use mostly because of non-availability of water. With the initiative of the villagers in the form of resources (Rs. 1000/- per family) and unskilled labour people made their own toilets and ensured a sustainable water supply in the villages.

A basic corpus had to be built with biogas plant, toilet for every family, running water within the village, rehabilitation, schools to be started and every child to be immunised. From the interest of this corpus the people should ensure 100% sustainability. The salaries of the anganwadi worker, creche worker and school teacher are to be retrieved from 1% tax out of resources from pisciculture within the village. After first 5 years the NGO has pulled out from some villages. There may even be a possibility of reverse migration i.e. people coming back to villages and for this to happen there has to be an improvement of the quality of life and opportunity for learning in rural areas.

Discussion

Mr. Madiath's presentation of Gram Vikas' contribution towards participatory development in some of the tribal areas of Orissa generated many queries, observation and contributions by the participants:

- *Did you utilise resources of the government while working in these areas? If government money is available it should be harnessed in the process for quicker, tangible and visible results.*

Mr. Madiath answered that the government's resources are people's resources and Gram Vikas utilised whatever resources could be mobilised from banks, Central and State governments, at block and district levels (from BDOs).

- *After pulling out from the village what structure sustains development in the village?*

He explained that for 5 years Gram Vikas did capacity building, elaborate measures were taken to see that dynamics of village could be modified, functionaries were trained, a group of experts was set-up to give service to these people not on free but on fee basis. This structure now sustains development in the village.

- *Has the implementation of the 6th Schedule of the Constitution made the programme more effective?*

Regarding the 6th schedule there is still a lot of organisation going on and the Orissa government is most careless to tribal needs. The 73rd Amendment has rendered most sarpanches to be ineffective as they circle the BDOs but can not question them on their responsibilities.

- *What did you do about the resistance to change by the minority? How did you make them join the mainstream?*

Mr. Madiath explained that it was through capacity building of the majority group of the village that made the minority join the mainstream. The idea is to establish camaraderie with them and to establish credibility of the organisation that you have a stake with them. He endorsed his view that the relationship between village and NGO is like a marriage and takes a lifetime to succeed.

- *This question focused on the practice of purdahpratha - Why is it stressed on and is it present in Orissa tribal villages?*

Mr. Madiath stated that the tribals do not observe purdah and there is greater equality between men and women. In fact very soon women will have their say in affairs of the village community. The problem lies in the mainstream of development.

- *What have you done about wasteland reclamation? And is there any contribution towards waste disposal management?*

He replied that waste land reclamation has been done, and fruit/ fibre have been grown on this land. Women have get half the land for their social forestry and half the income of this would be for women and half for men. Disposal of human waste through toilets, animal waste through biogas plants and village waste has to be disposed by management of the villagers themselves in the cleanest way. Different mechanisms and incentives are given for this.

- *From the 3 categories of villages mentioned which one did you work in?*

Mr. Madiath stated that Gram Vikas worked in the remotest areas where no other NGO would go and many times have worked at the cost of their staffs' lives.

- *For the sake of wild life sanctuary conservation, tribals are evicted from forests. What role does the NGO play in this?*

Mr. Madiath suggested that a proper rehabilitation policy has to be formulated for this.

OPEN DISCUSSION (Both Sessions)

The morning and afternoon sessions exposed some very useful and relevant information regarding Participatory Development in practice in urban and rural development as demonstrated in the programmes and activities of SPARC and Gram Vikas. And the Resource Persons Ms. Sheela Patel and Mr. Joe Madiath put forward important lessons learnt while putting participatory development in practice thus posing challenges to the present context of social work education and practice.

The sessions were followed by discussion among the participants and the speakers in form of questions, comments and suggestions.

- *Prof. R.R. Singh struck a note from the forenoon session that there was a "reference to withdrawal" and in the afternoon session there was "emphasis on withdrawal". He enquired how one can take lessons from these contrasting experiences?*

Mr. Madiath explained that withdrawal can not be so definite because it takes one or two years of capacity building. He said that we withdraw as an agency but do not withdraw expertise. Though the staff earlier residing in the village came away, some of them resigned from Gram Vikas and became staff of the village. Thus, managerial expertise is still provided though not as Gram Vikas staff.

In the very backward tribal areas the withdrawal strategy within a fixed time frame is very difficult to spell out. The difference in the urban and rural situations is that in the village the area and population is more defined and the task is more clear as compared to the Mumbai situation as demonstrated by Ms. Patel.

- *Is there a difference in development between an external agent who goes to work in a community and one who belongs to the community?*

Mr. Madiath expressed his view that there was no specific answer to this. It depends on the change agent and the villagers' acceptance. How serious and how good the intention of the change agent are more important besides having the humility to learn from the people.

- *How did you withdraw from the village after five years?*

He stated that after doing a participatory evaluation by NGO staff and people of village from the second year onwards they geared the people towards withdrawal of the NGO.

- *This query focused on the political dimension of the villages - Did you confront political presence in negative or positive way?*

Mr. Madiath answered that it is the weakness of the politician and strength of the people that he comes to seek vote of people. The empowerment of people is inversely proportional to politician's power. He explained where Gram Vikas is working, villagers vote in unanimity in large numbers. All the candidates are invited by the committees to the villages before elections for meetings.

- *Do people seek advice from NGO before voting? Is there a direct or indirect impact of NGO on voting pattern of villages? Should NGOs be involved in political decision making?*

Mr. Madiath explained that people do present their manifest to the NGO to seek its advice but we are only change agents and believe that people should be educated politically to exercise their vote with full responsibility but not canvass for any particular party or candidate.

- *How did you tackle the problem of formal and informal leadership?*

He announced that, it is through involvement of five years and capacity building of people that the committees of sarpanches and ward member came out. After three-four years, all committees are made formal and registered.

- *To the question of promoting credit groups in these villages, Mr. Madiath expressed that in all villages savings and credit groups are there (separate for men and women) Corpus funds are present with 2% interest which is lower than bank loans.*
- *What is the system of financial management? Is the village committee itself responsible for managing resources.*

He stated that for the first five years there was great accompaniment of NGO with committees. Details of accounts have to be submitted and an internal auditor goes around the village - one village out of five kept an accountant.

- (i) *Where do you get your staff? How is HRD taken care of?*
- (ii) *How liquor business and market operate in a network?*
- (iii) *The Panchayati Raj Act passed in Orissa & its functioning?*

Mr. Madiath answered that of all resources, the staff is most difficult as it requires professionalism besides goodwill. At one time Gram Vikas comprised of 998 staff members but now it has only 300. It is a tough task to attract staff to such areas which are full of challenges. Internal training's is done by one wing - HRD. Liquor continues to be a big problem even among women and old people.

Regarding Panchayati Raj, Mr. Madiath stated that even the worst of Panchayati Raj is better than bureaucracy. The aim should be to give atleast some power to the elected representatives though at present it is ineffective. The VOs should operate effectively to have some impact.

- *In terms of achievements - what is one of the best achievements of Gram Vikas after adopting PD approach?*

Mr. Madiath answered that the fact that we have been able to transfer to the people the management of their affairs and also our withdrawal from the village as an NGO is the best achievement.

PARTICIPATORY TRAINING IN FACILITATING PARTICIPATORY DEVELOPMENT

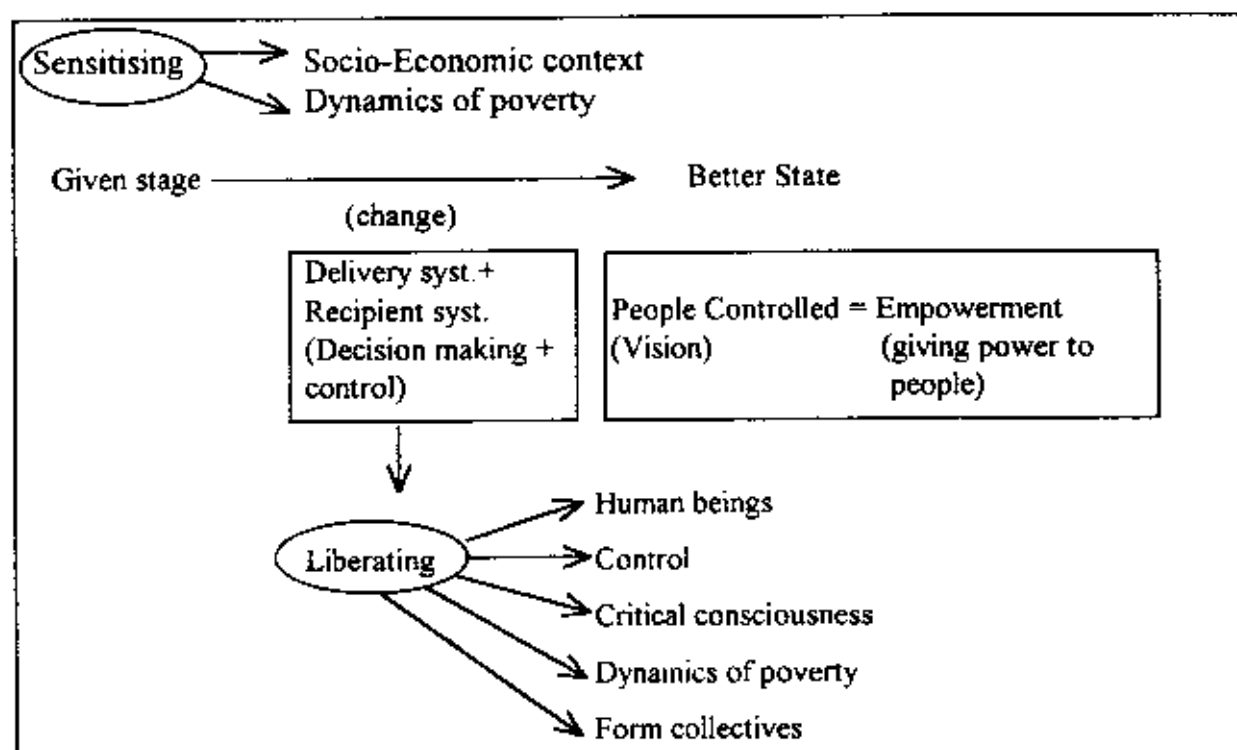
Purvi Das, Namrata Jaitli

The session began with Namrata's presentation of the basic concepts of Participatory Training (PT).

I. PT in Context of PD

She elaborated that development signified a process of change for better. For participatory development, the community is involved in the process and also in deciding the better conciliation. PT aims to liberate the poor and the community from their state of depending and powerlessness and to sensitise the development professional. By doing so it works towards achieving the people controlled vision of empowerment. This main aim of PT was:

- To strengthen and build software of development
- To develop critical consciousness of people.



She began by explaining the context of PT in PD with the help of the following diagram.

She then focussed on the **definition of PT**. PT is a liberating process. It is non-formal education of adults, it is purposive and it is a structured intervention. On the other hand conventional training is based on the banking system of training i.e. transfer of expertise from trainer to learner. The alternative view of training on which PT is based is to build critical consciousness by facilitating learning. She explained that learning is not only a change in knowledge but also change in awareness and skill. Both trainers and trainees learn from each other to build social analysis and self-confidence. Thus PT is a learner-centred, experience-based training.

II Ideology of PT

The ideological roots of PT were discussed. Namrata elaborated that Participatory Research (PR) is the basics of PT. She said that PT is the perspective drawn from assessment of contemporary socio-economic reality i.e. inequality strengthened by control over minds of ordinary people (religion, literature, culture, schools, expertise culture), devaluation of peoples' experience and popular knowledge, the low self concept of the poor, their dependency and vulnerability. PT focusses on poor and oppressed and their knowledge; it aims at social change. PT is based on the collective vision through conscientisation and mobilisation strengthened by the belief that poor can change.

Ms. Jaitli explained clearly the differences between conventional and participatory training with the help of the following tables.

	CT	PT
For what?	Training (knowledge/skill)	Learning
By whom?	Trainer →	People
How?	cognitive skill Expertise Conventional methods	Cognitive+Emotive skills Experience Participatory methods make use of experiential learning of adults.

Banking Approach/C-T	Alternative Approach/PT
- Learning as a product	- Learning as a process
- Teacher controlled	- Student centred
- Transfer of knowledge	- Discovery of principles
- Trainer: Expert	- Trainer: facilitator
- Learner knows nothing	- Learner - full of capacities and knows reality
- Learner passive	- learner Active
- Encourages conforming	

III She outlined the Principles of PT:

- Derived from adult learning principles.
- 1. Learning can be facilitated by helping them to build their self-concept or at least not hampering it.
- 2. Adult learning is an emotional experience and needs sensitive handling. Feeling is an important mode of learning.

3. Adults choose to learn. One has to make the learning interesting, participatory, and challenging.
4. Adults learn whatever is relevant (what is real and practical for them)
5. Adults learning is based on experience (shared experiences).
 - Should cover knowledge, awareness and skills.
 - Learning derived from participants' experience (past and common.)
 - Facilitate Learning Environment (psychologically secure, challenging, open).
 - Utility to life and living (transfer of learning)
 - Entails a social process (norms, values)

IV Importance of Group

She laid down the characteristics of the group. It has an objective, goal, common purpose, a framework/ boundary for development

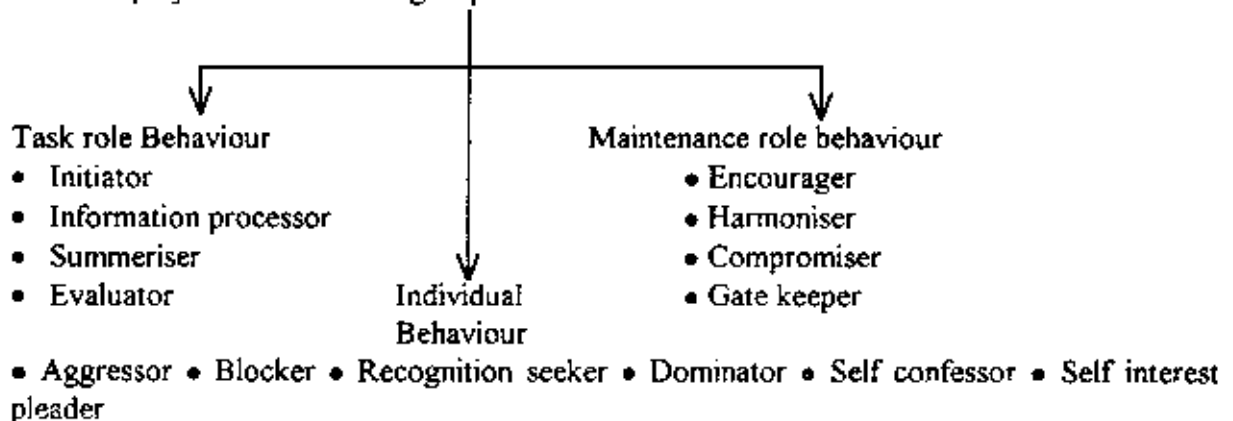
There are 3 broad categories of groups:

- Training Groups
- Organisational Groups
- Community Groups- PD focusses on this (similar background, longer duration).

Ms Jaitli showed the relevance of small groups. In PT, groups are powerful vehicles of learning and a lot of learning can take place as a group; it is the basis for action and change and it is a more secure environment for learning. She presented the following diagram to explain how groups work:

Roles of Group Members

She then projected the roles of group members:-



- All this impedes group learning.
- As a facilitator the role is passive that significant.

Skills of facilitator were also shared with the group

1. Listening
2. Observation
3. Empathy (learn to feel)

4. Diagnosing
5. Supporting
6. Challenging
7. Openness
8. Modelling (to play role model for group)

All this helps to build a conducive learning

She stressed on the importance of a suitable environment which should be created to facilitate individual and collective learning and facilitate questioning, critiquing and reflection.

V Key characteristics of learning environment were pointed out

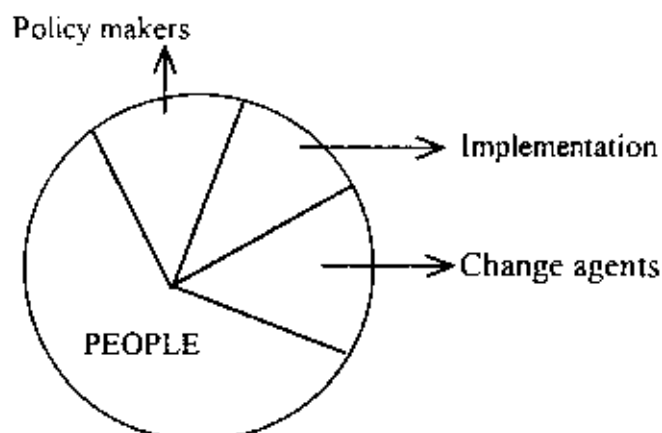
- 1) Value learners and their experiences
- 2) Sharing personal experiences
- 3) Openness (to oneself, to others, to observe).
- 4) Challenging (to question, to critiques, to utilise potential capacity).
- 5) Psychological safety (with oneself/with group)
- 6) Supportive (emotional, intellectual, behavioural)
- 7) Feedback (some oneself, group trainers).

Namrata's presentation on the concept of PT generated some queries & suggestions from the groups-

1. *The skill of facilitator should include monitoring. Adult learning is more resistant to change. How do you deal with this problem?*

Namrata explained that because PT centred on adult learning, it had to be more experience based i.e. sharing of experiences by learners and trainers and the training should be relevant to adult learning; only then will it be acceptable to the people.

2. *PT aims at enabling people to challenge the status quo. Boundaries and roles are well defined and well adjusted. When we prepare people to question the status quo, the equilibrium gets temporarily disturbed. Should PT also cover within its scope preparation of other components of society for newer roles for readjustment and for regaining equilibrium as shown below?*



Namrata stated that in the short time that facilitators have with the groups, there may not be a change on a sustainable basis, though some change is brought about through PT. But PT is not the only factor that will bring about social transformation.

VI Designing of PT

Ms. Purvi Das presented an in-depth account of PT programme. Drawing from Namrata's explanation, she elaborated that since we are working with the down-trodden with low self concept, the methods used to bring about change for them will have to be different as their idea of self development may be different from ours.

She stated that there are two strategies of PT -

The strategy of PT will enhance the economic activity skills to women and to workers.

(a) Learners Needs

Ms. Das stated that we need to know the learners' needs and needs of women, their status quo, background attitude, socio-cultural practices and their competence to undertake economic activity. The capacity of the worker group decides input intensity of participatory training.

Some ways of assessing learners' were:

- Through
- meetings,
 - questionnaires (if learners are educated)
 - discussion
 - interviews
 - indirect sources (secondary sources)

This can be done before commencement of the Training programme as expressed by Ms. Das. Even during the training programme, the needs surface. Based on the training needs they are clubbed together and then we can derive the objectives.

(b) Objective - (This should be achievable, realistic in the training programme).

From the objective we can derive:

Content - (This may be different according to different perceptions.)

She pointed out that depending on the content the strategic role of the trainer is decided.

The next step is to decide what kind of content will be favourable for the particular learner group and how to match the contents with the needs.

(d) Sequencing

In this, it is important to do the sequencing correctly. Knowledge, attitude, skill (KAS) are important components in PT. There are 2 ways of sequencing which depends upon the groups:-

- Micro to macro (if group is known group) - How you see yourself in society?
- Macro to Micro (from large group to self) and again to Macro. How to relate changed self to society?

VII Participatory Methods

She explained the participatory training methodology (PTM) through the following table:

One suggestion by a participant that came up at this point was that the training methodology has been divided into 2 parts out of which the lecture method is being rejected by most institutions as it is less participatory. It should be lecture-cum- discussion. PTM seems to be an exploratory method. Ms. Das explained how PT is different from conventional teaching. PT is based on the learning that people already have.

VIII Trainers' Role

Ms. Das concluded the session by throwing light on one the most important aspects of PTM. The trainers role.

Pre-Training Role of Trainer

- 1) Training designer
- 2) Act as a good manager

During Training:

- 1) Trainer has to act as a learner
(the competence, capacity to accept learning from the learner group).
- 2) Role of Manager
- 3) Acting as a counsellor/friend
- 4) Facilitator
- 5) Guide
- 6) Monitor the session, learning
- 7) Recorder

Post training Role:

- 1) Manager
- 2) Report writing
- 3) Follows up co-ordination

But these roles are played through teamwork. A team of trainers conduct the programme as it is not possible for one person to play all the above roles. This enriching and knowledge importing session on PT and methodology was followed by some queries about PT.

PEOPLE'S MOVEMENTS: PARTICIPATION IN DEVELOPMENT

Prof. S Parusaraman

The dialogue progressed to a discussion on its relevance to practice through Prof. Parusaraman's presentation. He put forward many questions and issues for deliberation and discussion among the participants.

Development Concern

He initiated the discussion with his view that Participatory Development raised a whole range of question in its context -

1. Whose participation are we looking into? Participation of entire community or certain sections of the population, men and women?
2. Who is mandating participation?
3. At what level is participation mandated?
4. What is the mechanism available to facilitate the process of participation?
5. The variety of models of participation?
He pointed to one of the dominant models i.e. by bilateral, multilateral agencies e.g. World Bank
6. Why is participation of people brought into scenario?
7. The forms of development identified to deal with certain problems.

Participation in Development Process

He related a very relevant example of a bilateral project in Maharashtra dealing with the provision of drinking water to villages. From the baseline studies done by the NGO, of water availability to villages it was concluded that actually there was no need to bring in such projects. Water was needed in the villages for the dalit community who lived a little away from the village. However, the bilateral organisation asked the NGO to move out and continued with the project. In the middle of the project a PRA analysis matrix was put up but it did not include the dalit hamlet at all. Had the dalit community been included the cost of the project would have gone up. But in the process the central point of the project was totally missed out.

The project taught a number of lessons about who wanted the water project- the people or bilateral agency? It was not the felt need of the people. The participation of people was made in this project and the participation that was given was just to choose the place of water taps, who would use the taps and changes of water usage.

Social Transformation

Prof. Parusaraman responded that more and more NGOs are being co-opted into the situation. He stated that other way of development are focussed that are specific group based and strong gender and equity-based consideration. Social analysis shows that certain groups are not able to defend their social livelihood. We can identify varying actors in a well defined social system. A lot of initiatives are underway which involve identification and focus, mobilisation of their collective bargaining power and networking (able to coherently articulate their demand).

He explained that there are two forms of initiatives that can be undertaken to negotiate with the system and transform it.

- 1) Microlevel - Development followed by **mobilisation**
- ```

graph TD
 A[mobilisation] --> B[social connotation]
 A --> C[economic connotation]

```
- 2) Macro level → Networking of CBOs/NGO

The initiatives can be broadened to macrolevel coalition of groups and better articulation can be given. It has to be seen whether the process of social transformation can be brought about through articulation of CBOs or NGOs.

| <b>Some Key Questions</b> |                                                                                                                  |
|---------------------------|------------------------------------------------------------------------------------------------------------------|
| •                         | When we refer to empowering of NGOs for development initiatives what does it mean in terms of sustainability?    |
| •                         | If the process of social articulation (micro to macro level networking is done through NGO or CBO, what happens? |
| •                         | What would be the difference in development for both group CBOs & NGOs?                                          |
| •                         | Do you need NGOs to facilitate CBOs?                                                                             |

## Community Based Organisations

One of the participants enquired about definitions of NGOs, CBOs and CDOs - and then differences. Prof. Parsuraman responded that CBOs are indigenous groups which are formed from the roots of the community itself whereas CDOs are not necessarily NGOs but intermediaries between NGO and village. Another query - Are CBOs statutory bodies? He explained that CBOs are of varying types and they maybe belonging to a particular community or sex e.g. Microcredit. The question arising here is how to keep NGOs active to keep CBOs working?

Prof. Parusaraman presented a changed model:

|      |                                                                                    |
|------|------------------------------------------------------------------------------------|
| CBOs | Fellows<br><br>Individuals educated and who could be trained and absorbed into CBO |
|------|------------------------------------------------------------------------------------|

In this model, the problem of bringing in NGO could be eliminated. This model can work in a better way as long as the fellows are local and have interest in staying in village.

He gave another example of how donor-led programme can be modified for better development. Village forest committees which consist of individuals interested in protection of forest. The joint forest management comprising of individuals who have greater stake in management of forest world have more interest to protect it (as beneficiaries). This led to serious problems as the villagers could not decide on the species of plants to be planted. This highlighted on two important aspects:

- People who depend on resources most should have the opportunity to take decisions on forest management.
- The community should have right to decide over management.

**Some participants shared their experiences of CBOs.**

- Some CBOs of Kerala are being promoted by the government in the last 3 years, who have members from government and community. Are CBO the best mechanism for development? Who are these institutions going to represent?

Prof. Parusaraman responded that CBOs facilitated by a particular leadership would reflect the character of the group promoting it.

- One participant shared Tamil Nadu experience that CBOs are being formed for specific target group with the aim of getting loans, etc. Once the target function is over the group gets dissolved. This shows that they are not sustainable.
- Another example was given about some CBOs in UP - Yuvak Mandal and Mahila Mandals to which government grants have been given. Though they are promoted by government, no government functionaries are represented in these CBOs.
- Prof. R R Singh made his observation with reference to the field visit. He said that the committees in the village was to get a loan or subsidy of Rs 30000/- after 6 months. There may be a likelihood of the committee's dissolution after receiving the grant.

Prof. Parusaraman explained that these CBOs are mostly functional groups and are not evolved to sustain. They are fund driven and haven't come out of themselves. However, the CBOs referred to in the talk are of a fundamental nature. CBOs of this nature feed to panchayats (i.e. capture positions in panchayat). One has to look into the possibility of viability and sustainability of these groups. He elaborated that it is the CBOs who are able to network in such a way with local MLAs-those who brought the message to parliament for 73rd Amendment. In the NGOs, the utility has to be seen in the context of the type of changes that one wants in society.

He predicted that in the new economic scenario, NGOs will have limited impact. It is only mobilisation to grassroots which will have greater impact and CBOs will be more useful in this process. The NGOs will be able to network at a higher level and be useful in facilitating CBOs.

One of the participants observed that of all the three organisations the best is CBO for participatory development. The 73rd amendment encourages locally and indigenously formed bodies to meet their own needs. They are self sustainable. The problem comes in when the needy groups are eliminated by interest groups which results in adverse functioning of CBOs.

Prof. Parusaraman stated that once CBOs are formed on sound lines they are capable of sustainable development. And it is important for analysis to be sound and objective. Many NGOs do not conduct baseline surveys. In the participatory process the needs of the poorest must be included. The whole process of micro and macro planning is a complex phenomenon. He concluded his presentation by posing an important thought provoking question - *In a context where more and more NGOs are project driven, how are we going to facilitate genuine groups within community to have sustainable development process?*

## DISCUSSION: SOCIAL WORK EDUCATION AND PRACTICE

*Prof M.C. Nanavatty*

Prof. Nanavatty addressed the group on some vital issues of Social Work (SW) education and practice. He referred to this dialogue as an instrumentation for forging relations between ASSWI and PRIA. He noted with a certain degree of disappointment that the profession of SW today was not doing enough of what it should do. He questioned whether ASSWI was gaining by associating with PRIA and whether it was using this relationship to its advantage. Prof. Nanavatty pointed out that there is a lack of dialogue between organisations and academia. He visualised that though SW education has been there since the last 60 years and can stand at par with any international organisation, it has lost that level of development and it is a big concern that the quality of SW professional and SW field practice has gone down considerably.

He further reflected that living in a market economy we are no more socialistic in our outlook. Now we are individual competitive with no social obligation. Our profession is meant to help the vulnerable to build up personality, confidence and be a part of social life. Unfortunately schools of SW do not consciously adopt these objectives. He pointed out that the younger generation is more receptive and honest, they are not given orientation in professional outlook in the first part of joining school.

He stated that FW practice has suffered very much and convictions can only be developed by practice. How much we digest in action comes through FW practice and supervision. He felt that SW educators are responsible for the way FW practice and supervision have suffered. Prof. Nanavatty felt that the major responsibility lies with the senior people and the university has given too much security. There is no monitoring of professionals by the profession. He suggested that there should be an insistence on contractual performance i.e. every 5 years interviews should be held and a check should be kept on the quality of Ph.D.s as most of the time it is the poor guidance of the teacher rather than the quality of the students which affects the quality of Ph.D. work.

He confessed that as seniors we are not promoting work culture. Our accountability has suffered a lot. It is a sad situation as there is no ethos left. We have to come to terms with professional values and practices. The Association of schools of SW should be activity oriented and not movement oriented. There is need for integrated approach and group feeling which is suffering now. He commended Dr. Devi Prasad's paper and focus on PR methodology and went on to say that PR addresses itself to the basic issues of structural change and thus directly to the problem of people. As we are part of the establishment and SW is supporting the present socio-economic situation, PR raises the question of working within the university system and establishment (government.) How far is PR applicable and possible?

He pointed out that we as karmacharis (i.e. earning people) are working under certain constraints. How far is PR applicable and how much independence can we exert under the present constraint? Within these constraints how do we become more free?

These soul researching questions by Prof. Nanavatty evoked many responses from the participants:

Prof. Nanavatty replied that if the seniors have failed us where do we go from here? This was the important question.

- *Sometime Social workers are sacrificing their lives in their area of work but these are few, most are with salaries and are city oriented. So probably we should not expect too much from students.*

He suggested that we had to find a way to increase the number of committed students graduating from schools of SW.

- *At the time of retirement, professors should prepare a 2nd line of professionals.*
- *There is a drawback in the system; there should be some tool or way to assess whether a student has motivation to SW or not.*

Prof. Nanavatty responded that some exercise has been done at the time of selection but this should be expanded.

- *The participant shared that the crux of problems in SW education is multi dimensional. After 50 years we have to consolidate our achievement, we are always avoiding to confront ourselves. ven though people have recognised the profession, we have not developed a code of ethics for teachers. There is a need to have a national debate among schools of SW to generate discussions on issue basis. What is the distance between schools of SW Alumni and Professional social workers in action? Just as management schools have joint programmes, why can't schools of SW do this? Why can't we come in a common front for national interests?*

Some other issues were brought forward regarding enrolment of students in SW course, selection and promotional procedure of teachers, reservation issue during admissions, practical difficulty of the foreign literature for course curriculum, mushrooming of so many schools of SW without professionalism.

Prof. Nanavatty responded that there was a need to create ethos of participation and dialogue even after considering ourselves equal in the profession - the need to speak out and exert ourselves equally. Secondly, there are 3 levels of schools. V. Good, middle level and lower level. He probed into the possibility of them helping each other through participatory approach in terms of workshops & seminars as a joint effort of supporting each other.

## PARTICIPATORY RESEARCH PROJECTS: AN OVERVIEW

Following three projects (*See Annexure IV*) sponsored under the Research Fund on Participation were presented:

1. Dr. Devi Prasad
2. Dr. V. V. Devasia
3. Dr. Leelama Devasia

Participants queries and observations on the 3 Research Project presented.

- (i) Dr L. Devasia's project initially, wasn't participatory. Methodology of PR was not mentioned in the Dr. V V Devasia and Dr. Leelama Devasia's presentation
- (ii) Dr. V V Devasia's presentation contained 40-50 objectives which is impractical.
- (iii) The chronological order of events was excellent in Dr. Devi Prasad's presentation but the organisation's role was not very clear.
- (iv) Explanation of transact walk was required in Dr. Prasad's presentation.
- (v) The use of terminology was excellent in Dr. V V Devasia's presentation but the process was missing, the objectives listed are not realistic and there are too many duplications mentioned. Also there is no link between the objectives and conclusions.
- (vi) Caution and clarity should be there about what exactly is PR in the projects.

# FORMULATING PARTICIPATORY ACTION RESEARCH PROJECTS IN SOCIAL WORK

*Prof. R R Singh*

## Reflections

Prof. Singh initiated the session with some reflections on the participatory research projects sponsored by PRIA after the first Dialogue. He stated that during the 1st dialogue, PRIA expressed its readiness to fund proposals in the area of dynamics of participatory principles. After that 8 proposals came up out of which 3 case studies were approved. The proposals which were accepted are mentioned as follows:

1. **Safe Drinking Water and Basic Health Care Amenities: Rural women's participation in development:** This research proposal focussed on the strengths and weaknesses of participatory work and certain issues as objectives like nature and characteristics of women's participation, extension and understanding hurdles, how rural women related to NGOs. The method used was to encourage rural women to investigate problem, collection of data, critical evaluation and an educational approach was followed. Women's interaction and participation was the core issue.
2. **Tribal women's participation in Sustainable Tribal Development:** This study had special reference to forest produce. The participatory principles incorporated in this was that the development had to be participatory based on the needs of women. Some questions to be looked into were whether opportunity was given to evaluate equality, equity, social justice, freedom and whether the action process was linked to it. The method used was participatory based on data collection through group discussion.
3. **Fighting Industrial Pollution: A Case Study from Vishakhapatnam:** The process of organising and participation remained a weak element in other proposals. There were less question on 'how' and more questions on 'what' and 'why'. Dependence was shown on students and investigators and teachers were not present in the field to interact and guide the process. Though participatory observation has been mentioned in the Report, it had not been fully used.

Prof. Singh referred to Dr. Devi Prasad's project and suggested that a second proposal could be built into of this to focus on rehabilitation and resettlement of village as a 2nd stage of PR. The participants came up with certain suggestions for formulating research study proposals:

### Formulating Research Study Proposals

There are 7 stages for developing a proposal:

- (1) Introduction which gives a general profile of the problem
- (2) Data production and analysis procedure
- (3) Need rationale of study i.e. significance or the outcome of study
- (4) Context of the study - what do you want to study?
- (5) Objectives of Research - 4 or 5 objectives. The information through objectives should relate to answering specific area.
- (6) Method and techniques which are directly related to the area of investigation. Linkage of objectives to PR techniques PR Techniques -- e.g. village social mapping, transect walk (all or some)
- (7) Budgeting (Explained lucidly in the table or opposite page.)

### Other Observation

Certain other observations and suggestions were made based on the presentation of the research proposals

1. In all the 8 proposals PR is different. There is a context in all the proposals that has to be clearly understood and specified. The state at which the proposal is given should be clarified (i.e. the place from which monitoring begins). There has to be clarity regarding the resources that are tapped and objectives should be regarding the resources that are tapped and they should be realistic. Summarisation should be linked to objectives. Any methods and techniques may be used but maintenance of diary for recording daily events is a must. The steps should be precisely mentioned and the scope should be well defined.
2. In most of the rejected proposals there was confusion between observation participatory research and participation. Most methodologies did not have participatory principles and mechanisms.
3. We should select an area in which there is very serious problem if we are to use PR. The results will be favourable when intervention and participation of the people is required. But when the situation is not in crisis, PR might threaten the vested interests of the local people. There is a need to formulate research proposals in areas where people feel strongly about any issue i.e. crisis situation. And we should not go with any preconceived objectives to do research in the area.
4. We have to be clear in our research proposals whether it is participation in research or participatory research. The whole idea shakes the present structure of SW development. Researchers who take up research will have to spend time in the community rather than with supervision. With reference to Dr. Devi Prasad's research, the researchers were there at the time of crisis intervention. People were at the peak of respectivity and this is very favourable for meeting research objectives. If process is right, it serves the purpose; so it is very important to follow the logical steps.

Namrata intervened with some vital suggestions from PRIA's perspective with regard to formulation of research proposals"

1. After the 1st dialogue, the theme taken up for research studies was "Community participation in development". She asked the group for their suggestion on whether this theme should be changed or narrowed.
2. Proposals would be preferred to be given to the participants who attended this dialogue.
3. It is not necessary to restrict to PRA methods.
4. The time frame of the study has to be decided (6 months to 1 year).

The participants responded to these suggestions:-

- If PRA methods are not used, then what are the alternative methods to be used e.g. make use of oral history and instead of being community based, it could be gender based.
- The time frame should be expanded to 1 year at least but it could be kept flexible depending on the requirement of the research study.
- Should participatory research be done only in rural areas or urban areas adjoining industries?
- Community Participation and Development should be the broad theme for research studies.
- Can we think as social work educators to apply PR for enriching FW exercises?
- Can institutions be taken as community for research projects?
- Need to gauge our contribution and commitment of conducting research if it is research oriented and practice based.
- The process of PD itself should be the project of PR.
- No PR without having development orientation can be undertaken. It must lead to some kind of development.

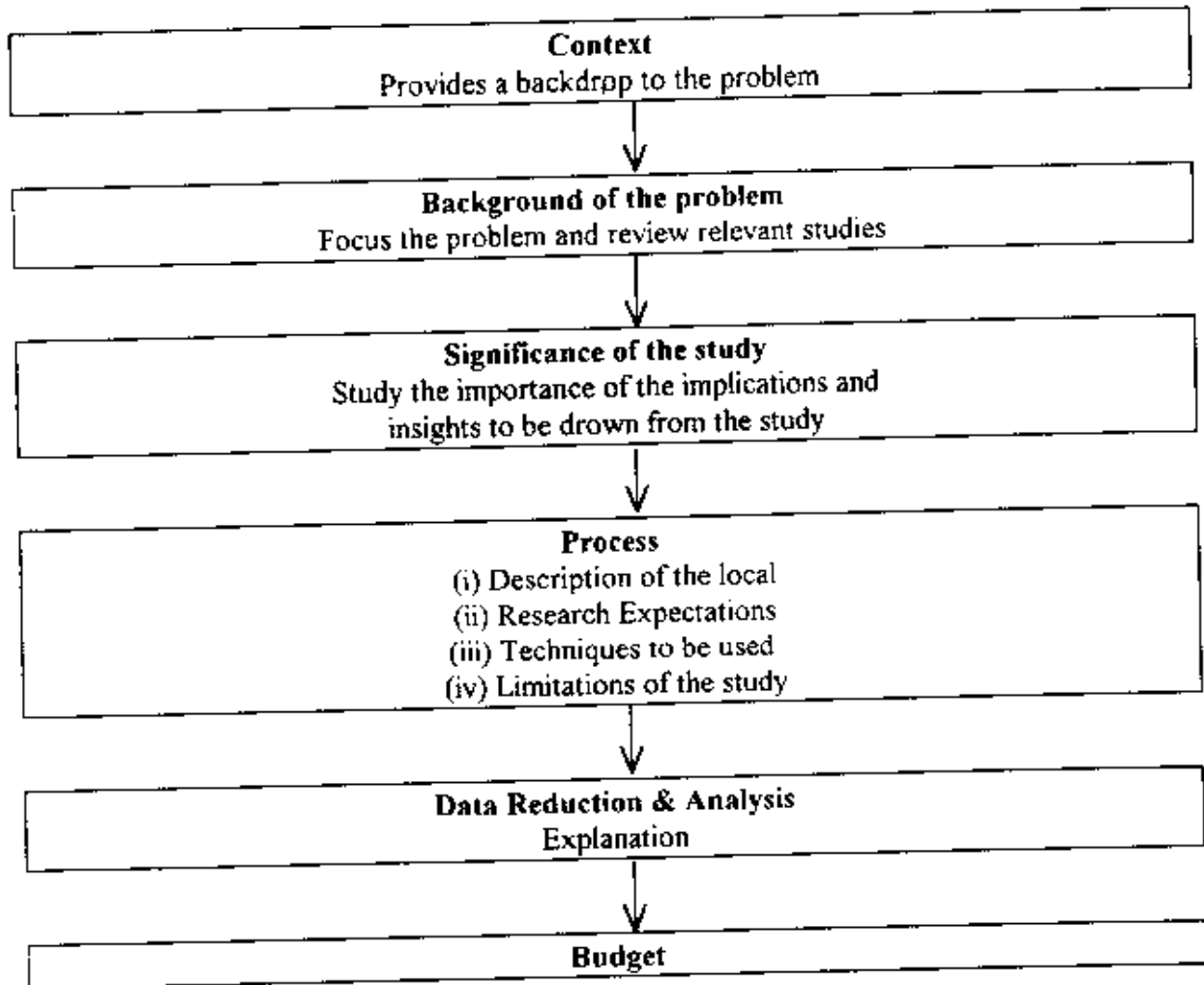
Another participant endorsed the view that the process is important whether it leads to development or not is our perception. The logical steps in themselves are important.

Prof. R R Singh concluded the session with some answers, suggestions and questions for further discussion on this issue. He emphasised that a diary for recording events is important as it provides the context to qualitatively produce data. He suggested that the rationale for study should be at the beginning and not as the end, and data reduction is important as only the most significant data are to be taken for analysis.

The state at which the proposal is made is very important. He stated that if PR can be incorporated it can enrich FW Action Plan and there are different levels of participatory research interventions. There are many growth enhancing and inducing situations apart from crisis oriented situations in which PR intervention may be done. Prof Singh stated the difference between FW and PR and FW in PR and suggested that PR should be incorporated in FW and thus strengthen FW. He posed an important question that in the name of continuity after PR in the project are we promoting dependency?

One of the participants sought clarification on the issue that why should people participate in our research? They will only do so when they feel **their** needs are being fulfilled. Without any need fulfilment, people will not come forward to participate. As part of participatory element of the people, it is very important to gain their permission for research study.

\* Steps in the formulation of Participatory Research Proposal



## **PD AND PR IN SOCIAL WORK**

*Prof. Yogendra Singh*

As the dialogue progressed to its culmination level after several rounds of discussions revolving around the concepts of PR and PD and their implications in SW, Prof. Y. Singh's enriching talk presented yet another perspective, that of sociology, to the understanding of PD and PR in social work. It also opened up fresh avenues for questioning and deliberation.

He explained that the theme of his lecture focussed on broadening of the philosophy of research, philosophy of development, and its interface with PR and this should include all the perspectives which have evolved in the development of research activity.

### **Philosophy of Research**

He stated that there are 3 intercontingent factors or elements of research -

- (1) Epistemology
- (2) Ethics
- (3) Power and these always impinge on research to get interlinked to development.

He stressed on the importance of ethical standards in research as a part of ethical orientation of social science. Epistemology bridges the breach between PR and academic research. He said that we have to start with the assumption that there is no disjunction between the two. Without epistemological construct, no dialogue is possible. He pointed out that epistemology gives a window to reach to other flanks and frontiers of research. It is the rejection of formal rationale of research which imposed normalisation and objectivisation which has led to PR and not disillusionment with formal research which has led to PR.

Prof. Singh traced the important historical developments which necessitated changes in research methodology. Research got too involved with power, particularly after WW II when social science researchers got impetus in skills, methods, experience and got involved with the power structure. The elements of reciprocity, methods of measurement (e.g. technique of scaling) which were projective of studies of empathy all emerged from W.W.II and this was a breakthrough for social science knowledge. Social science moved away from concepts as objects to concepts of process.

He referred to one of the publications of World War-II called 'American Soldiers' which talked of the notion of 'group' as a process. Other interesting findings came out on notions of nationalism and patriotism. From this, formatism of method emerged and researchers got involved with state power. The relationship between those who generate knowledge and those who communicate knowledge led to a new kind of research. He cited another example of research used by state in the book "Who Has Eaten the grass" which shows that even innocent research done with empathy, which is local and uses ethno knowledge, can be misused by the state.

## **Philosophy of Development**

He explained that as a result of these factors and disillusionment of youth with technological societies, the entire notion of development also underwent change. In formal research, new philosophical ideas were introduced in universities and phenomenological philosophy was introduced as a part of research methodology. This was a positive philosophy based on the objects of rationality (no need for norms). The social structure was assumed to be endowed with these features.

## **Academic Research and Participatory Research**

The meaning behind behaviour (phenomenology) was introduced and its implication was ethnomethodology. Prof. Singh explained that this unconsciously includes PR method. Ethnomethodology emphasises on semantics and verbal behaviour and no research can be conducted without talking. It comprises the entire linguistic structure. He elaborated that empirical evidence on first experience is not reliable. He further demystified the term with an example. Villagers develop a verbal package to make statements in a guarded oblique manner when they suspect power. Nuances, satires, riddles, jokes are all coined in conversations against authority. Therefore, it is necessary to go behind the surface of these expressions.

Prof. Singh highlighted these points to show that there should not be much distinction between PR and new trend in academic research. SW still has to draw from new academic research and ethics. He went on to explain the implications of development in research. Development is facing a global crisis and development in the west has meant disintegration of some basic institutions like marriage, family and community.

He put up some question here - Is PR communitarian in character? If so, what kind of characteristics does it show?

He pointed to the Indian situation where villages are political communities and not social communities without any centripetal tendency. Whereas in India the community is still territorially and culturally an entity, in Europe it has collapsed. And this has led to the problem of alienation and rise in crimes. There is total disillusionment with the model of development. He stated that in India we still have the advantage of being forewarned of how to cope with the problem.

In this context he explained that PR and development paradigm are interrelated and crisis can lead to reorientation. Thus, instead of treating academic research as an antynomic of PR, there is need for complementarity between the two. PR being community based has unconsciously been given the view of being 'de nouveaux (new).

Prof. Singh said that the feeling of some NGOs that academic institutions knowledge has no value for us is justified to some extent but to a large extent there is lack of communication. This re-inforced his view that there is a need to bridge the 2 types of researchers-

- a) The global tendency in academic circles and NGOs for decentralisation of mechanisms of knowledge.
- b) There is already an accepted principle of validity of self formulated knowledge -

- phenomenological exercise (knowledge as rationality)
- knowledge as intentionality and not rationality

Philosophical context- cross-mirroring of purpose.

It is defined by measuring and understanding brought in by phenomenology Rationality decontextualizes knowledge and intentionality contextualises knowledge

- c) Practice, action part of research, has basis in both PR and academic research.
- d) Generalisation - PR will also contribute to generalisation. Formal research is explanatory.

PR can be cumulative and generalising.

At this point Prof. Singh stated that there is a possibility of bridge between PR and academic research, intercontingency between PR and academic research.

### Participants' Queries

Prof. Singh's enlightening talk evoked a number of questions from the participants and generated a lively discussion. Some of the observations and queries were:

- *'I' and 'them' should intermingle but not to the point of subjectivity As social workers we emphasises empathy but do not take an emotive view.*
- *As social workers we often go to communities which are political in nature in India and though we go with the object of promoting unity and integration we face problems. What should we do? There is a problem in understanding people's expression. We have to live in the community over a long period of time and not through local NGOs.*

Prof. Singh replied that the only solutions is to have **long term interaction** through link with NGOs working with people & to learn the language of people. Also to learn the past of the village can help the researcher immensely.

Regarding political communities, Prof. Singh stated this is a very difficult problem and explored the possibility of a solution to caste politics. He suggested the possibility of growth of civil society in India and the shift from birth perspective to interest perspective. The link between occupation and caste was breaking down in India. In this case is it possible to organise people according to their occupation? If it is linked with the developmental process it will be a live issue with Panchayati Raj. It is necessary to organise class rather than caste.

- *Is universalization still a value in research?*

Prof. Singh responded that whether it is universal or contextual, the element of subjectivity will be there. PR starts with contextual value e.g. on issues of gender exploitation there is no difference in underdeveloped and developed countries; all over the world children are the same, notion of health, body, ecology, nutrition has universality.

- *What is the present magnitude of structural change and institutional transformation which may bring out rapid social change in social organisation of Indian society that may result into social development?*

Prof. Singh replied that there is a radical process of change in India today and explained some outstanding changes in the power structure-empowerment of dalits, from upward castes to backward castes, even paternal grip is slipping away in villages due to green revolution. The ethno-science of farming was disturbed by the green revolution and old knowledge became obsolete, shift in authority of village from old to young men come about. The panchayat election data show that leadership is in the age group of 30's. With the exception of social and ritual practices, the older in houses have lost authority to younger people. This is a very important structural change which will have consequences. He pointed out that even the family structure has been changes-breaking down of joint family to nuclear family will have consequences regarding care of aged, women, widows, etc.

He suggested that as in Japan there was concept of surrogate families, Can we in India look into the possibility of surrogate communities? Prof. Singh concluded by saying that though on one hand there is growth and development, on the other there is a sharpening of the pangs of marginalization and poverty in India.

Prof. R R Singh made certain contributions to the session. He referred to the hidden agenda of research and said that PR will be more transparent where as formal research will have hidden agenda. He also stressed on the importance of medium in research. He questioned the possibility or the emergence of a non-communitarian society. He reinforced Prof. Y Singh's view on the importance of long-term interaction with community in SW.

## FOLLOW-UP OF WORKSHOP (18TH TO 24TH APRIL)

A Follow-up Plan of the 7 day dialogue was drawn up by the participants. Prof. R R Singh put up the question: What initiatives should we undertake individually and collectively as a follow-up from the workshop? The participants came up with numerous suggestions:

- PRIA could either directly or in collaboration think of internship for students.
- Students could go to village under Janambhoomi programme to see micro-level PD for 10 days period as part of Andhra University training programme in collaboration with PRIA. And similar training can be done by other universities.
- The possibility of PRIA sponsoring 1 or 2 studies at M.Phil. level.
- Letters of invitation to all schools of SW for proposals should continue; along with a mailing list where publications could be sent from PRIA to SW colleges.
- Could PRIA help students to be located at block placements for a period of training?
- Capacity building of regional schools of SW should be done to decentralise linkages.
- Phase II of 2nd NIPD could be held as a Refresher's Dialogue for participants of this workshop-maybe of a shorter duration.
- An effort should be made to implement PR techniques at the regional level in collaboration with NGOs with the help of PRIA. As part of this, modules should be prepared in vernacular languages
- Even in other seminars and faculty development programmes, the papers should have contributions from practice and papers from participants should focus on PR in SW.

Mr Chandan Datta responded to these suggestions:

- Internship is taken by PRIA, every year 4-6 students are enrolled for internship and later absorbed into the organisation.
- Sponsorship is given in the form of field studies
- Janambhoomi ideas could be taken up by PRI programme.
- Mailing list of publications will be sent but it should be responded by subscription to the bulletins and publications as a small token contribution as part of partnership.
- The possibility of a refreshers 'dialogue will be looked into.
- Regarding preparation of modules in regional languages, it can be discussed at Association level.

Finally he emphasized that PRIA's role is to spread and promote ideas of PD and PR into practice. It is important to share learning and funding is a secondary.

## VALEDICTORY

### **Prof. R R Singh**

Prof. R R Singh welcomed Prof. A Desai, Chairperson UGC and Mr. Prem Chaddha, Chairperson, Governing Board of PRIA to chair the concluding session. He then summed up the proceedings of the 7-day workshop. He said that the dialogue had stressed on 3 inter-related areas of PD and PR - the context, global factors and their relevance to SW education and practice. The field visit was the special feature of this dialogue. The resource faculty comprised of very experienced academicians, SW facilitators, NGOs and action groups. The participatory initiatives in SW were supported by PRIA after the 1st dialogue. The spirituality sessions held everyday were another special feature. The resource and learning materials that were circulated were exemplary. He stated that the participants and ASSWI greatly benefited from this workshop and appreciated the ready help given by PRIA at all times. Finally, he expressed his gratitude to the partner colleagues, PRIA and chairpersons and called upon Mr. Prem Chaddha to chair the consolidated group reports' presentation, field visits' presentation and participants' observations over the 7-day dialogue.

### **Mr. Prem Chadha**

Mr. Prem Chadha shared some of his personal feelings and experiences in SW though just for a period of 2 years. He felt that there is tremendous need of doing "selling" to the development organisation about what is done in schools of SW and how it is relevant. The schools of SW have come up with little contribution as far as availability of educational resources for human resources in development organisation is concerned. He stated that what had been done at NIPD was relevant to educational institutions. However, he also noted that institutions and organisations are slow to change and take very little risks in terms of their own stability. And it is necessary to incorporate some of these concepts into the curriculum.

Mr. Chadha said that this dialogue started 2 years ago and questioned where it is going to lead to. He looked into the possibility of schools of SW becoming sources for human resources development. He suggested that the focus is too much on 'yet another technique' - they should all build into a concept, like development is a concept by itself. He pointed out that the best example of participation would be a merger between schools of SW and development sector through a process of mutual sensitisation and influencing. The schools of SW can provide much to NGO sector and the 2 years old initiative should be seen as a courtship. There is a need to do things in an institutionalised way.

He suggested that there should be a view to present an alternative curriculum to the formulators of policy and not a changed curriculum within the schools of SW. Though the changes are slow but are very essential for the development sector. In the end, he urged for the continuation of the initiative of this relationship between SW and one of the organisations of the development sector.

### **Prof. Aramaity Desai**

Prof. Aramaity Desai began her address to the group by sharing the remarks of Mr. Chaddha regarding the contribution of SW to other professions and the important understanding it gives about how we apply our knowledge in our contexts of work. She emphasized that methods learnt in SW should not be compartmentalised. She stated that 'social reality', 'social change', 'equitable distribution of resources' have all been talked about since 25 years but development has not taken root in our SW. Practice is more in therapeutic, clinical areas rather than challenging areas.

She stressed on the need for students to live the atmosphere of PD and PR in their institutions. She stated that the concept has to percolate into the various courses that are taught-from microlearning to macro analysis of the situation. She shared her view that as a profession, SW has got marginalised because it has stayed out of development (e.g. hospital, schools). She illustrated this with some examples. Child welfare should be taught from the point of view of issues of child welfare, children's institutions are badly run-these issues should be taken to politicians making students activists in this field. Institutions should be designed to do this, schools of SW should take up the issue of children running away from children's homes. She urged that groups that have suffered due to systemic reasons with no empowerment should become the challenge of social work institutions towards development. The message of participation has to be lived and learnt. She asked the group as social work educators to first do the PR and PD methodology and then introduce into institutions Even the curriculum built into institutions should be built with participatory ways.

She stated that participation is a very old concept better known as self determination-participation of people in their own decision making, belief that people have the capacity to be involved in their own development process. The problem has been that SW profession has been inarticulate to talk about PR and PD. She concluded with the note that SW as a profession needed to be more confident into itself.

Prof Desai's address was followed by vote of thanks presented by 2 of the participants on behalf of the whole group expressing their gratitude and appreciation to the ASSWI and PRIA for systematic organisation. The speakers gave their best to enrich and enlighten the participants and motivated a rethinking on their part. The 7 days programme gave the group a very rich experience.

On behalf of ASSWI, Prof. R R Singh expressed his gratitude to the chairpersons and to the PRIA organisers. Ms. Jaitli on behalf of PRIA thanked the participants as teachers for their encouragement and active participation, sensitivity, energy and co-operation throughout the 7 day programme. She also extended her thanks to ASSWI and warm words of appreciation to the team of PRIA in making the workshop a success.

## Reflections over the 7-day workshop were shared by 3 participants on behalf of the group

### Presentation - 1

The participant began her reflections by outlining the two main objectives of the 2nd NIPD. She noted that the **design** of the programme was such that the forenoon's were spent on imparting conceptual understanding on developmental approaches, PD and PR where the speakers traced the historical background of each concept, clarified their meaning, principles and practice component. The afternoons were spent by and large on exploring the implications of PR and PD in SW education, Research and practice -related issues like people's participation in local governance, global actors in policies on peoples' participation were explained by the experienced faculty of PRIA. The evenings were focussed on small group brain storming discussions in which the members tried to evolve the relevance of development, PD and PR in social work education research and its practice.

She stated how the exposure to field visits in Haryana helped in the understanding of PD in local governance as also attempts at developing participatory action research projects taken up collectively by the group. The critical review by the group of the 3 research projects submitted to PRIA had an element of positivism in it. She stated that the interaction between social work educators and activists proved to be an eye opener for the whole group with the realisation that teaching in ivory towers is very easy but in the process it has lost contact with practice.

She observed that though the group discussions began with some reservations, they progressed each day with new issues cropping up. The feeling changed to one of 'we' as a group with a competitive spirit. Finally, at the end of 7 days the groups started exploring SW profession with a new perspective in mind. She appreciated the manner in which experienced and learned resource persons had been selected. The resource and learning materials were very enriching and useful and were circulated at most appropriate times. She expressed that the time management of the entire programme was just upto the mark. The spirituality sessions were very good energisers. She was very impressed by the programme design and effort put behind it to ensure proper sequential order.

The suggestion was made to incorporate participatory planning in the training module in future. She stated that Prof. R R Singh very successfully demonstrated the art of converting a segmental group into a cohesive group in a short span of 7 days. With the conclusion of the workshop the knowledge debates in the minds of each participant would help them to disseminate knowledge to students, have discussions with colleagues and apply it in the field.

### Presentation - 2

The second participant began by expressing her deepest appreciation to ASSWI and PRIA for making this NIPD with detailed planning and designing on PD and PR possible. She stated that keeping the objectives of the dialogue in mind, the inputs on PR by Dr. Rajesh Tandon (Meaning and Practice) and Mr. Binoy Acharya (Principles and mechanisms) were the result of their own in-depth experience in the field and so there was so much clarity in their presentations. She referred to the presentations by Ms. S Patel and Mr. Joe Madiath who are

deeply involved in people's participation in urban and rural areas respectively and expressed how they challenged the group as educators to look into new paradigms in SW education.

She suggested that SW educators should take time off possibly once in 5 years for 6 months to 1 year to be involved in field practice culminating in documentation either in FW practice or in research. The 3 participatory research project presentations sponsored by PRIA and the discussions following them gave orientation and information to the modalities of PR right from drafting a proposal to publishing a report. She noted that the scholarly and scientific inputs on development by Prof. T K Oomen and on Research by Prof. Yogendra Singh enriched the perspectives of the group on development and research. With these inputs and interactions the dialogue had really reached a new height. She said that every single input both in plenary sessions and in the informal group sharings were very informative and stimulating providing new insights and challenges to the group to go back more energised and committed.

She stressed that dialogues of this kind and quality are very necessary for academicians. ASSWI's contribution to the development of SW profession was noteworthy. She felt that the field trip to the village in Haryana was well thought out and well-organised. She expressed her impressious with the interaction of PRIA field workers, the local NGO and the community. This trip revealed immensely about all that is involved in the process of PD. She concluded her reflection by stating that the 7 days had been packed with a fund of knowledge, experiences and interaction and ended with a very apt simile- when we came here we were like frogs in a stagnant pond, we are leaving like frogs in a stream of fresh running water.

### **Presentation - 3**

The third participant expressed her reflections about the 2nd NIPD in the manner in which the participants gained out of the dialogue

- first in terms of **knowledge**:
- demystifying the terms PR and PD.
- developing conceptual clarity
- knowing/learning some important terms in their proper contexts e.g. primary stakeholders.
- identifying similarities and differences in the conventional and participatory approaches.

In terms of **feelings**:-

- of pride for our profession
- of respect towards founding fathers of our profession as participation - not only women in the very basic philosophy but also have been comfortably translated in the form of **principles to enable ensure its application in the field.**
- of responsibility to respond to the demands of the field opt the community as we can no longer justify our passive, pro-system, pro-establishment stand. Especially when in recent years systems have started showing readiness to recognise the importance of peoples' participation

### **Suggestions: -**

- The tool of our practice is our personality and self
- There is a need to develop a professional self rooted in social work values, philosophy and personal integrity
- Educator should be a model to our students in teaching, practice and in research
- Indigenous code of ethics should be developed and to be integrated into our theory and practice
- The schools of social work should start their own field action projects as a laboratory for our students.
- The social work educators should come from the profession itself
- The Second Review Committee Report of the UGC on social work education should be implemented

### **Group II**

The Group met to critique the development approaches and made the following observations:

1. The market is at present dominating the development scene whereby the government, and NGOs are made to play a subsidiary role. People are drawn into an uncontrolled consumerism which reinforces the existing inequalities adversely affecting the more marginalised and the weaker sections.
2. Political system has been gripped by instability and political manoeuvring resulting in a nexus between politics and criminality. Corruption, increasing influence of black money and absence of political morality are gradually wrecking the developmental processes. These have been substantiated by the findings of the Vohra Commission.
3. The 73rd Constitutional Amendment recommending empowerment of women and their participation in Panchayati Raj bodies was meant to be a political strategy. However, the growing demand by the social activists to implement has taken the government by surprise and now the reluctance to conclude the passing of the bill.
4. The government's developmental projects have been capital intensive where in large amounts have been spent on administration and infrastructural facilities without the benefits being realised by the target groups for whom they were actually meant.
5. The populist approach of the governments, both at the centre and at state levels (such as giving subsidized food items, floating loan melas), has drained the governments resources without really resulting in the development of the people.
6. Nurturing one's own constituencies by the VIP political leaders has resulted in party-based and constituency based rather than need based and people based development. It has led to developmental discrimination. The discretionary development funds granted by the governments to the MPs and MLAs have been underutilised and often not properly and purposefully utilised.
7. In the name of development, government funds are being utilized for image building and political patronage.
8. A long period of fifty years in development planning has resulted in a dependency syndrome. The governments have not thought of the capacity building of the people. The people are even now dependent on subsidized supply of essential commodities. It has reinforced the culture of poverty among the masses.

## APPLICATIONS

### Implications of PR & PD to Social Work Education and Research Reports of Group Work

#### Group Work Presentation (I)

#### **“Critique of Development Approach and Critical Assessment of the Role of Social Work Education and Practice”.**

The groups shared their reflections on the topic given to them for discussion.

#### **Group I**

##### **Approaches to Development**

- Followed an approach of service and welfare of the needy and disabled.
- Social work theory contains a participatory, person-centred, empowerment oriented approach.
- Failed to practice that approach in field work, and followed the approach of service and welfare only.

##### **Reasons: -**

- There is a donor-beneficiary relationship
- Dependency and receiving was promoted
- It put emphasis on duty and not on rights
- Indian psyche is not mature enough to stand up and demand
- Lot of dependency on fatalism and not on “dharma”
- There is a culture of silence and tolerance
- Even though we were/are aware that we are following the American model, which is alien to our culture, no indigenous model of social work education and practice has been developed.

##### **Practice: -**

- All group members agreed that there are lot of discrepancies between our - preaching and practice.
- We do field work for the sake of field work.
- We conduct research for the sake of research, not to take action based on the findings.
- We are not ready to change but demand others to change
- We do not have a code of ethics of our own, but follow the code of Ethics of Americans.
- Some schools of social work have been started with a commercial purpose, defeating the objectives of the profession

3. There has been very little involvement of the teaching faculty in SW practice.
4. The scope of research studies, by and large, has been restricted to conducting conventional research studies in the various areas.

#### **Societal changes in the concept of welfare:**

1. In 1950s and 1960s social welfare sector programmes were not considered by planners as being developmental in nature. In the allocation of outlays under the plan, a 'left over' approach was adopted because. Social welfare was considered as a residual area.
2. 1970s was the decade when social welfare succeeded in establishing an identity of its own when the child development and women development slowly began to move up in the agenda of national concern.
3. The 1980s was the decade of consolidation and expansion of social welfare services and the period carried further the steps that were initiated in 1970s. The stress was also laid on legislature/administrative measures to provide protection to women and children against discrimination, exploitation and abuse.
4. 1990s is the decade of structural reforms when 73rd and 74th amendment in the constitution was effected. In this decade the social welfare could no longer be confined to action and initiative of one department. It was realised that problems which concern social welfare are multidimensional and require inter-sectoral integration in planning and inter departmental co-ordination in implementation. It is also seen that a new fact has received most attention which is involvement of beneficiaries in the process of decision making.

#### **Linkages in social work and societal changes:**

SW, which was playing the conventional role so far, has now respond to societal changes which have emerged over a period of 5 decades if it has to keep pace with the development. We realised that the SW education continued to provide greater emphasis on classroom with the stress on field work particularly in community based settings has been miserably lacking. Even researches which have generally been conducted have been instrumental in promoting peoples development

#### **Scenario of Development: Social work education is -**

1. entering into serious dialogue with NGOs like PRIA and is trying to understand the importance of PR and PD the profession as prepared to review its academic course curriculum while keeping field work practice at the forefront.
2. mobilising interdisciplinary cooperation for planning any social intervention through social work practice.
3. changing the pattern of teaching in classrooms i.e. issue-based teaching is preferred.
4. shifting field work from agency to community based field work.
5. involving students in implementation and evaluation of governmental schemes and programmes including total literacy campaign and pulse polio campaign etc.
6. initiating field based action project for demonstrating to their students the importance of FW.
7. producing indigenous material based on Indian problems
8. shifting the focus of research from conventional to relevant research focussing more on intervention.

9. Illiteracy and social backwardness are maintained and used as strategies for creating a culture of dependency and helplessness among the largest sections of the population which constitute the vote bank to the political parties.

#### **The role of social work education and practice**

1. SW education/practice cannot be indifferent to the developmental approaches and their anomalies. The profession needs to play a developmental role by challenging the erosion of the credibility of the government which has betrayed the trust of the people.
2. Professionalism is lacking especially at the time of crisis and calamities as professional social workers during such occasions swing into action without adequate preparation.
3. The profession is not totally accepted either by the government or by the people due to inadequacies in training inputs like knowledge and skills required in the field.
4. There is a dichotomy between professional and voluntary social work resulting in poor interaction, coordination and lack of collaboration in the field.
5. Social work education and practice should lead to networking with the government, NGOs and the bodies in order to enhance the human resource development.
6. Social work approach should be interdisciplinary both in theory and practice.
7. The role model of professional social worker is very important. The language they use, the communication pattern and the leadership style, all should be appropriate to the professional values and ethics of social work.
8. State's role is ambivalent.

#### **Contribution by Prof. R. R. Singh:**

1. Grassroot governance is seen as a threat to state government.
2. Print media is run by the corporate sector.
3. Involvement of judiciary in public interest.
4. Economic neocolonialism resulting in donor funding which are not need based.

#### **Group III**

##### **Historical background of SW education in India:**

The roots of SW in India lie in community based work. The first school of SW was preceded by the initiation of social science in the Nagpada Neighbourhood adopting community based approach. This was followed by the establishment of a number of schools of SW in different parts of the country. Undoubtedly, the distribution of schools of SW was uneven over a period of time.

In the beginning, SW educators received their education from the west as a result of which the teaching material/methods developed in the western world, especially in terms of educational contents, agency based field work practice and research in socio-economic conditions affected the direction of social work education.

##### **Present status of SW education in India**

1. FW supervision is mainly confined to agency settings whereas the agencies themselves are not well equipped for such a function.
2. Focus of attention in SW practice has been on individual/group/community at large but the approach has been service based.

e.g. policy makers - 73rd & 74th amendment; Judiciary - PIL, judicial activism

- of professional obligation towards the under privileged/less fortunate, towards the young (would be) professionals. She shared her observation on the organisational aspects as being almost perfect and made a suggestion that the participant's preparations to contribute could have been more if the people for such opportunity has been known in advance e.g. case studies. She stated that the programme contents covered a fairly wide spectrum with input both from conceptual and also practical field experiences. She offered some suggestions regarding inputs on the techniques of PR to be included in future dialogues; also noted that the art of recording field experiences and process as documentation of PR requires special skills.

\* \* \* \* \*

The group felt very strongly that SW educators have to prepare the future generation of SW students to undertake new problems which are likely to emerge, i.e. child abuse, violence against women, drug abuse, AIDs etc. The group also reaffirmed what Prof. Nanavatty has already said in his paper that in the changing scenario SW profession can play more radical role for bringing in social change in the lives of people by being more participative. The group also felt that the benefits which they are going to derive will include greater efficiency, more effectiveness, a step, towards self-reliance and greater chances of sustainability, for, it will become peoples programme.

### Observations

The group work presentations were followed by observations made by Prof R R Singh and Dr. Rajesh Tandon. Prof. Singh suggested that the elements 'peace' and 'participation' should be highlighted in the group reports. Secondly, the triangle of development should be changed to the shape of a quadrangle to include another side to the figure - that of NGOs, besides the government, market and civil society.

Dr. Rajesh Tandon made some interesting observations that came out of the three groups presentations and offered some questions that needed deliberation.

1. Does our SW education acknowledge the social reality today i.e. in 1997? It is a great challenge for social work educators to understand the present social reality and to be in tune with it.
2. Social work refers to term "enabling." This leads to a dilemma as to how much to conform and how much to deviate, keeping in view the balance of 1997 which is very different to that of 1947.
3. The role of the social work educator has to be seen in this context the concept of professional self and the role of ethics. There is a necessity to have a world view of how the society ought to be.
4. Can we examine how social work profession can contribute to 2 important contemporary aspects of social reality. a) local self governance and grass-root democracy by using the vehicles of 73rd and 74th amendment. b) how can our social work practice, social work research and social work education contribute to each other in today's reality?
5. Prof. Singh added another question over which serious thinking was required. How can social work contribute to social welfare?

## Group Work Presentation (II)

### **“Relevance and Use of Participatory Research in Social Work Education and Research.**

#### **Group I**

#### **Key Issues**

- New trends in Social Work education
- Social Work education includes research
- Social Work education (theory) and field work is participatory, that is philosophy, values, principles, methods emphasize participatory element.

#### **What is PR?**

PR is a process of -

- (i) Collective investigation of problems.
- (ii) Collective analysis
- (iii) Collective action

- The large components of PR are found in community organisation and social action.
- In social work, there is a clearcut distinction between professional self and personal self. In PR there is not much emphasis given to controlling the professional self. Here there is a permission to use your subjectivity provided researcher explains his world view.

In PR the clientele are used in articulating the research process and analysis of problem and in action plan.

Uses of PR in social work education and research.

- PR may not be possible in all contexts
- Field work of the students could be integrated with PR.
- As it is relevant to social work education, it should be incorporated in the curriculum.
- Facilitate to take action programmes by the people
- Social workers take responsibility for their work.
- PR will reveal the social reality.
- To build up confidence and mutual trust
- PR leads to development, hence its use in social work will yield more recognition to social work profession

The presentation was followed by some relevant queries and suggestions by the participants-

- 1) It collective identification of the problem foremost?
- 2) What kind of action will PR lead to?
- 3) There has to be inter subjectivity and personal self should integrate professional self.
- 4) Participatory research ensures maximum utilization of local resources
- 5) After the collective analysis of the problem there has to be finding before action

### **Group II**

The summary of the discussion is divided into 2 parts:

#### **Part I - Relevance of PR in social work education & research**

1. PR is social development oriented. Social work is need oriented-enabling the people to realize their potentialities, emphasising the right to self determination, hence they are relevant to each other.
2. Underlying commonality in philosophy and assumptions of both social work and PR make them complementary to each other in realizing their goals and defining approaches and strategies
3. The concern of PR in the context of PD is to inculcate democratic values and SW education also emphasizes the same.
4. PR and SW education are growth inducing and enabling the process of development.
5. Both uphold the common principles of right to self determination and goal setting.
6. These processes are the same as far as identification of the needs, issues and problems are concerned.
7. Both believe in participation in action which is development oriented, people centred and need based.

#### **Part II Use of PR in SWE and R.**

1. PR can be incorporated in the field work setting.
2. PR can be incorporated in various methods and courses of SWE.
3. PR helps to identify the areas of intervention and involve SWE through participatory evaluation in the immediate field of work as well as at the block levels.
4. SWR in general has not undertaken much action oriented research and even in crisis intervention there is a chronic dependence on conventional methodology of research.

Certain observations and suggestions were put forward by some participants:

- 1) Points 1 and 4 of part II are contradictory.
- 2) Crisis intervention has to be participatory information research based
- 3) Can we use PR in closed institutions?

### **Group III**

The group began its presentation by pointing out the major differences between SWR and PR and their relevance.

## DIFFERENCES

| <u>Social Work Research</u>                                                                                                              | <u>Participatory Research</u>                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Concerned with issues, problem areas which are helpful in social work interventions.                                                  | 1. Concerned with promoting people -centred development through their participation in the process of social transformation                                                                              |
| 2. The objectivity in research questions are framed by researchers with the ultimate aim of effective social work intervention.          | 2. The objectivity in research questions are framed with the help of beneficiaries with the ultimate objective of bringing change in their lives and living.                                             |
| 3. SWR generates expert knowledge primarily for consumption by professional social workers.                                              | 3. PR primarily legitimises and articulates popular knowledge.                                                                                                                                           |
| 4. SWR generates knowledge and tools of knowledge production for consumption by professionals of various categories of social scientists | 4. PR demystifies knowledge and tools used for producing knowledge. That is, it clarifies, and makes knowledge easily understandable by the common people (Clarity).                                     |
| 5. In SWR, all kinds of methods are helpful in improving the effectiveness- qualitative as well as quantitative                          | 5. PR practises methods consistent with its modes of knowing.                                                                                                                                            |
| 6. SWR makes use of both participant and non-participant observations in addition to other methods that are used.                        | 6. In PR only participant observation is used.                                                                                                                                                           |
| 7. In SWR highly sophisticated measures and scaling techniques are used.                                                                 | 7. In PR only principles and skills related to participatory observation, rapport building and communication are used.                                                                                   |
| 8. In SWR, statistical methods and techniques (including tests) are used for ascertaining the tenability of hypothesis, if any           | 8. In PR only those methods and techniques are used which are helpful in making people aware, breaking their culture of silence, organising them and mobilising the resources for bringing about change. |
| 9. In SWR, even controlled surveys are conducted and experimental designs are followed.                                                  | 9. PR is mainly change oriented action, which is facilitated by creating peoples organisations and organising group.                                                                                     |

## Relevance

1. The right to self determination is a commonly used principle both in SWR and participatory research.
2. Belief in the inherent worth of people to take decisions and to man their affairs is common in SWR and PR.
3. Working with and not for the people is commonly followed principle in both SWR and PR.
4. Bringing about change in people and also in social structure in the ultimate goal of both SWR and PR.
5. Evolutionary change, not revolutionary, within the framework of constitution which is helpful in maintaining peace but at the same time promoting development in the strategy is adopted in both SWR and PR.

The presentation was followed by interesting comments by the participants:

1. The relation between SWR and PR had been shown rather than SW education.
2. Has social work research not made any impact on society?
3. The role of researcher was not clearly defined.

These queries invited answers from the group members who specified that in the people-centred development, issues are framed with the help of beneficiaries but it maybe non-participatory.

Prof. Singh suggested that for clarity of approach it is necessary to point out differences between SWR and PR

Mr. Binoy Acharya offered certain comments based on his observations from the group presentations:

- 1) PR has emerged as a critique of conventional research and so there is a certain ambiguity in the natural learning process. PR does not promote wisdom but critical understanding.
- 2) What is the position of the researcher in PR? Research cannot be promoted as a value free research. Even methods of research will be challenged in the changing world.
- 3) Person and profession will ultimately be one but when?
- 4) Regarding methods of research, it was added that, it is the objective rather than method, which makes it participatory. Prof. Singh made a comment that the group reports reflected group differences and these were authentic differences in perception.

### **Group Work Presentation ( III)**

**The three group presented their reports, after discussion, on the following topic; “Understanding of PD and its implications for SW Education, Develop issue specific action plan”.**

#### **Group - I**

- PD is a process wherein people design, plan and execute decision/activities/ programmes to improve the quality of their life (master of their own destiny).
- PD is inherent in all the methods of SW and it is more so in social action which aims at social transformation.
- In the present world the new economic order has affected the present socio-economic system. This requires systematic, systemic changes in order to ensure the equitable distribution of resources. This makes PD very much relevant to SW education in the present scenario.
- Though social welfare and social development is part of the curriculum in social work education, the concept of development has undergone a drastic change hence there is urgent need to incorporate PR and PD in the curriculum. Its relevance should be emphasized in all methods of social work and field of special interest.
- To disseminate the concept of PD, there is an urgent need to organise regional level workshops for all the social work educators.
- On an experimental basis every institution should take-up PR and PD and document the basis.
- SW education should have one year field experience and exposure in some organisation after every five years of teaching, lest teaching will become obsolete.

#### **Group - II**

The group began its discussion on PD and its implications for SW education on the note of Ms. Sheela Patel's challenge to social work educators namely:

- The lack of preparedness of social work trainees to enter into the field, specially the field of PD, because of inadequate and inappropriate knowledge, skills and attitudes.
- It was observed in the group that while some agencies refuse social work trainees, others continue to “use” them for what they consider to be necessary administrative tasks to be performed in the agencies.
- Elaborating upon this inappropriateness of knowledge and skills as regards PD, it was observed that while the NGOs are concerned with Human Rights issues, social work trainees are still involved in humanitarian issues. Hence if the SW Profession is to be relevant in the present social reality, which is fast changing, it would need to make a paradigm shift from welfare to development to PD. This evolution would involve changes in knowledge, skills and attitudes.
- It was observed that changes in the social work curriculum would need to be made at least once three years, incorporating relevant knowledge and change in system, laws, practices and procedures

- While the philosophy and values of SW and PD were similar, SW curriculum could include the concepts, principles and values of PR and PD.

**As regards skills**, emphasis would need to be given to:

- The ability to facilitate a common vision built on cognition feeling and experiences
- The ability to be people centred and to translate their vision into reality.
- The ability to mobilise and develop local authority
- To draw up action plans with stakeholders analysis
- To implement action plans
- Lastly capacity building and sustainability

**As regards attitudes** - the basic assumption is that PD is the development of the disadvantaged.

- Hence the need to assess our constructs on the basis of people's perspectives.
- To change from being prescriptive to participative
- Lastly to search for options with the people.

### **Case Action Plan**

Using this theoretical construct, the group took up the issue and worked through it as a consequence of interaction with a community in an urban slum (a case).

The Mahila Mandal had expressed concern about garbage disposal in the slum. The street corners were littered with garbage and the drains blocked

### **Phase I :**

#### ***Step - I***

With the assistance of the members of the Mahila Mandal a count was made of the existing sanitary provisions in terms of garbage bins, chains, distance of the dwellings from open drains, frequency of waste removal and road cleaning. The number of pakka toilets, manner and frequency of disinfection in the area, the number of sweepers and scavengers involved in the cleaning and the frequency of garbage removing vehicles in the community.

#### ***Step - II***

To locate the settlement and its sanitary amenities on a map

#### ***Step - III***

Making use of the map, members of the Mahila Mandal prepare a profile of the sanitary amenities vis-a-vis the layout of the settlement, the number of families and the sanitary facilities.

Knowledge of the existing situation, feelings associated with this situation, dissatisfaction, discomfort, neglect and the experience of solidarity in this situation of dissatisfaction and

neglect leads to the next phase of mobilising support within the community and the local authority to bring about the required change.

### Phase - II

To draw up action plans with the stakeholders. The stakeholders are the women in the area. The cleaning is their responsibility since the consequence of filthy surroundings and ill health affects them most. The action plan consisted of the community consensus on making available sanitation facilities like cleaning up the drainage system and providing garbage disposal wherever necessary. Based on this, strategies were evolved.

- 1) The leaders of the community to approach the municipality
- 2) Estimates of the cost involved
- 3) Raising funds
- 4) Participation through "shram-daan"

### Phase - III

Implementation of the Action Plan

### Phase - IV

Monitoring and Evaluation of the use of the amenities.

The participants shared some of their comments on the group report:

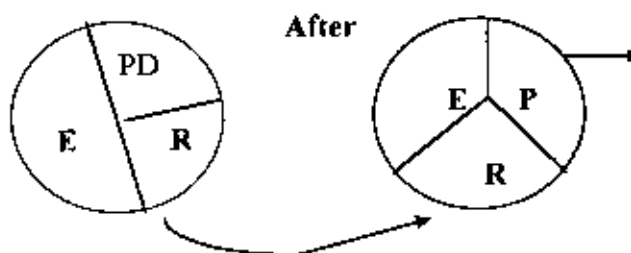
- a) The Report was based on practice rather than education. The case study prescribed is not only for research, the change should include the whole curriculum.

One of the participants shared the following diagram to explain the changing relationship between education, practice and research with incorporation of PD-

#### IMPLICATIONS:

Existing: -

E - Education  
P - Practice  
R - Research



The emphasis should be on research-oriented practice-based teaching. The issue specific action plan should be taken as the ultimate aim of discussion.

### **GROUP - III**

The report was divided into four parts in relation to the topic of discussion - PD, Stages of PD, Implications of PD for SW Education and Issue Specific Action Plan.

#### **(i) What is PD?**

PD is a process through which various stakeholders influence all decisions relating to access to facilities and control over resources which may build their capacities and enable them to improve their quality of life.

PD leads to critical understanding of reality and initiation and management of change.

#### **(ii) The Stages in PD:**

- a) Development of critical faculties and Generation of awareness
- b) Creation of a common vision
- c) Mobilisation and development of local institutions
- d) Development of action plan
- e) Implementation
- f) Evaluation

#### **(iii) Implications of PD:**

1. Involvement of people from the beginning
2. Initiation of change which people require
3. Clarity in mind about the change - not going with preconceived ideas

4. PD
- Improves the critical faculty
  - Exposes to real issues
  - Gives priority to the worst sufferers

5. Participation and empowerment of women and weaker sections
6. PD gives importance to action plan prepared by people
7. It makes use of available resources in and outside the community, both government and private
8. PD initiates transformation leading to development.

#### **(iv) Action Plan for SW Educators**

##### **I. Social Work Research and Statistics**

1. PR, concept, significance, objectives, stages, principles, strategies and limitations
2. Application of PR, class room exercises on PR
3. Case studies on PR

## **II. Social Policy, Social Development, Community Development**

1. PD, concept, significance, objectives, stages, principles, strategies and limitations
2. Applications of PD
3. Case Studies on PD

## **III. After 5 years of teaching - an exposure for six months to one year on duty**

## **IV. Seminars, conferences, etc. should be organised to bring about dialogue between schools of SW and agencies in the field.**

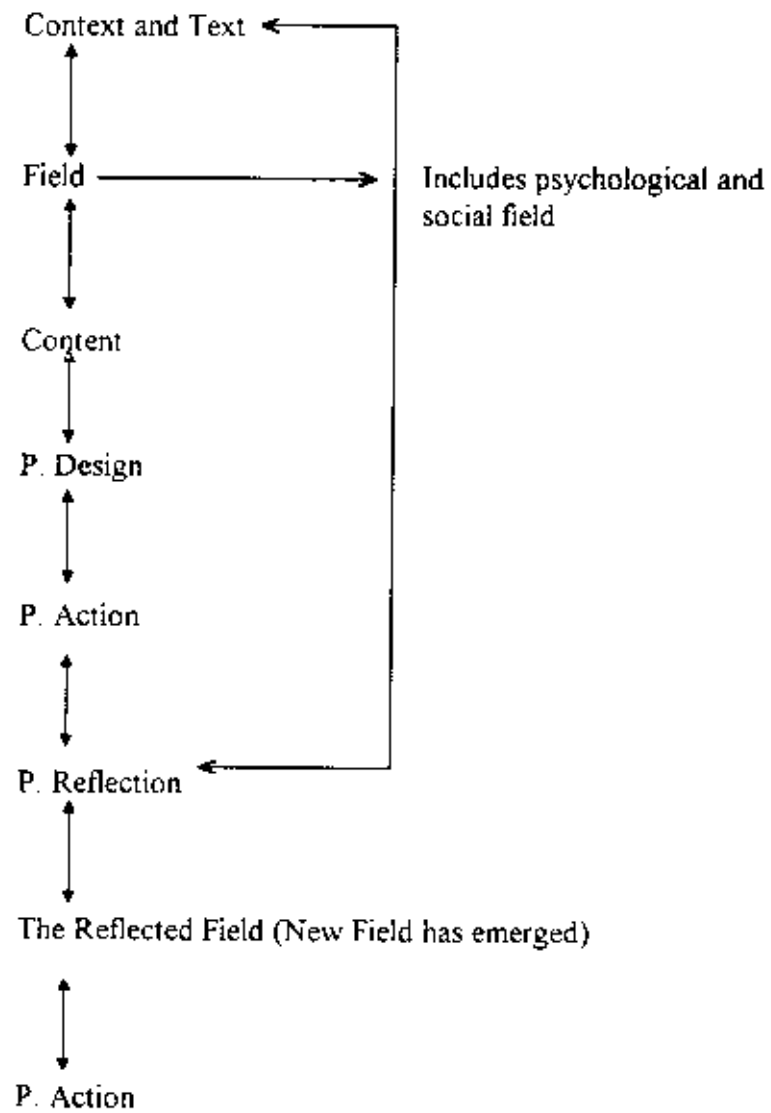
## **V. Frequent interactions between social work educators and practitioners in the field.**

The presentation was followed by queries seeking clarifications and suggestions were given to the report.

1. The term 'critical faculty' used in the presentation implies the awareness of people and so it should be termed as critical analysis or awareness.
2. One of the participants observed that the group made note that we should not go to the field with preconceived notions. However, our subjectivity (notions) is our strength and since we only go with the objectives of transforming of people, we should go with hypothesis. There is a difference between hypothesis and assumptions. Research is the basis of Field Work (FW) and vice versa.
3. In FW the student goes to grapple with the issue. There is a need to identify how PR methodology can be used to grapple with FW context.

Prof. R. R. Singh tried to unify the group presentation and said that the diagram showing relationship between E, P + R can have 12 variations rather than just 2:-

E + P, E - P, P + R, etc.(different combinations) can be made. He stated that SW is a method of intervention distinct from other methods of intervention. He presented a model to describe context and text.



## **Group Report (IV)**

### **“Issue specific action plan for incorporating participatory principles and mechanisms in social work practice”**

#### **Group I**

1. Dissemination of concepts of PD, PR, PT to social work educators by those who have attended NIPD on PD and PR.
2. SW institutions should make an effort to include PD and PR in the curriculum as early as possible.
3. Dissemination of concepts of PD etc. to NGOs with whom we are working, to facilitate students using PR-PD in field work practice.
4. PD and PR should be introduced in the context of orientation in FW research projects (M.Phil. & MSW dissertation) and rural camps
5. Development process initiated by PR should be followed up.
6. Unlike conventional research methods, PR exercise requires team work, mobilisation of resources, networking of stake-holders. This needs to be taken into account by social work institutions.
7. Application of PR has certain constraints and hence it should be used where ever it is feasible.

Some observations made on the presentation:-

- 1) The type of supervision to be given to students was missed it should be more rigorous and in the field.
- 2) One or two constraints should be highlighted in the report.

#### **Group II:**

##### **A. Participatory Principles:**

- 1) Peoples worth and dignity, 2) Experiential learning, 3) reciprocity
- 4) equity, 5) involvement, 6) social action, 7) sustainability.

##### **Mechanism:**

1. Exploration of social realities
2. Prioritising issues
3. Identifying real stakeholders
4. Creating alternatives and options
5. Scope and space for participating in experiential learning
6. Enhancement of peoples capacities
7. Diffusing control
8. Learning people's perspectives
9. Retooling stakeholders perspectives
10. Action for transformation
11. Ensuring sustaining processes

## **B. For SW education/practice**

1. Changing teaching style/methods with learner centred and learning process in focus.
2. Changing perspectives from **transfer of knowledge to discovery of knowledge**
3. PT in concurrent and block field work
4. In FW records
5. Documentation
6. In research - for action oriented
7. In action projects esp. field action

## **C. Issues specific action plan**

|                 |                                                                                                                                                                                                                      |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme/problem:  | Follow up of PR study<br>outcome by Dr. Devi Prasad                                                                                                                                                                  |
| Project for:    | Proposed rehabilitation action plan for participatory rehabilitation                                                                                                                                                 |
| Background:     | Fighting industrial pollution in villages of Vishakhapatnam - PR<br>done.                                                                                                                                            |
| Strategic Goal: | Analysis of losses for compensation and proposing peoples<br>model of rehabilitation.                                                                                                                                |
| Objectives:     | (i) Exploration of facts relating to <b>losses and their rehab. plan</b><br>(ii) Choice of land-options<br>(iii) Training linkage between <b>geo and socio cultural</b><br>(iv) Computation of loss and compensation |

### **I. Present/visible/Direct:**

- a) Land - Industry/community value and cost
- b) Assets - personal/community
- c) Live Stock
- d) Vegetation- plants
- e) Treatment cost - recurring

### **II. Future/invisible/Induct**

- a) Loss of health and consequently employment and productive  
capacity.
- b) Delayed education of children and delayed development
- c) Resetting cattles and vegetation
- d) Housing cost
- e) Infrastructure required

### **III. Rehabilitation in New Place**

- a) Plan for resettlement
- b) Housing - size, type, modification
- c) Community facilities and basic services
- d) People's perspective in planning

#### **IV. Area Left Out:**

- a) Afforestation
- b) Improving water quality
- c) Ensuring no further human settlement on this land.

PRA techniques:- Yes scope is open.

**Strategies to be used** - research, fact finding, awareness of rights, involvement of others, capacity building, lobbying, advocacy, watchdog.

Some suggestions were given by the participants.

- In the rehabilitation programme, a look into the possibility of involving people to design their own houses.
- The area left by the village will be acquired by HZL and this would lead to further degradation of land. The possibility should be explored to prevent this through the National Draft Policy on Rehabilitation.

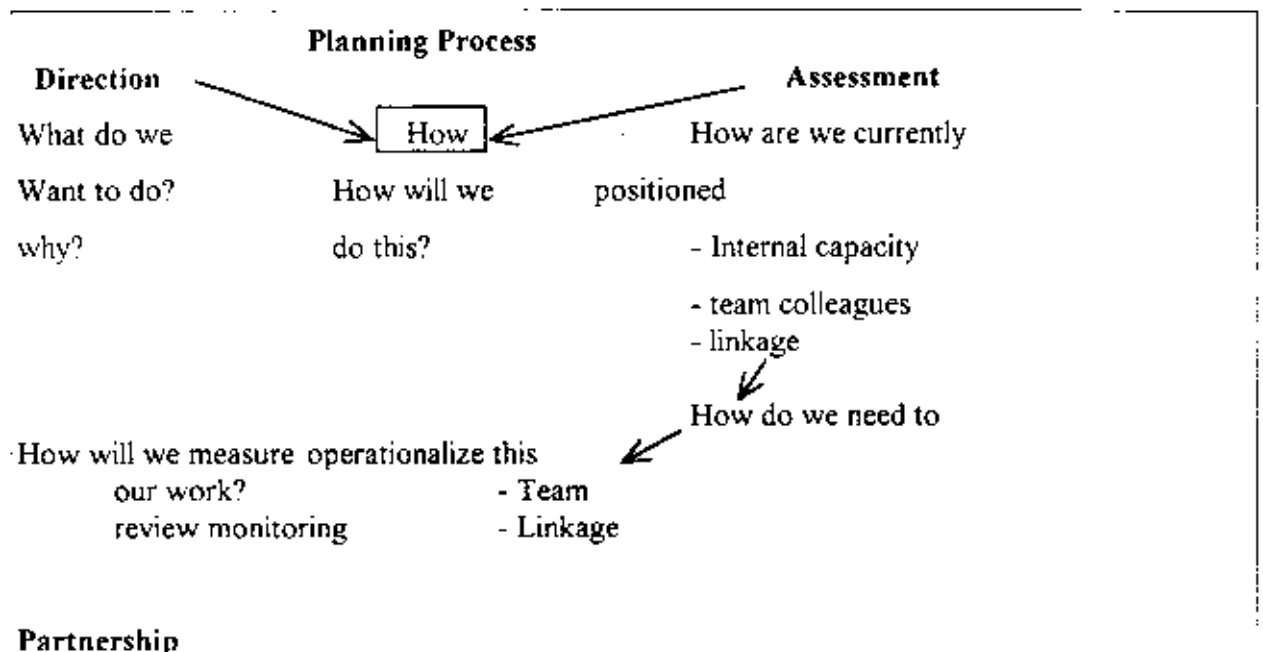
Comments on the Group III Presentation:-

#### **Comments**

Prof. R R Singh recommended that a document should be prepared as Field Work instructional material about what the students, supervisors and research scholars who participated in Visakhapatnam project feel about participation. This would be a constructive output of this dialogue.

Mr. Chandan Datta raised some issues for discussion based on the presentation of the group reports. He noted that the groups had come up with strategies. However action plan meant how we can do as an operational plan. To prepare a strategy and an operational plan are two different things.

He noted that all the groups talked about partnerships between NGOs, activists, etc. but the important thing to look into is what is collaboration and in this what will be our role as partners. He stated that in every situation someone will take a leading role. What will be the role of Institution or Association? He explained the planning process and collaboration (partnership):



### **Partnership**

How to make use of partnerships more relevant to reach our goals? Collaboration and interaction are important.

Why partnership? (It is a strategic alliance, working relationship)

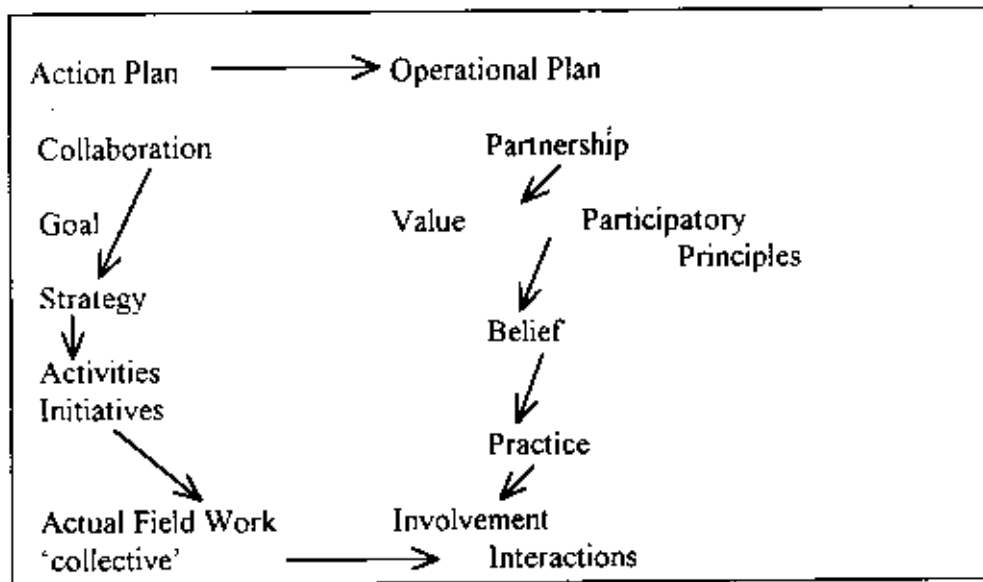
1. The transfer of learning as a key factor in alliance/partnership success.
  - Learning from each other
  - Using that learning in our work.
2. It's not simply resource dependency (in terms of financial resources, human resource, etc.) A partnership is used for transfer of 'K' to the other partners.  
(Knowledge)
3. Partnerships are not tools of convenience - They are critical instruments in fulfilling our missions and objectives

### **How to do this**

#### **Our Attitude**

- Learning and integrating
- Partners are indifferent, value the differences
- Share the information with the team/colleagues and partners.
- Culture in the organisation group differs- value and accept
- Commitment and truth

The following diagram was presented by Mr. Datta to explain action plan as on operational plan



He emphasized that partnerships take time to develop. The level of understanding, knowledge, information differs and we should have more responsibility to undertake this. With regard to participatory principles, he explained that involvement of people should be there at every stage but we cannot use the ideal principle at every stage but constant effort should be there.

He stressed that we have to think and reflect instead blind accept as to how to incorporate into curriculum as learning is a continuous improvement process.

## Consolidated Reports

Themes for Discussion: Following themes were discussed at the end of session by the group:

- (i) Critique of development research and critical assessment of the role
- (ii) Relevance and use of PR in SWE/R.
- (iii) Understanding of PD and its implication for SWE/Develop issue specific action plan
- (iv) Issue specific action plan for incorporating participatory principle and mechanisms in social work practice.

### Consolidated Report of the Group-I

- Though SW theories contain the participatory principles and mechanisms, it has not been adequately emphasised in practice, rather the emphasis was on welfare approach due to social, psychological and cultural factors.
- PR principles are intrinsic to CO and SA but they have to be made more explicit in practice.
- Adoption and greater use of PR techniques in SW practice will facilitate the understanding of social realities and enhance the recognition, acceptance of SW profession and ensure greater accountability, action oriented development leading to social transformation.
- PD is the process wherein people design, plan and execute decisions to improve their quality of life. "Master of their own destiny".
- In the present world " the new economic order" has affected the socio economic cultural system requiring a systemic change in order to ensure equitable distribution of resources for the development of masses This presupposes the need and relevance of PD in SW education in the present scenario.
- PR is a collective identification and investigation of the problem, collective analysis and collective action for a structural change.
- SW educators who have attended the NIPD should disseminate the concept of PD, PR and PT to other staff members and regional level workshops should be organised on PR and PD.
- SW institutions should make serious attempt to include PD and PR in their curriculum and rigorously adopt it in their field settings and research wherever it is feasible.
- Formal research need not be viewed as an antonym of PR but as a complementary or reciprocal to PR
- Once in every 5 years, a field experience and exposure in some organisation to the SW educator is needed to update their killo gram and practice of latest trends in the field, so that their teaching becomes relevant and meaningful.

There are certain limitation for generalising the findings drawn from PR as compared to formal research. However it has been felt that similar comparable studies taken up through PR methodology arriving at similar findings could lead to generalisation.

- The interaction has given us an insight into the possible areas and methodology in formulating PR project.
- The findings of PR shall not be published without the explicit consent and approval of the group concerned.

- Conventional development created dependence, donor-donee inequalities, disparities and poverty.
- Political dominance & instability, corruption, & bureaucratic structure adversely affected development
- Government development projects -capital intensive, inequilibrium between administration, infrastructure and programme activities
- Development programme as populist measures/approach by state/central Government. i.e. waiving off loan,
- Development discrimination by ignoring real needy area, and promotion of VIP areas.
- Under utilisation of development grants.
- People's involvement is minimal as development is perceived top down and prescriptive.
- Field visit, though short timed, reaffirmed our belief that awareness, training and women's participation can be ensured in better way if addressing their basic needs and services. Recognising and believing in peoples worth was important.
- Epistemology made research & its use more problematic PR is an outcome rejection of formal model of research because of distance between researcher's and subject, and research drew too much power, and was status quoist. Its involvement with power structure created big institutions; large scale institutions of research depend on bureaucracy.
- Randomness, rationale, empiricism led to reaffirm belief that researchers have dualism - artificial feeling and real feeling whereas in the conventional research former is represented. PR may be useful here.
- Conventional research was largely governed by three factors - fund, feasibility and fashion. PR appeared due to crisis in formal research methodologies. Hence there is a need to bridge gap between PR and formal academic researches.
- Participatory research intends legitimising and articulating popular knowledge experiential sharing, demystifying expertise culture through people's participation - collective involvement at all levels.
- Participatory development intends collective conscious actors, involvement of stakeholders, involvement for controlling their own agenda to empower them and action for transformation.
- Participatory principles are reciprocity, shared concern, equity & equality, action sustainability & transformation.
- Participatory mechanisms are related to new ways of exploration of social realities 'virtual realities', identifying real stakeholders, scope & space for participation, enhancement of people's capacities, diffusion of control practices, & opportunities of learning to the creation of knowledge.
- There is enough to relearn from participatory training methodologies and there is enough scope for changing "mindset" of educators, teaching and supervisory practices

## Consolidated Report of Group -II

- SW Edu/practice has been responsive to development approaches but lesser innovation: in & around system maintenance rather change.
- Professional preparedness is lacking
- No linkage
- Dichotomy & lack of linkages between SW Educators & Practitioners
- Lesser involvement or peripheral involvement of schools of SW/Educators in development programmes with NGOs
- PR & SWE both are complimentary to each other, as then philosophy, approaches and goals are quite closer.
- Both inculcate democratic values and enable growth inducing process of development
- Use of PR can be easily incorporated in various methods/courses as well as in field work settings
- Social work education, research & practice - all three components are not in harmony/ with each other. Practice without knowledge or research without education and practice is more disastrous.
- Changing teaching style/methods with learner-centredness and learning as process.
- Changing educational perspective from transfer or delivery of knowledge to discovery of knowledge
- Use of participatory training methodologies in orienting students, teaching, and field work
- Promoting researches with participatory perspective in order to bridge PR & formal/conventional research
- To initiate action projects especially field action projects at the micro level
- Faculty orientation to become partner in participatory process
- Staff develop/refresher course for all.
- Internship for students;

### Developing issue specific plan

We have developed an issue specific plan on PR study done by Dr. B Devi Prasad "In fighting industrial pollution" Following steps are involved:

- 1) context
- 2) strategic goal
- 3) objectives
- 4) Steps for involvement:
  - (i) Understanding social realities
  - (ii) Identifying stakeholders
  - (iii) creating alternatives & options
  - (iv) People's capacity building
  - (v) Retooling participatory process
  - (vi) Action for transformation
  - (vii) Ensuring sustaining process
- (5) Follow up

## **Consolidated Report of Group III**

### **I. Critique**

The roots of social work in India lie in community based work in Nagpada neighbourhood house. In the beginning SWE had western orientation because SW Educators had received their education in the west. Even today there is a lot of dependence on foreign material

SWE has mainly been concerned with preparing students to deliver services to clients under the auspices of social welfare agencies. Since there has been a marked shift in the focus of social policy in India - From welfare to development to empowerment SWE has also been characterised by shift noticeable in the following areas:

- Concern for social development and empowerment
- Dialogue with NGOs
- Inter-disciplinary and inter professional approach
- Issue based class room teaching
- Community based field work
- Field based action projects
- Involvement in implementation and evaluation of governmental schemes and programmes
- Production and use of indigenous material
- Research with development orientation

Social work today is concerned not only with developing clients but also with structural transformation through change in social policy and legislative framework.

### **II. Relevance & use of PR in SWE**

The group analysed the similarities between PR and SWE as also the distinction between the two. The group concluded that social work research and PR differ in respect of their concerns formulation of objectives, research designs, consumers of knowledge generated kinds of methods which are used for data collection use of methods and techniques of analysis etc. But they have many similarities in basic values objectives, principles and approaches. Since both PR & SWE are concerned with structural transformation with a view to improving the quality of life of people - the weaker and vulnerable sections of society, both have great relevance for each other and have great potentials for mutually reinforcing each other.

### **III. Concepts and relevance of PD in SWE**

PD is process through which various stake holders in the community influence all decisions relating to access to facilities and control over resources which may build their capacity and improve their quality of life. Various stages involved in PD are: (i) Development of ability to critically analyse and creation of awareness (ii) creation of a common vision (iii) mobilisation and development of local institutions, (iv) Development of an action plan (v) Implementation of action plan (vi) Monitoring and evaluation of action plan.

PD implies (i) involvement of people from the very beginning (ii) initiation of change desired and required by people (iii) priority for the worst sufferers (iv) participation and empowerment

of the weak and vulnerable (v) preparation of action plan by people themselves (vi) mobilisation and optimum utilisation of internal as well as external resources, and (vii) initiation of transformation leading to improvement in quality of life

PR & PD content is required to be incorporated in SWE in the following manner

- Inclusion of PR in paper relating to social work research - PR" concept, significance objectives, stages, principles, strategies and limitations Selected case studies.
- Inclusion of PD in paper relating to social policy social development, community development - PD: concept significance objectives, stages, principles, strategies, limitations, selected case studies on PD
- Organisation of seminars conferences etc to promote dialogue between S.W schools and NGO/activities

#### **IV. Relevance of PD for field work in SWE**

- Promotion of closer ties between schools of social work and NGOs and social activists.
- Organisation of regular experience sharing sessions by involving field practitioners, social work educators and students
- Holding of frequent interactions between social work educators and practitioners in agencies to bring about clarity regarding mutual expectations in terms of roles and functions of each other.
- Placement of social work educators in NGOs of repute to enable them to get grass-root exposure and documentation of their experiences
- Development of field based case studies and frequent organisation of discussions on them in joint meetings of teachers and students
- Discussion on a select of few good field work records of good students
- Initiation of some development promoting/service providing projects by schools of social work
- Discussion on the camp/study tour reports prepared by students and accompanying teachers
- Initiation/strengthening of field based social development projects by schools of social work.

In the morning session of the last day, some of the proposals in the area of PR/PD were discussed to analyse their strong and weak points in order to evolve the participants to formulate proposals in future in an appropriate format some of the noteworthy limitations were: lack of clarity in objectives, stags, tools, etc. and even element of participation itself. The lessons which could be derived from the discussion are: clarity regarding objectives, stages, tools, techniques etc. with participation being the prime concern throughout.

In the expert talk on PD and PR in social work, it was pinpointed in conclusion that there is complementarity between academic research and PR and necessary generalisations/ explanations can be drawn by cumulating the experiences over a period of time

\* \* \* \* \*

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# **Learning Material**

## **Programme Design**

**Second National Inter-Professional Dialogue on Participatory  
Development and Participatory Research**

Organised by  
ASSWI and PRIA  
April 18-24, 1997  
PRIA, New Delhi

**Second National Inter-Professional Dialogue on Participatory Development  
and Participatory Research ( April 18- 24, 1997)  
Organised by ASSWI and PRIA**

**WORKSHOP DESIGN**

**DAY I**

**18/4/97 ( Friday)**

**8.30 a.m. Registration**

**10.00 a.m. Welcome** ASSWI and PRIA

Introduction

Programme Overview

**11.00 a.m. Tea**

**11.30 a.m. History of Development Approaches**

**Ms. Namrata Jaitli  
Ms. Maya Pinto  
PRIA, Delhi**

**1.00 p.m. Lunch**

**2.00 p.m. Social Work Education  
and Development Approaches:  
The Context**

**PANEL  
Prof. Meher C. Namavatty**

**Prof. R.R. Singh  
President, ASSWI  
Delhi**

**3.30 p.m. Tea**

**4.00 p.m. Group Work**

*Critique of development approach and critical assessment of the role of Social Work Education and Practice*

## **DAY II**

**19/4/97 ( Saturday)**

|            |                                                                               |                                                                                                       |
|------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 9.00 a.m.  | <b>Presentation of Group Reports and Consolidation</b>                        | <b>Prof. R.R.Singh<br/>Dr. Rajesh Tandon<br/>Executive Director<br/>PRIA</b>                          |
| 10.00 a.m. | <b>Participatory Research :<br/>History, Meaning, Practice</b>                | <b>Dr. Rajesh Tandon</b>                                                                              |
| 11.00 a.m. | <b>Tea</b>                                                                    |                                                                                                       |
| 11.30 a.m. | <b>Cont.</b>                                                                  |                                                                                                       |
| 12.30 p.m. | <b>Lunch</b>                                                                  |                                                                                                       |
| 1.30 p.m.  | <b>Changing meaning of Development:<br/>Context of Participatory Research</b> | <b>Prof. T K Omman<br/>Sociologist<br/>Centre for the Study<br/>of Social System<br/>J.N.U. Delhi</b> |
| 3.00 pm.   | <b>Tea</b>                                                                    |                                                                                                       |
| 3.30 p.m.  | <b>Social Work Research: Implications<br/>for Participatory Research</b>      | <b>PANEL DISCUSSION<br/>Prof. A. P. Barnabas<br/>Prof.R.R. Singh</b>                                  |
| 5.00 p.m.  | <b>People's Participation in Governance</b>                                   | <b>Mr. Chandan Datta<br/>PRIA, Delhi</b>                                                              |

*7.00pm: Group Work : Relevance and use of Participatory Research in  
Social Work Education and Research  
(Group Reports to be presented on the morning of 21/4/97)*

## **Day III**

**20/4/97 ( Sunday)**

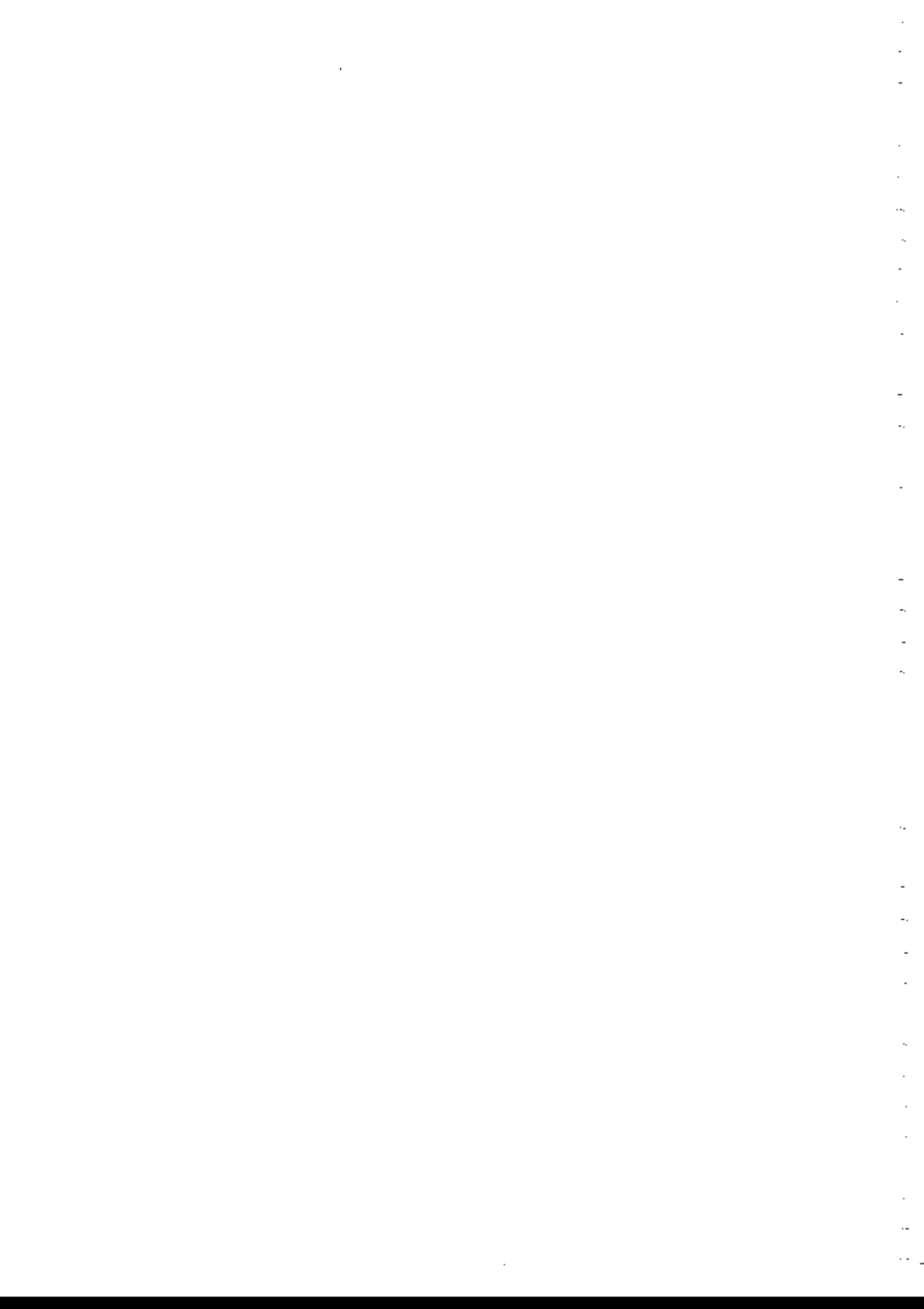
**7.30 a.m.- 4.30 p.m. Field Visit - Haryana:Panchayati Raj Initiatives**

|           |                             |                                               |
|-----------|-----------------------------|-----------------------------------------------|
| 5.30 p.m. | <b>Field Visit Analysis</b> | <b>Mr. Chandan Datta<br/>Prof. R.R. Singh</b> |
|-----------|-----------------------------|-----------------------------------------------|

## **DAY IV**

**21/4/97 ( Monday)**

|            |                                                                                    |                                                                    |
|------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 9.00 a.m.  | <b>Presentation of Group Reports<br/>and Consolidation</b>                         | <b>Prof R.R. Singh<br/>Mr. Binoy Acharya<br/>Dr. Rajesh Tandon</b> |
| 10.00 a.m. | <b>Participatory Development:<br/>Principles, Mechanisms and Practices</b>         | <b>Mr. Binoy Acharya:<br/>Director,<br/>Unnati , Ahemdabad</b>     |
| 11.00 a.m. | <b>Tea</b>                                                                         |                                                                    |
| 11.30 a.m. | Cont.                                                                              |                                                                    |
| 1.00 p.m.  | <b>Lunch.</b>                                                                      |                                                                    |
| 2.00 p.m.  | <b>Policies on People's participation:<br/>Global actors and participation</b>     | <b>Ms. Atreyee Cordeiro<br/>PRIA, Delhi</b>                        |
| 3.30 p.m.  | Tea                                                                                |                                                                    |
| 4.00 p.m.  | <b>Social Work Practice and Education:<br/>a critique with implications for PD</b> | <b>Prof. R.R. Singh</b>                                            |
| 5.30 p.m.  | <b>Review of Dialogue: General Observation</b>                                     |                                                                    |



## **DAY VI**

**23/4/96( Wednesday)**

|           |                                                                         |                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9.00 a.m. | <b>Presentation of Group Reports and Consolidation</b>                  | <b>Pro. R R Singh<br/>Ms. Namrata Jaitli</b>                                                                                                                                                                 |
| 10.00a.m. | <b>Participatory Training in facilitating Participatory Development</b> | <b>Ms. Purvi Das<br/>Ms. Namrata Jaitli<br/>PRIA,<br/>Delhi</b>                                                                                                                                              |
| 11.00 am  | <b>Tea</b>                                                              |                                                                                                                                                                                                              |
| 11.30a.m. | <b>Cont</b>                                                             |                                                                                                                                                                                                              |
| 1.00 p.m. | <b>Lunch</b>                                                            |                                                                                                                                                                                                              |
| 2.00.p.m. | <b>People's movements: participation in development</b>                 | <b>Prof. S. Parusaraman<br/>National Director Programme<br/>OXFAM India Trust<br/>Delhi</b>                                                                                                                  |
| 3.30 p.m. | <b>Tea</b>                                                              |                                                                                                                                                                                                              |
| 4.00 p.m. | <b>Participatory Research Projects: An overview</b>                     | <b>Panel Discussion<br/>Dr. B Devi Prasad<br/>Head,<br/>Dept. of Social Work<br/>Andhra University</b><br><br><b>Dr. V.V. Devasia<br/>Dr. Leelama Devasia<br/>Tripude College of Social<br/>Work, Nagpur</b> |
| 6.00 p.m. | <b>Group Work ( in thematic /issue based groups):</b>                   |                                                                                                                                                                                                              |

*Issue specific action plan for incorporating participatory principles and mechanisms in Social work practice*



**SAFE DRINKING WATER AND BASIC HEALTH FACILITIES:  
RURAL WOMEN'S PARTICIPATION IN DEVELOPMENT**

*Dr. Mrs. Leelamma Devasia*

*Tripude College of Social Work, Nagpur University*

*Oct. 1995 - April 1996*

**Sponsored by PRIA**

**I. Process of Study**

**Context:** The researcher had been working with a group of social workers in Vidarbha region of Maharashtra. It contains 9 districts. About 82% of the population live in rural areas. Agriculture depends mainly on rain water. Water is considered as one of the most valued natural resources in this region. Water for drinking, irrigation, industrial purposes poses great problems.

The worker contacted women in remote villages. The main purpose was to know the women, their problems and potentialities and their socio economic status in the society, the process of social change taking place among the women & their contribution in sustainable development. The researcher had been working in ten villages with her team for the past five years.

**Scope:** Restricted to ten remote villages of the area whose population varied from 400-2600. (Women's population - 193-1281).

**Findings of Survey:** The findings of the survey revealed that educated women were less; the level of awareness/information was less amongst them.

**Outcome:** Submission of a research proposal to 'PRIA'

Initiation of Work - December 1995

Report Submission - April 1996

**II. Objectives**

Developed jointly by the women in consultation with research team which comprised of women from all the ten villages.

From 40-50 objectives listed - 9 retained

1. To study the nature and characteristics of women's participation in securing safe drinking water and better basic health care facilities in ten village.
2. To know the extent of rural women's participation.
3. To elucidate the mechanisms that facilitate the participation of women in these programmes.
4. To assess the importance of leadership among women to enable lasting social change.

5. To understand and assess the hurdles in the participation of women in such programmes.
6. To evaluate the dynamics of their participation to provide safe drinking water and basic health care to the families.
7. To know what are the implications of decision-making among women and how they strengthen or weaken their participation.
8. To discuss how rural women relate to NGO's and the Government, to encourage the participation they have initiated.
9. To examine the possibilities of attaining sustainable development through effective participation.

### **III. Questions**

#### **Type of questions that came up during discussions**

- How and why they participate to have safe drinking water?
- What is the significance of drinking water in the families/communities?
- How and why safe drinking water is related to health?
- How safe drinking water could solve certain physical and emotional problems, money and other resources and create family assets?

#### **Questions pertaining to know effectiveness of participation:**

- What benefits they can get from participation
- How participation can solve their problems?
- How far participation helps them to understand each other and their problems?
- What measures must be taken to forge effective participation

### **IV. Method adopted to enhance/ensure participation**

1. Arranging groups meetings with various groups of women including mahila mandals of all the villages.
2. Holding dialogues.
3. Women were made to feel that programme can not be sustainable in nature if they lack participation of beneficiaries.

#### **Questions raised by mahila mandals for conducting research while discussions were in progress.**

- What are the strengths of participatory work among rural women to obtain safe drinking water?
- What are the weakness of such endeavour?
- Is it possible to replicate the participatory efforts of one village in other village?
- How for the participatory work of rural women self supportive?
- Can participatory work among rural women on better health services be sustainable and if so, what are the nature and characteristics of such sustainability?
- Do women (rural) need encouragement & support from their men folk, panchayat, government, NGOs, & People's institutions to enhance their participatory efforts in acquiring safe drinking water and better health care?

- What are the characteristics & functions of support provided by outside agencies & panchayat in participatory work of rural women.

The experience of research team in bringing women together varied from village to village but it strongly felt that:

- village women have a great capacity to initiate;
- they can think of attaining better standard of living of such examples as observed in nearby and similar communities.
- in comparison to men, village women are more practical and they dare to experiment.

## **V. Study Methodology**

### **Tool of data collection:**

Interview guide

### **Method of adopted for collecting data**

1. Conducting discussions in small groups, community meetings and in panchayats.
2. Holding dialogues among women's groups, among group of men & women bureaucrats.
3. Conscientization in small group meetings.

### **Theme of discussion**

1. Safe drinking water for the family.
2. Quantity of water required.
3. Sources of water
4. Transportation of water
5. Who fetches water
6. Who makes decisions about the venue of tube wells.
  - who controls the water
  - decision on purity of water
  - decisions of facilities on repairing the handpumps & maintaining the surroundings of the water source
  - Why & how water is polluted
  - the equipments used for drawing water & its conveniences
  - water storage, family responsibility to provide safe drinking water
  - idea of water sharing
  - types of common illness
  - water born diseases
  - diseases due to scarcity of safe drinking water and hygenic problems
  - health problems related to water collection
  - discrimination in use and share of water collected
  - discrimination in treating women/girl child
  - health personnel in the village
  - PHC's role
  - panchayat's role
  - services of Dii & multipurpose health water

- maternal & child health care
- death due to infectious diseases
- alcoholism & tobacco abuse
- superstitions
- traditional & indigenous treatment programme
- alternative health care system
- solidarity of women in solving the problem related to safe drinking water & better health facilities

All these kind of questions led to positive thinking and solidarity.

**Aim of the Research** - To understand and analyse women's participation to acquire and provide safe drinking water and better health facilities to them and their families. It started analysing the situation of each village in terms of:

1. the educational background of women/population
2. the condition of drinking water in each village

#### **VI. Findings:**

1. Most of the public/community wells were dug by panchayat many years ago. No mechanism existed to clean them regularly. Used for multipurpose.
2. Tubewells were also installed but level of water is very deep. Require regular repair.
3. Private wells belong to few individuals.
4. Farm wells owned by big farmers.

#### **VII. Strategy adopted by research team:**

1. Creating awareness among women of mahila mandal about the problem of drinking water
2. Enhancing women's collective knowledge on the problem of safe drinking water - 61.
3. Women's initiative to understand the various dimensions of the problems - understanding who were responsible for drinking water.

I Finally, problem was understood as a social reality.

- II (i) Building up of information and group ownership of the information.  
 (ii) Problem solving questions were raised.  
 (iii) Contact with the panchayat was established by the research team.

III Struggle leading to radical change.

IV Strategies appropriate to different socio economic & political context

V Priorities of developing long term objectives & strategies to solve the problems.

#### **VIII. Factors underlying the participatory process in the present research**

1. It was a process - it was an ongoing dynamic process because the empowerment of the women of ten villages is closely related to socio political structures of the village and gram panchayat.

2. It was holistic in approach - It covered various problems and issues of women spread over the different stages and sections of human life, family and community.
3. It was context specific - the villages varied in nature although there were in built similarities.
4. It dealt with the marginalised groups irrespective of the specific situations because the present participatory research was clearly focussed on marginalised groups.
5. It was strategic vs. practical - it aimed at attacking the fundamental causes of powerlessness of women.
6. It was democratising - the participation of women was ensured at all the stages.
7. It was sustainable since it helped the women to have self reliance & continuity

#### **IX. Insights & Lessons learnt**

1. The process of getting safe drinking water and better health facilities have definite class-gender-micro implications
2. It is the women of the poor rural households who are most adversely affected by the problems of water and health.
3. The nature and impact of this participatory process are rooted interactively on the one hand in ideology and the other hand the status and power of women.
4. Need for creating a space for an alternative existence that is based on equality not dominance and on cooperation rather than competition between women & women.
5. Participation is achieved when a change in the decision making process would imply a shift from the present-down approach to one that ensures the broad based democratic participation of the disadvantaged groups.
6. In the process of this change we should agree that flow of knowledge from the rural women to the academicians and experts will take place.

Review of Research - presented by Sharath Kumar,  
Nirmala Niketan, Bombay

## TRIBAL WOMENS PARTICIPATION IN SUSTAINABLE TRIBAL DEVELOPMENT

*Prof. V V Devasia, Reader*  
*Tirpude College of Social Work, Nagpur University*  
**Sponsored by PRIA**

### **I. Background of the study**

The present participatory research is conducted among the adivasi women in 10 villages in Hiwra Bazar area of Ramtek Tehsil. The villages are pre-dominantly tribal, surrounded by forest and situated about 85 to 100 km from Nagpur city on the border of Madhya Pradesh. The villages are extremely backward in socio economic status. Literacy among women is less than 5%, one of the lowest in the country. Infrastructural facilities are poor because the people lack political awareness to demand it from the government. health care system, PHC in Hiwra, is in chaotic condition.

It is believed that efforts are continuing to improve the quality of life of the tribals both by the government and NGOs through increased employment programmes, agro-economic schemes, tribal cooperative, but exploitation continues to flourish in all walks of life.

### **II. Commencement of research**

The present research started in December 1995 and continued till the first week of May 1996. It took about 5 months to complete the research. The BSW and MSW students of the college, numbering 94 involved in participatory data collection. In the months of February, March, April and May, a team of social workers from Community Action for Development, an NGO, working in Nagpur, actively involved in the participatory research process alongwith the tribal women.

For the BSW to MSW it was an opportunity to gain knowledge about tribals, their way of life and their economic social and political situations. The students could learn considerably from the tribals as they lived with them for 10 days in different tribal villages (they had to return after that as the classes commenced after vacation) Both the students and tribals benefited immensely from their interaction.

### **III. Focus of the research**

The focus of the research is on tribal women participation in sustainable development. The research emphasises, the necessity of women's participation in policy making, planning and implementation of programmes and projects. The underlying assumption is that meaningful and effective participation of tribal women in development programmes would not only bring about successful implementation of projects but also create confidence in tribal women in their own abilities and capacities.

In the context of poverty and tribal backwardness the research highlight three issues:

1. Awareness creation on tribal integration, particularly of the landless, unemployed, underemployed, exploited women in 10 villages.
2. Generation of peoples knowledge in poverty alleviation and sustainable devt.
3. Creation of women's organisations for expansion of productive employment education and population control.

The research endeavoured to generate collective knowledge of the village situation which can lead to action on problems of starvation unemployment availability of forest products for cottage industry, affecting the tribal women in research process.

#### **IV. Purposes of the present participatory research:-**

It emphasised to:

1. Create determination among the tribal women to improve upon their present and future life.
2. identify and develop the road resources to generate self reliance among the tribal women of these 10 villages
3. achieve sustainable development by coordinating among various agencies interested in development activities
4. Mobilise the tribal women for the productive and meaningful activities
5. Make the tribal women aware of development programmes in these villages
6. Help tribal women to understand the new technology by way of arranging functional literacy programmes.
7. Organise mahila mandals in different villages for discussion and development by conducting various clubs of youth and women.
8. Provide an open forum to the tribal women where they would discuss their problems and find indigenous solutions which may prove efficient & economical
9. Develop local leadership among local women
10. Encourage tribal to adopt modern changes
11. To arrange extra-curricular activities for generating social awareness among the members of the mahila mandals by way of well designed publicity.
12. Encourage tribal women in these 10 villages to develop their own self confidence instead of depending upon the government and become self reliant which is key to sustainable development.

#### **V. Approaches to present research**

- Tribal women should be made aware of the details of all the development work initiated by the government or NGO.
- Identification of felt needs of the tribal women needs to be done with their involvement
- Planning process should be of community participation or horizontal approach. The use of programme should also be the decision maker in the programme.
- Developing a sense of ownership and responsibility for a programme among the tribal women creates a feeling of possessiveness - to create this, the NGOs, government, should

In the bases of the participatory rural appraised (PRA) the collected information was analysed by the tribal women along with the students. The data provided to generate certain insights into the disparity of land distribution in the villages.

### **VIII. Insights through findings:**

The Adivasi women collectively analysed. The data and understood from the analysis that among them only 15 persons are owners of irrigated land and they own a total area of 16.50 hectares of land and a total of 445.25 hectares of irrigated land. They also understood about the types of school, number of children attending the school and the number of school going children.

Through group discussion, cost and analysis of data, the tribal women realised their deplorable educational status. This realization helped them to form people's organisation in all villages. The tribal women and men with the help of the students prepared a detailed memorandum of association, the rules and regulations for each society (one in each village) and submitted it to the office of the deputy charity commissioner for registration. The process of registration will be completed within six months and that each society will be acquiring a legal status. The objective of these samities, which are specific to each, were developed to the tribal women in their group meetings with the students.

### **IX. Conclusion**

The tribal womens participation in development includes certain issues such as equality of men and women, equity, social justice, freedom, availability of employment rights to forest products etc. Participation in sustainable development to the adivasi women of these villages therefore, directly reinforces quality in their life and their efforts related to their lives and problems in their society.

### **X. Outcome of Participation**

The women realised that the authorities need to create, more knowledge on tribal women's participation in sustainable development because lack of it impairs the policy making and subsequent. implementation of development projects. The women also realised that for effective implementation of various tribal welfare schemes, constant monitoring is necessary and women must be included in such efforts. They realised that participatory process is more than action or effort of change. Participation for them is a mechanism, through which they generated concerns on themselves and others about the local affairs, promotion of goodwill towards one another through collective activity to strengthen the foundations of tribal life.

### **Comments on the study**

1. In participatory research for participatory development the realisation of the development needs by the community leads to its own identification of the resources, strategies and options. In this research, the people's organisations or societies have been formed on the basis of the research. It is not clear whether the idea to form society has emerged from the community
2. The study has not discussed the nature, level and sustainability of participation, i.e., was there any resistance including, politically motivated? Was there withdrawal from the

process for whatever reasons? Methodologically, these questions are important, but not answered.

3. The methodology is not spelt out in detail- However literature review, definitions, specification of objective were done in the earlier part in detail, The tool for data collection is not mentioned (*ref. page 52*).
4. No transect walk has been undertake or mapping done by the community. It is hence not clear as to what issue community dialogued in participation.
5. No listing, counting was done as it is not evident in the study.
6. It is not clear as to what particular role community action for development (CAD) has played as it has been mentioned only as participating in data collection and analysis.
7. It is not clear as to whether the researcher has trained the students before data collection, especially in participatory research.
8. There is no mention about elders or other influential persons among tribal women playing a role during the research.

The research used simple language, hence it was easy to comprehend. There happens to be some amount of difficulty in discerning the approaches from considerations, from focus, from objectives though the researcher was meaning different things.

Chapterisation could have been more systematic. There is however the question of their group discussion being provided.

The participatory nature of research was doubted by the participants in the dialogue.

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Fighting industrial pollution - A study of the participation mechanisms of Community Based Organisations in two sample villages in Visakhapatnam

Executive Summary

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INTRODUCTION

In the age of growing environmental awareness the personal is ecological. In fact the social, political and commercial landscape of a given country is connected to its natural environment. The air, water and soil are much more than a mere environment for life, they are part of life itself. That is the reason why unless people empathetically and wisely respond to the increasing ecological destruction, the violent threat to the earth in general and to the air and water in particular cannot be obviated. Thus, once we acknowledge that the destruction of Earth's environment leads to the ultimate destruction of humankind, the interconnectedness of the personal with the ecological becomes visible.

In most of the developing countries an inextricable link exists between the fate of the poor and the environment. The environment underpins the security, livelihood and

sustenance of the poor and it is the poor who are disproportionately affected by environmental degradation. The present study amply demonstrates this fact.

Since two decades the Visakhapatnam city has been witnessing rapid industrialisation and urbanisation. The city's population which was about 4 lakhs in 1977 has grown to more than 12 lakhs by 1991. Presently, there are about 130 large and small scale industries in the city of which 15 are large scale industries. Some of the large industries are: Hindusthan Petroleum Corporation Limited (HPCL), Hindusthan Zinc Limited (HZL), Coromandel Fertilizers, Andhra Cements Corporation, Hindusthan Polymers and so on.

The Pollution Control Board (PCB) of Visakhapatnam branch found that a majority of the major industries in Visakhapatnam were responsible for polluting the atmosphere through release of mineral dust and noxious gases into the air and for polluting ground water through toxic liquid effluents<sup>a</sup>. Another comprehensive study<sup>b</sup> sponsored

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<sup>a</sup> Pollution control must be mandatory for industries' (5 June 1996). The Indian Express; Rajan-Menon, A. (5 June 1996). Warning signals for city of destiny, The Indian Express.

<sup>b</sup> Andhra University (1990). A comprehensive study of the impact of industrialisation and urbanisation on the environment of Visakhapatnam, Author: Visakhapatnam

by the Dept. of Environment, Ministry of Environment and Forests, Govt. of India showed that a high percentage of people were affected by industrial pollution in the industrial zone. The study further indicated that there was a high incidence of respiratory diseases and concentration of lead in the blood of the people living in the pollution-affected areas, as compared to those people who lived in non-industrial zones. Rao and Narendra(1995) in their study confirmed the high incidence of respiratory morbidity especially among children (0-15 years) in areas such as Mulagada and Gullalapalem<sup>c</sup>.

#### The villages and their background

Two villages, Mulagada and Gullalapalem, were selected for the purpose of the present investigation as they were located in the industrial zone nearer to the HZL and HPCL. Over a period of a decade and a half, these two neighbourhoods have been exposed to the blight of industrial pollution affecting their livelihood, health and physical environment. A brief summary of the background of these two villages is given below.

1. Mulagada. This village is located in the 45th Ward of the Municipal Corporation of Visakhapatnam. Besides this

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<sup>c</sup> Rao, G.S., and Narendra, B.N.(1995). Health hazards of Industrial pollution : A study of Visakhapatnam city. Unpublished dissertation, Dept. of Community Medicine, Andhra Medical College, Visakhapatnam.

village, there are three other adjacent villages which are located near HZL and are affected by the pollutants from HZL. They are: Chinamulagada, Chukkavanipalem and Yeduruvanipalem. The HZL is situated on the western side of the village at a distance of 1/2 km. The total population of the village is about 1000. Around 20% of the population belong to Scheduled Castes and the rest are from backward classes. Three youth organisations are present in the village including a Mahila Mandal. The pollutants of HZL are mainly lead dust and gaseous emanations containing highly irritant and noxious components such as Sulphur dioxide, Carbon monoxide, Hydrogen Sulphide etc. Exposure to these gases produce severe breathlessness, irritant cough, severe burning of eyes and nose, burning in the chest, headache and irritability. As children are more prone to lead poisoning, many have been exhibiting clinical symptoms such as abdominal pain, loss of appetite, anaemia, knock knee, and blue line on the gums. The ground water got polluted due to seepage of effluents from HZL. The water samples when tested were found to be high in sulphate concentration. Use of this polluted water by the villagers had been causing gastro-intestinal disorders, skin irritation, body aches and joint pains.

2. Gullalapalem. It is located in the 46th ward of Visakhapatnam Municipal Corporation and is surrounded by three major industries viz., Hindusthan Petroleum Corporation Limited (HPCL), HZL., and Coromandel Fertilizers. The village, situated in between two deep drainages, comprises of 400 houses of which a majority are huts. It has a population of around 5000 mostly belonging to Backward classes who are engaged in manual and daily wage work. Three people's organisations including one mahila mandal have been working to solve the problems of the villagers. People of this village mostly suffer from ground water pollution. Water samples were tested for high hardness. Calcium and chloride concentration were reported to be especially high in these water samples.

#### The problem

The industrial pollution in these two village has been playing havoc in the lives of the people. Especially, women and children have been found to be at a higher risk than men. Moreover, many people lost their capacity to work due to the disabilities produced by the diseases caused by industrial pollution. Further, as the children and women are severely affected by the pollutants, the health care expenses of the inhabitants of these villages have increased enormously resulting in their financial breakdown. A number of the residents have left the village s unable to bear the problem of pollution.

The CBOs such as the Jashuva Yuvajana Samkshema Sangham (Jashuva Youth Welfare Association) and the Pollution Sufferers' Welfare Association in Mulagada and the Mahila Sangham in Gullalapalem, having realised the gravity of the situation, have been fighting for a solution to the problem. These organizations have been agitating and protesting against the high levels of industrial pollution which were affecting their environment and livelihood. They brought their problems to the notice of the district authorities, people's representatives, Ministers of State and Central Governments, local NGOs, and University departments including this faculty from Dept. of Social Work.

Some leaders of the CBOs from Mulagada approached the Project Director Dr. Devi Prasad, a faculty member of the Department of Social Work and President of PARD, an NGO committed to protection of environment. It is in this context that the study of the impact of industrial pollution on the villages and the working of the CBOs in the villages assumed significance to PARD. It was thought that the CBOs can be assisted to better understand their situation through the use of Participatory Research (PR) methodology.

## METHOD AND PROCEDURES

The present study focusses on the dynamics of two CBOs, the Jashuva Yuvajana Sangham of Mrlagada and the Mahila Mandali of Gullalapalem, which have been working on the issue of high levels of industrial pollution causing both social and health hazards to the people of the sample villages. Using PRA methodology, the study aims to assess the impact of industrial pollution on the social, health and community resources of the sample villages. It also aims to identify the ways and means to promote the participation processes of the CBOs and to evolve suggestions and strategies of action to deal with the situation.

This study was taken up by the People's Action for Rural Development (PARA), a non-governmental Organization in Visakhapatnam in collaboration with the faculty of the Dept. of Social Work. The Society for Participatory Research in Asia (PRIA), New Delhi sponsored the study. As field staff, besides the Project Director, the Coordinator, and the Secretary of PARA, one medical doctor, two research investigators (P.G. Students of social work) and two research scholars from the Dept. of Social Work were involved in the organisation and collection of data from the two field sites.

In the first phase, as part of preparatory work, the field staff:

- \* identified and interviewed key informants
- \* gathered information about families affected by pollution, news items giving coverage to the issue etc.
- \* prepared a plan of action in consultation with the villagers, for conducting PR sessions.

During the second phase, the PR exercises were organised on 10 March 1996 with the participation of both men and women of the sample villages.

Techniques used. Table 1 gives information about the different PR techniques used to cover the objectives of the study.

Table 1

Participatory Research Techniques used to cover the study objectives

| Objectives                                                                           | Techniques used |     |    |    |    |
|--------------------------------------------------------------------------------------|-----------------|-----|----|----|----|
|                                                                                      | SSI             | VSM | TW | SC | EL |
| Preparatory work                                                                     | X               |     | X  |    | X  |
| 1. Assess the impact of Pollution on People's health, social and community resources | X               | X   | X  | X  | X  |
| 2. Study the participation mechanisms of the CBOs in dealing with pollution          | X               |     |    |    | X  |
| 3. Identify ways and means to promote the participatory processes                    | X               | X   |    |    | X  |
| 4. Evolve a plan of action                                                           |                 | X   | X  | X  | X  |

SSI= Semi-structured interview; VSM= Village social mapping; TW= Transect walk; SC= Seasonal calendar; EL= Event listing.

Data reduction and analysis. Village social mapping and seasonal calendar were prepared by the villagers and transcriptions of originals were prepared by the research staff. Other data were reduced through the process of simplifying and abstracting and thereby transforming the information into such data displays as transect walk report, and event listing.

### FINDINGS

The study primarily attempted to document the people's assessment and perception of the devastation caused by the industrial pollution to the social, economic and physical environment of the two neighbourhoods viz., Mulagada and Gullalapalem in Visakhapatnam. The stories of the two villages are given hereunder.

#### Mulagada village .

The villagers identified three major sources of the HZL plant as responsible for the degradation of their water and land resources. First, the seepage into the soil from sewerage canal that takes out the liquid effluents, mostly comprising of  $H_2SO_4$  and Hydrogen sulphide. Second, the heaps of Zinc waste deposited near the factory wall. The mineral dust from these heaps blown away by the wind over the villages ruined the soil quality and vegetation, and polluted the drinking water sources.

Lastly, the noxious gases that emanate at regular intervals from the plant. The villagers have indicated <sup>in their village social map,</sup> the direction of wind and the extent of cultivable land that became fallow as a result of the settling of mineral dust on the land.

The effect of pollution was seasonal and varied in intensity. While January to March was reported as low on the severity of pollution, the period covering the months of April and May followed by the months from August to December were designated as having the most severe pollution. On the whole the summer and winter seasons appear to be the worst periods for the villagers. Accordingly the severity of respiratory complications and skin diseases also varied.

The major losses suffered by the villagers were identified through transect walk. These losses were in the areas of water, land, livelihood, education of children, and health. About eight irrigation wells and one drinking water well became dysfunctional because of mineral dust and seepage of chemical effluents into the soil. The village elders remarked that the sparkling streams which interspersed the vast stretch of once fertile land, now turned black. Because of water and surface soil pollution the vegetation faded out and the land turned fallow. This affected the livelihood of many people. Due to water pollution, milch

or drought animals could no longer survive in these villages. The education of children was adversely affected as one school was closed down because of pollution and attendance in the other school was irregular. The attendance of students as well the teacher in this school was irregular as none of them were willing to attend or work in the school for fear of exposure to the chemical dust and fumes from the HZL Plant.

The significant loss unanimously reported by the villagers was the impairment of health of the people due to the continuous exposure to pollutants from HZL resulting in respiratory complications, skin diseases, pregnancy wastage, blue line on gums and a host of other routine health complaints. The impact is more visible on children and pregnant women.

In brief, the villagers, through their collective analysis and sharing, developed an understanding that went beyond the perception of their personal loss to a macro-level comprehension about the loss to the neighbourhood, to the community and to the environment in general.

Participatory processes. The villagers' movement against industrial pollution has passed through different phases. More specifically, the villagers' fight against pollution from HZL can be divided into the following phases:

- \* Collective awareness about the severity of pollution
- \* Formation of the first CBO (JYWA) to fight pollution
- \* Formation of a broad-based Pollution Sufferers' Welfare Association
- \* Politicisation of the issues
- \* Use of more aggressive but non-violent tactics by the CBOs
- \* Initiation of action by the authorities

In around 1980s, health problems sprouted in the village affecting children, women and old people. As quality of the water and the land came down, the impending danger was perceived by the people of Mulagada, especially those belonging to scheduled castes, as they were the worst victims affected among the villagers. As a result, they organised themselves and formed the Jashuva Harijana Youth Welfare Association (JYWA) in 1990 to fight against pollution from the HZL. Later, the death of a child during 1991 and subsequent deaths of a few more children allegedly due to pollution, the closing down of schools and the growing degradation in the quality of soil, water and air led people to realise the need for a collective and concerted action against the HZL. Therefore, the need for a more issue-specific, non-sectarian and broad based organization was felt. As a result, in 1992, an inter-village committee drawing representatives from the four pollution-affected villages was formed and registered.

It was named as the Pollution Sufferers' Welfare Association (PSWA) which has been since then actively engaged in mobilising people's participation in various activities such as protests, and padayatras against pollution from the HZL. Infact, the early part of 1990's was a period of allegations and counter allegations by the CBOs and the Zinc Management.

Later, during 1993-96, the PSWA and the JYWA employed more aggressive campaign tactics to mobilise public opinion against the Zinc Management. These CBOs submitted memoranda to the Chief Minister, Prime Minister and to the local people's representatives. They organized padayatras, conducted dharnas before the HZL entrance gate, and even faced lathi charge.

Intervention by Social Work faculty. During this period the CBO leaders approached PARD. We took immediate interest and after holding initial discussions with the CBO leaders, took up the present PR study. People's participation in this exercise gave focus to the problem and provided the much needed documentation to continue the agitation on systematic lines. The flow charts and data sheets developed as part of the study were used by the villagers in explaining their situation to officials and concerned authorities. The study findings were also mentioned by them in various legal and official contexts to support their cause.

As a result of the protracted agitation led by the CBOs, a committee on petitions was constituted in October 1996 by the State Government to go into the details of the problems of these four villages<sup>d</sup>. The Committee after holding discussions with the district authorities, the HZL management, the A.P. Pollution Control Board and after visiting the pollution-affected villages, submitted its report and recommendations to the A.P. Legislative Assembly in July 1997. On the basis of the recommendations of the committee, a 4-crore rehabilitation package was worked out.

However, as there was a stalemate in the implementation of the rehabilitation plan, and in the meanwhile the pollution from HZL continued unabated, the PSWA filed, in September 1997, a Public Interest Litigation (PIL) case in the A.P. High Court seeking relief. At the moment, the State Government has asked for revision of compensation to be offered and in view of the long delay it would amount to about Rs. 10 crores<sup>e</sup>. The HZL management is yet to concede to this proposal. Now, the big question mark before the people is: is there an end in sight?

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<sup>d</sup> A.P. Legislative Secretariat (1997). Third report of the Committee on Petitions (1996-97). Author, Hyderabad.

<sup>e</sup> HZL should rehabilitate villagers (7 September 1998). The Hindu.

Gullalapalem Village

Unlike in Mulagada, the severity of the impact of the pollution on this village is less. However, the loss to social and physical environment of the village cannot be underestimated.

The major impact of the pollution in this village was on water sources and vegetation followed by the health of the people. The sources of pollution are pollution of underground water by the big drainages and pollution of surface soil and water by the mineral dust and gases released from the Coramandel Fertilizers and the HPCL. Thus the smoke and dust from these two industries polluted the water in the open wells and affected the air quality.

The dust settled as a thick cover on the leaves of all vegetation leading to the withering away of the green vegetation and plants around. During our transect walk, we observed that all the drinking water open wells became defunct because of deposition of mineral dust, and underground water pollution. There is<sup>a</sup> white film of dust deposited on the leaves of the vegetation in the village. The CBOs tried repeatedly to arrange to clean the wells. Still the water pollution continued as the drainage water seeps into these wells.

The villagers were infact more vocal as regards the health problems caused by pollution. People complained of sore throat, flu , burning of eyes, nausea, and frequent malarial fevers. The seasonal calendar drawn by the participants reveal that the health problems due to pollution are highly seasonal. The most severe season reported was November, December and January of the winter season. April and May appear to be a low season for pollution and hence low on health complaints in the village.

Participatory Processes. The Mahila Sangham, formed in 1947 and led by a CPM activist, is currently fighting against the pollution. The Sangham submitted memoranda on the problem of pollution to the authorities, peoples representatives and to local bodies. As a result of their campaign, the HPCL constructed a wall separating their compound with the village. However, the release of pollutants from these industries continued. The field staff of PARD during the course of their consultations and discussion with the villagers observed that the residents were not as greatly perturbed by the pollution as compared to Mulagada, though they showed signs of discomfort and inconvenience. The main focus of the complaints was mostly against the damage done to water sources, and to their health. During the course of the

sessions with the residents, it was suggested that HPCL authorities should increase the height of the smoke pipes. Further the villagers decided to bring the problem of pollution to the notice of A.P. Pollution Control Board with a request that the Coromandel Fertilizers should establish a treatment plant so that the smoke and white dust will not be let out into the air. The other suggestions include provision of medical aid to the needy residents and proper maintenance of the drainage.

The social map and figures drawn by them were translated into Telugu by the PARD. They were hung in the Mahila Sangham Office as exhibits.

#### CONCLUSIONS AND RECOMMENDATIONS

The present study is taken up by the PARD, a non-governmental organisation in Visakhapatnam in collaboration with social work faculty, Dept. of Social Work, Andhra University to study the dynamics of CBOs working on the issue of industrial pollution in the selected sub-urban villages - Mulagada and Gullalapalem in Visakhapatnam city, Andhra Pradesh. The main purpose of the study is to help the CBOs understand the impact of pollution and its consequences at a macro-level so as to enable them develop appropriate strategies to deal with the problem.

The study further provided an opportunity to social work faculty and students associated with PARD to develop skills in the application of PRA methods and thereby appreciate the potential of these methods for use in social work field instruction programmes.

Besides secondary data analysis, different techniques of participatory research such as semi-structured interview, village social mapping, transect walk, seasonal calendar, and event listing were used to cover the study objectives.

It was found that the damage done to the health, education, environment, and social resources of the villages was extensive and irreparable. This is more so in case of Mulagada and its adjacent villages. It is sad to see that instead of engaging themselves in earning their livelihood, the villagers have been forced, day in and day out, to fight the problem of pollution. The affected people mostly belonged to poor and underprivileged sections of the population.

As regards the emergence and dynamics of CBOs, in Mulagada the struggle against the pollution from HZL gave birth to people's organizations such as Jashuva Harijana Youth Welfare Association (JYWA) and later to a broad-based, issue-specific organization viz., the Pollution Sufferers'

Welfare Association. They are currently the active, politically aware and democratic organizations functioning in this neighbourhood. Explaining the strengths of their movement, a member of the PSWA remarked that the villagers might hesitate to spend their time or resources on a festival or an important family occasion. But, if a word were sent around that there would be a procession or dharna against the HZL authorities, men, women, children, and even old people would join the protest in large numbers carrying placards and banners. Such is the intensity of hostility harboured by them against the HZL. Their protests however, were invariably non-violent and controlled.

The following are some of the suggestions and recommendations emerged out of the exercise.

1. It is high time that the Mulagada group of villages be rehabilitated and settled in a suitable place identified for resettlement. This will put an end to the 15-year old problem of these villages. Any delay in their resettlement and in the finalisation of compensation to them will further complicate the problem and enhance the amount of compensation to be spent.

As rehabilitation and resettlement of displaced people is a complex social, psychological and economic phenomenon, proper planning and people's involvement will facilitate its smooth implementation. In this connection the villagers felt that there was a need to take up another PR study to help the villagers prepare a document reflecting their version of the services and facilities needed in the new rehabilitation colony and during the process of resettlement.

2. According to the villagers, there is a lot to be done in Mulagada in terms of:

- \* immediate provision of medical attention to the children, women, and other adults complaining of pollution-related health problems
- \* supply of drinking water and sufficient quantity of water for other domestic uses
- \* provision of a separate school for children's education in a place away from exposure to pollution. Such a school can be located in the entrance point of Yeduruvanipalem village. This is in addition to the admissions given to children in the school managed by the HZL.

- \* job planning for the youth of these villages which is suitable for their resettlement in the new habitat and in its surrounding areas.
3. The villagers moreover saw the need for current empirical data on the mean lead levels of the residents of the affected villages to strengthen their pleas for immediate shifting and for a just compensation to them.
  4. As regards Gullalapalem, the villagers felt that the immediate focus should be on the provision of better water supply and medical attention. The Coramandel Fertilisers and the HPCL need to come forward and provide regular medical attention to the people. Further, the industries should establish control mechanisms to prevent further pollution of the environment of this neighbourhood.
  5. On the whole the NGOs, and the mass media (which had already did much to highlight the issue) need to mobilize public opinion further against the erring industries polluting the city's environment. They can, more over, extend support to the CBOs of these villages fighting against pollution.

6. The findings of the study have important implications for understanding people's participation and to social work practice and education. The study showed that participatory researchers, unlike conventional researchers, cannot stay aloof from the field of action. Moreover, in participatory research, the researchers - be they academicians facilitating the process or people partaking in the research, need to be explicitly political. It is further felt that PR can be a useful approach to enable professional social workers and social activists to function as effective policy makers, planners or activists in practice situations such as social policy analysis, legislative advocacy and social action.

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