





Teaching Participatory Research:

**Making Higher Education
Participatory and Relevant**

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Central Argument

- **Inclusion of Participatory Research (PR) in the curriculum of institutions of higher education will:**
 - *facilitate its actual practice, contributing to new forms of knowledge production and social change*
 - *assist Universities to be socially responsive-extend their knowledge production and teaching role to communities*


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Participatory Research :

- **emerged as a critique to the dominant classical social science research methodology**
- **aimed to bring researchers and local participants together in joint inquiry, education and action on problems of mutual interest**


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Participatory Research :

- values useful knowledge and importance of development change as a consequence of inquiry
- Underlined ideologies include issues of equity, self reliance and centrality of oppression issues


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Current Context

- Need for trained PR practitioners
- Need for University education to be socially responsive
- Not enough academic institutions teach PR
- Where taught ,restricted to data collection tool (social change dimension ignored)


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Teaching of PR in India


- Survey by PRIA in 2004-05 in 12 states of India
- Covered 27 departments of 22 universities
- Studied 3 components –content of course, modes of teaching and reference material
- Key departments covered
 - Social work,Sociology,Anthropology
 - Rural Development Management
 - Political Science, Public Administration
 - Food and Nutrition, Communication

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 **Survey Results**

- **Separate paper on PR - 3 universities**
- **PR part of Research Methodology paper-24 departments**
- **Different Labels**
 - PRA/PLA Methods (nearly 50% of cases)
 - PR Techniques/PAR/Qualitative Research/ Research Techniques
- **Taught more as method of data collection**
- **Social transformation role inadequately covered**


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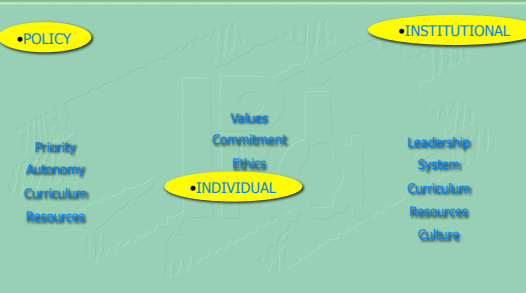
 **Survey Results**

Constraints:

- **Resistance from University System**
- **Absence of trained teachers and reading material on PR**
- **Time and experience constraints restrict use of PR for Research**
- **Resource constraints restrict effective use Fieldwork facilities**

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 **Barriers to teaching PR**



- **POLICY**
 - Priority
 - Autonomy
 - Curriculum
 - Resources
- **INSTITUTIONAL**
 - Leadership
 - System
 - Curriculum
 - Resources
 - Culture
- **INDIVIDUAL**
 - Values
 - Commitment
 - Ethics

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Ways Forward for teaching PR

• Personal Change

- Critical reflection
- Recognition & addressal of ethical dilemmas
- Perseverance
- Innovation
- Self growth

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• Institutional Change

- Institutional Space for PR (methods & social change dimension)
- Identify change agents
- Flexibility in systems and curriculum
- Faculty orientation and incentives
- Culture of innovation and relevance
- Strategic partnerships-Community & CSOs

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• Policy Change

- Emphasis on Social Responsive role of universities
- Autonomy for innovations
- Resources for relevant research
- Space for curriculum up gradation
- Linkage between educators and practitioners

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