



**Dr. MCR HUMAN RESOURCE DEVELOPMENT INSTITUTE OF  
TELANGANA  
GOVERNMENT OF TELANGANA**

# **VILLAGE VISIT MANUAL**

**01<sup>st</sup> Foundation Course for Probationers  
of Military Engineer Services**

**15<sup>th</sup> April to 20<sup>th</sup> July, 2019**

## **FOREWORD**

The Village Visit Programme is a very important component of the Foundation Course, wherein the Probationers are taken out of the confines of the classrooms and are exposed to the realities and complexities of rural life. There can be no doubt that a Probationer, irrespective of background or the service to which he/ she belongs and his/ her perception of the role of the service, requires an organized sensitization to the rural dynamics as an interested participant-observer.

The poverty, inequality of opportunities and lack of access to various facilities are the facts of life in rural areas. The development of rural areas and alleviation of poverty have been given priority in the plans and policies of India since Independence. There are a large number of Government sponsored programmes/schemes being implemented in the rural areas for achieving the above objectives. The Probationers are expected to gain a first-hand understanding of these programmes/ schemes in the course of their stay in the villages. At the same time, the Probationers are expected to be exposed to initiatives that have succeeded, seeds of change that have been sown, opportunities that have been utilized and interventions, whether governmental or non-governmental, that have worked.

This assignment is a conscious attempt to send you to villages, with varying levels of development and socio-economic characteristics with the intention of exposing you to a wide range of rural scenarios. Hope you have a fruitful learning experience.

**Course Director**

## OBJECTIVES OF THE VILLAGE STUDY

*The village study aims to sensitize the Probationers towards rural life. Broadly, the objectives of the Village Visit Programme are the following:*

- 1. Assess the socio-economic-political dynamics that exist in a village;*
- 2. Recognize the importance of the need to learn from the villagers in evolving people-based solutions to local problems;*
- 3. Evaluate the spatial and temporal changes that have occurred in the village in terms of quality of life as a result of Governmental and non-Governmental interventions or due to the sheer efflux of time;*
- 4. Evaluate the working of various village level institutions, both formal and informal, in terms of participation and effectiveness;*
- 5. Understand and analyse the problems faced by the rural people especially the marginalized sections such as Scheduled Castes, Scheduled Tribes, Physically Challenged, old, poor, landless, women, etc.;*

## MANUAL FOR VILLAGE VISIT PROGRAMME

Probationers are sent to selected districts. The group visiting a district will be sub-divided into sub-groups of 5-6 Probationers. Each sub-group is allocated to a village.

### **EXPECTED OUTPUT:**

The main output of the village visit programme will be a Village Report written by each sub-group about the village. An outline of the format for the village report is at in Annexure-I of the Manual. However, sub-groups have the freedom to add issues to the outline provided based on what they actually encounter in the village.

The sub-group Leader in consultation with other members of the sub-group will assign one issue to each member

Each sub-group will present a powerpoint on the topic **“Our impression of village life”** that will be evaluated. This will form an important basis for evaluation of the performance of the group in the village.

The information given in Annexure I will act as a guide to the powerpoint Presentation. Any additional critical issues experienced during the village visit may be incorporated in the consolidated village visit report prepared as a sub-group task.

## **Annexure I**

### **FOCUS GROUP DISCUSSION ISSUE BASED STUDY**

#### **Focus Group Discussion**

This is a methodology of discussion whereby small groups are enabled to focus on a subject of their choice and articulate their views on it. The participants get involved in the subject and are able to come out with diverse or unanimous opinions. As a technique, it could be used under any situation or any circumstances.

A Focus Group Discussion may be either homogeneous or heterogeneous or both, depending upon what issues have been taken up. For instance, where the question of wages which should be paid by the landlords is being discussed an exclusive workers' group could be constituted. They will only articulate the livelihood support or the adequacy of the wages. On the other hand, an exclusively landlords' group will give forth the view point of the landholders linking so many issues like productivity, the market prices and the nature of the production process etc. Where a group with both categories and members is formed, an amalgamated viewpoint would emerge. This may not necessarily happen where the differences are very sharp. Thus, the constitution of the group will play an important role.

The size of the group is important and the results are best when the group comprises 5-6 persons.

The role of the facilitator is just to extend the discussions and to bring it on the right track. On no account should the facilitators be actively involved in the discussions or attempt to take it over. The interventions of the facilitators should be confined to prompting or raising posers, preferably in the third person. These should never come forth as a view from the facilitator himself. It could be worded like "so and so feels like that. How would you like to react to it?"

Recording of the discussions is very important. At least 2-3 facilitators should be engaged in taking notes of the discussions simultaneously. The individual member assigned to prepare issue based individual report is required to document the details of the issue under the discussion, which he is concerned. The discussion could also be noted on the ground with the aid of symbols. Where symbols are being used, the entire map or the symbols have to be copied out. Where mapping techniques are being used, the other methodologies will apply. Variations in distance, sizes of the picture etc. are to be carefully observed and noted.

While writing the report, the background of the group, its size, its orientation etc. are to be fully recorded as also the context in which the issues have arisen, their background, the contestations etc. The FGD can be used to analyze an issue, establish the trend, or articulate the viewpoints of particular groups.

Every village institution represents the outcome of a long evolutionary process. The training process will remain incomplete unless one learns to interface directly with the village life and recognize the behaviour of some of its key institutions. Due to the constraints of time, one has to be focused in this learning process. For the purposes of this study, our probe will be generally directed to some identified issues. Other subjects could also be taken up if the visiting Probationers find them of particular interest or relevance. The areas of special focus in the Village Study are Education, Health, Panchayati Raj Institutions, Poverty, Agriculture, Land Reforms and Swachh Bharat Mission. Gender issue will cut across in all these six components. In the following paragraphs, we discuss the themes individually.

<b>Issue No. 1: Education – Suggestive Issues</b>
Literacy rate (as per 2011 census)
Status of enrolment
-Sex wise
-Caste wise
-Class wise
Reasons for non-enrolment
-Teacher related factors
-Economy of the household
-Perception and attitude towards Education
-Social attitude
-Cost of schooling
-Distance of school from the house
-Health factors
Reasons for drop out
-Extent of drop out (sex/ caste/ classwise classification)
-Teacher related factors
-Attendance
-Discrimination
-Teaching methods
-School infrastructure
-Access to facilities
-Distance
-High teacher – pupil ratio
-No toilet facility for girls
Learning Achievement
-Non-comprehension
-Irrelevant curriculum, family factors
-Poverty
-Expenses of schooling
-Child labour

Girl Child
-Looking after younger siblings
-Household chores
-Child marriage
-Dowry
-Educated boys not available
-Parental attitude towards education
-Scarce resources
-Religious factor
-Insecurity factor
-People's plan
Right to Education
-PTR - Pupil Teacher Ratio
-TCR - Teacher Class Room Ratio
-Toilet facility in the school/college
-Separate toilets for girls/ boys
-Toilets functional
-Cleanliness of toilet
-Water availability
-Hand Pump/Pipeline
-Hand wash after using toilets
-MDM
-Habit of hand wash before and after MDM
-Compound Wall
-Play Ground
-Kitchen Shed
-Access to CWSN
Incentives
-Free Text Books
-Uniform
-Scholarship
-Cycle
-Shoe
High School
-Enrolment – Boys/Girls
-Retention
-Facilities
-Access
Parents/ Community
-Involvement – Formal/ Informal
-Impression – on Quality/ Regularity
-Betterment
-Felt need
-Sanitation awareness camps

<b>Issue No. 2: Health – Suggestive Issues</b>
Perception of Health and Diseases
-Villagers' perception of good health
-Villagers' perception of disease
-Stunting
-Built
-Nutrition
-Perception of female diseases
-Season related diseases
-Access to Healthcare
-Nature of healthcare
-Allopathic
-Registered Medical Practitioner
-Indigenous medicine
-Faith healer
-What disease treated?
-Why some diseases not treated?
-Reasons for under-utilization of health services
-Presence/ absence of doctor
-Presence/ absence of other medical staff
-Availability of medicines
-Barriers in Accessing Healthcare
-Behaviour of medical/ paramedical staff
-Direct expenses involved (fees/ medicine)
-Indirect (opportunity cost)
-Distance
-Insensitivity towards female child
- Lack of credibility of government staff
-Lack of integrated services
-Lack of emergency services
- Lack of transport facilities
-Lack of essential drugs
-Public Health Services
-Perception of safe drinking water
-Perception of sanitation
-Nature & extent of water and sanitation-caused disease
-Suggestions
-Peoples' Plan
-Peoples' feedback on quality of the following
-AWC
-HSC
-ANM
-ASHA

-Public vs. Private Health Service
-Free ambulance service
-Janani Suraksha Yojana

<b>Issue No. 3: PRIs – Suggestive Issues</b>
<b>Gram Sabha</b>
-Number of meetings held during last one Year
-Participation of various socio-economic Groups
-Sex
-Caste
-Class
-Religion
-Issues discussed
-Decision taken
-Unanimous/ consensus
-Split decision
-Disputed decisions
Decision related to
-Infrastructure
-Irrigation
-Drinking water
-Poverty alleviation programmes
-Health
-Education
-Land related
- Family disputes
-Individual cases
Domination by various socio-economic groups
-Caste groups
-Religious groups
-Class groups
-Traditional Panchayat
Domination by individuals
-Sarpanch/ Ward Member/ village Council
- Landlord
-Teachers/ Government Servants
-Influential person
-Panchayat Secretary
Gram Panchayat
-Perception of the villagers
-Whether elections conducted properly
-Whether right persons elected
-Whether decision-making takes place Collectively

-Whether decisions are beneficial for Individuals
-Whether the Gram Panchayat is functioning in people's interest
-Prevalence of corruption
- What is the extent of knowledge of the village people about Panchayat affairs
Training
- Are all the panchayat members capable in terms of knowledge and skills to carry out the functions of Panchayat
-Have they undergone any training?
Accountability
-Whether the elected members are accountable to the villagers?
Planning
-Whether any planning is carried out by the Panchayat?
-What is the mode?
-Does the plan reflect the concern for the villagers?
Role of Women
-Are women participating in the Gram Sabha meetings?
-Are elected women members actually discharging their responsibilities?
-Attitude of male counterparts of panchayat against women members
-Constraints faced by women panchayat Members
Support System
-Infrastructure
-Staff
-Record keeping
-Accounts
-Transportation

<b>Issue No. 4: Poverty – Suggestive Issues</b>
Poor people's perception of poverty
-Time Line for village poverty for the last 40-50 Years
-Rural Indebtedness
-Common Property Resources (CPR)
-Are the poor having access to them?
-Is there any encroachment of CPR?
-Use of common property resources
Land and Agriculture
-Productivity
-Reasons for low productivity
-Access to credit and inputs
-Marketing facilities for agricultural produces
-Prices of agricultural produces, wage rate
-Landlessness
-Social Security
-National Social Assistance Programme (NSAP)
-Indira Gandhi National Old Age Pension Scheme
-Indira Gandhi National Disability Pension Scheme
-Indira Gandhi National Widow Pension Scheme
-National Family Beneficiary Scheme
- <i>Janani Suraksha Yojana</i>
-MGNREGA
-DAY-NRLM
-Assessment of the above Schemes
-Discrepancies in implementation of these Schemes
-Caste and class-wise coverage of families under above schemes
-Impact of Public Distribution System
-Gender perspective on poverty
-Poverty Alleviation Programmes
-Transparency/ Social Audit
-Impact of effectiveness of PAPs
-Targeting of PAPs
-Corruption in PAPs
-Any story/ innovation in implementation of PAPs to be documented
- Income profile of a poor person
<b>Note: Crosscheck the BPL families identified through PLA exercises with the list of BPL families available at Block Development/ Panchayat Office</b>

#### **Issue No. 5: Agriculture and Land Reforms – Suggestive Issues**

- **Description of agriculture** – land use pattern, soil types, area under cultivation, cropping pattern, area under different crops, agricultural productivity, marketable surplus, farmers' socio-economic conditions (Resource Map, Agriculture Map), agricultural credit and indebtedness of farmers.
- **Technological development** – extent of mechanization of agriculture, sources of irrigation, labour use, fertilizer consumption, indigenous technologies, watershed development, use of HYV seeds, investment in land development, marketing facilities, livestock, etc.
- **Land reforms** – land distribution pattern, land ownership (wealth ranking), landlessness.
- **Tenancy** – extent and incidence of tenancy, terms of tenancy, types of tenancy (reverse tenancy), contract farming, share of produce, tenants and landlord details.
- **Ceiling land distribution** – land declared surplus and land distribution, men-women ownership of government land, number of beneficiaries caste-wise land ownership status, land under disputes, socio-economic conditions of ceiling land and government land assigned beneficiaries, ceiling land under tenancy, indebtedness of beneficiaries, quality and types of land distributed, cropping pattern and productivity of ceiling land distributed.
- Land settlement scheme for deprived
- **Others** – agriculture extension services, agriculture wage, cost of cultivation, issues relating to agricultural labourers, computerization of land records, land survey and measurements.
- **CPR** (common property resources) and encroachments, management, un rights and implementation
- **Financial Inclusion** – Bank Account, Kisan Credit Card/ General Credit Card, Access to Institutional Credit, Pradhan Mantri Krishi Sinchai Yojana, Pradhan Mantri Krishi Bima Yojana
- **Agriculture Marketing** – Cooperative federations and institutional support

<b>Issue No. 6: Swachh Bharat Mission – Suggestive Issues</b>
-Villagers' awareness about SBM campaign
-Aware of
-Not aware of
-Community participation in the campaign
-People's attitude towards cleanliness and Sanitation
-Rigid towards old practices and habits
-Changes in behaviour pattern
-Activities organized under SBM in the village including village school during last one year
- Awareness camps organized
-Cleanliness campaigns took place
- No. of toilets constructed
-Impact of the programme
-Community health
-Pollution control
-Level of awareness about the importance of cleanliness/sanitation
-Disposal of solid/ liquid waste
-Recycle/ reuse of waste material
-Financial Aspect
-Funds approved and sanctioned for the financial year 2015-16 (in Rs.) (may be asked from panchayat member)
-Success story, if any
-Impediments/ constraints in the implementation of the programme
-Status of cleanliness and sanitation in the village
-Roads were clean/ unclean
-Drainage was clean/ unclean
-People have constructed toilets but not using
-People did not construct toilets and going for open defecation

**REPORT WRITING**

Excellent work done by sub-groups could go unappreciated if they are not backed up by adequately written reports. Poor report writing can spoil an outstanding study. It is essential that the experience and findings of the village visit should be effectively documented as good reports.

A broad outline of the report has been indicated in Annexure – II. However, several issues may emerge in the course of the study, which have not been covered in the outline, which the group should integrate in their report. A format for Consolidated Village Visit Report may be seen at Annexure – III.

The first prerequisite of a good report is time, planning and collective effort. There is a temptation to leave the report writing to the GL, a grossly unfair practice. Each member of the group has to contribute to it. The members of the group must meet several times before the submission of the report to finalize the points that they propose to incorporate into the report. Individual members could be asked to prepare a portion of the thematic report and cover a selected set of points. These can be discussed by the village level sub group and a report writing group can assimilate all points and prepare the final report. This can once again be discussed by the sub-group in preparing thematic report and given finishing touches before presentation.

The sub-group, before leaving the Institute, should meet to finalize its strategy and work plan. Normally, there is a division of functions. It may so happen that the pre-formulated strategies do not work in the village situation. Hence, after the Walk Through the village, the group should meet in the night to reformulate its strategies and work plan. It may become necessary herein to reassign duties and rework the strategies. Each member of the group is expected to take note of the points that strike him/her not only with a view to developing his understanding but also for incorporation in the report. He/she should make note of these points in the diary to be maintained by him. At the end of the day, points should be compared and issues for further study are to be selected by discussion. There may be points of conflict. These should be reconciled by discussion that very evening.

Members of the village level sub-group are advised to keep a record of the work done on a day-to-day basis. This has the advantage of reducing experiences, perceptions and understanding to writing while they are still fresh in memory. Besides, this will ensure that biases and incongruities do not creep into the report. However, a fair amount of discussion and development of understanding as well as a comprehension of the village situation must precede the final report writing. There could be some points of conflict with what had been written previously. In such situations, it may become necessary to clarify these points with the villagers. It may even be necessary to go back to the group for their clarification. The normal tendency is to avoid going back to the group for it involves additional work. However, it has to be done in the interest of accuracy of the report.

The report also, if possible, needs to be backed up by maps, graphs, charts, statistical tables and photographs, if any, of the activities. Some of the charts and graphs will need to be re-drawn in the Institute. They must be neat, attractive and well-drawn. They must be relevant and capable of conveying what is intended to be conveyed by them. Photographs are not a must, but they add to the quality of the report. **Those Probationers who have their own cameras are advised to take them along.**

## **Presentation of Village Visit Report**

### **Group Presentation**

- a.) The Groups may make a powerpoint presentation on the topic “**Our impression of village life**”. The points made could be illustrated with visual representations, graphs, maps, charts, photos. **The power point presentations, charts, maps and graphs will be submitted to the FC Secretariat** after the presentation.

***The points indicated in Annexures I & II will only be a guide to the presentation***

- b.) Participation of each member of the thematic group during the presentation shall be an important factor in assessment.

## **Evaluation of the Report**

The reports will be evaluated based on the following criteria and marks will be allotted.

- a) Number of sectors (such as Education, Revenue, Panchayat Raj, Agriculture, etc.) covered
- b) Details covered within the sector
- c) Quality of presentation
- d) Photographs, videos, maps, charts, etc.
- e) Special focus on any issue in the village ( may be related to any sector)

## **Awards**

Overall, members of the sub-group adjudged the best will be awarded gold medals while silver and bronze medals are awarded to the second and the third groups along with certificates.

## REPORT WRITING FORMAT

Each consolidated village visit report of the village visited shall be uploaded on the website. The structure of the report should follow the prescribed format. The report should be based on the information collected in the village.

The issues\* to be covered under each sector is also given. Where additional points or collateral issues have been forthcoming, which are not adequately covered within the existing framework, you may introduce appropriate heads/sub-heads. Please remember that for secondary data, you should mention the sources/ references.

### I. Methodology and Approaches

#### Description of the District (very brief):

- Its importance, special characteristics, etc.
- Description of village
- Location, special features, historical transect/  
time line of the village
- Experience through Walk Through the village (**TW/WT Map**)

### II. Demography:

- Population figure (total, caste-wise, sex-wise) as per 2011 Census and during village study, household size, household types
- Description of residential caste-cluster etc. (**Social Map**)

### III. Infrastructure:

- Road, drinking water sources, PHC/ hospitals, post office
- Telephone connectivity, electricity supply, School buildings, Community centre, Panchayat Bhawan, shops/ haat/ local markets, Marketing facilities etc. (**provide resource & infrastructure maps if possible**)

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\* Issues given are just indicative. There could be other issues of similar importance which may be brought out in the report. There may be any number of things that may engage your attention for the purposes of this study. You have the liberty to take up those issues, draw up your format, schedules and proceed with the study. This, however, must in every case be justified by the quality and content of your report.

#### IV. Socio-Economic Conditions of the Village:

##### Education and Health Issues

- Literacy, educational status, dropouts and enrolments, health condition - common diseases, medical facilities
- Immunization programmes, family planning, mortality rate, maternity care, problems of drinking water, etc.
- People's perception of Panchayat
- Participation of people in Panchayat elections
- Participation of women in PRIs
- Socio-economic status of Sarpanch and Panchayat Members
- Training of Panchayat Members
- Accountability and transparency in PRI
- Planning by Panchayat
- Panchayat as a vehicle to implement PAPs, role of Panchayat and PDS Internal and external resources of Panchayat
- Panchayat meetings and follow-ups

#### V. Poverty, Unemployment and Livelihood of People:

- People below poverty line (Wealth Map)
- Perception of poverty by villagers
- Nature and cause of poverty, burden of poverty
- Identification of causes of poverty (**Matrix Scoring Chart**)
- Employment - Occupational pattern, wages (**Map**), migration
- Non-farm employment, seasonal unemployment (**Map**)
- Food availability for poor
- Total availability, solution
- Livelihood Flow Analysis (**Pie Chart**)

## VI. Poverty Alleviation Programmes:

- Programmes implemented, effectiveness of the PAPs
- Employment generation, description of PMAY-G, DAY-NRLM and other Social Assistance Schemes (Impact and Flow Analysis)
- Perceptions of beneficiaries, appraisal of the programmes in terms of choice of schemes, selection of beneficiaries, involvement of NGO SHGs.

## VII. Agriculture and Land Reforms:

- **Description of agriculture** – Land use pattern, soil types, area under cultivation, cropping pattern, area under different crops, agricultural productivity, marketable surplus, farmers' socio-economic conditions (Resource Map, Agriculture Map), agricultural credit and indebtedness of farmers, Pradhan Mantri Krishi Bima Yojana, Pradhan Mantri Krishi Sinchai Yojana.
- **Technological Development** – mechanization of agriculture, irrigation, labour use, fertilizer consumption, indigenous technologies, watershed development, use of HYV seeds, investment in land development, marketing facilities, animal husbandry, etc.
- **Land reforms** – land distribution pattern, land ownership (wealth ranking), landlessness, etc.
- **Tenancy** – extent and incidence of tenancy, terms of tenancy, types of tenancy (reverse tenancy), share of produce, tenants and landlord details, contract farming, if any, etc.
- **Ceiling Land Distribution** – land declared surplus and land distributed, government land, number of beneficiaries caste-wise, land under disputes, socio-economic conditions of ceiling land and government land assigned beneficiaries, ceiling land under tenancy, indebtedness of beneficiaries, quality and types of land distributed, cropping pattern and productivity of ceiling land distributed, etc.
- **Others** – agriculture extension services, agriculture wage, cost of cultivation, issues relating agricultural labourers, computerization of land records, land survey and measurements, etc.
- **CPR (Common Property Resources)**, common land, community land and encroachments, management, etc.
- **Financial Inclusion** – Bank Account, Kisan Credit Card/ General Credit Card, Access to Institutional Credit, PM Jan Dhan Yojna.
- **Agriculture Marketing** – Cooperative federations and institutional support, e- National Agricultural Marketing (e-NAM).

**VIII. (a) Swachh Bharat Mission:**

- Communities' awareness about SBM programme
- Communities' experiences about the programme
- No. of toilets constructed in last one year
- Toilets that are functional
- Whether open defecation stopped
- Women's reaction towards SBM programme
- Dustbins kept at different locations
- Solid and liquid waste management
- Communities' attitude towards sanitation and cleanliness
- Impact of SBM programme in cleanliness of the village, environment and pollution control
- Communities suggestions for further improvement of the programme

**(b) Other Issues:**

- Disability
- Services Access in Panchayats
- Malnutrition
- Sex Ratio
- Career Counseling

Note: Gender issue will cut across in all six components viz. Education, Health, Panchayati Raj Institutions, Poverty, Agriculture and Land Reforms and Swachh Bharat Mission.

**X. Conclusion and Action Plan:**

- Observations and conclusions
- Suggestions

**CONSOLIDATED VILLAGE VISIT PRESENTATIONS**

**VILLAGE VISIT PROGRAMME**

**1<sup>st</sup> FC for Probationers of MES**

**State** :

**District** :

**Village Name** :

**Group Leader** :

**Instructions**

1. The format meant for preparing Village Visit Report is divided into different chapters and each chapter (except chapters on Miscellaneous Issues, Action Plan and Conclusion) has the contents to be covered. Village level sub-group members are advised to prepare the Consolidated Village Visit Report in a collective manner.
2. The sub-group leaders are to store audio-visuals and photos collected during the village study programme in the pendrive
3. A brief on all the members of the village level sub group such as Probationer's name, OT Code, state, district, block and village are to be written in the required space provided.
4. After the village visit presentation, every group leader will submit through **pen drive** the report containing audio -video clips and photos to the FC Secretariat It is important to write names of each member of the village level sub-group, OT code on maps and charts (**if prepared**) by the group.
5. The Consolidated Village Visit Report will be evaluated for the purposes, it is meant for.

### Contents for Village Visit Presentation

Chapter/ Theme	Contents
I. Methodology and Approaches	<ul style="list-style-type: none"> <li>- Brief description of the District.</li> <li>- Its importance, special characteristics.</li> <li>- Description of village.</li> <li>- Location, special features, historical transects/ time line of the village.</li> <li>- Experience through Transect Walk/ Walk Through</li> </ul>
II. Demography	<ul style="list-style-type: none"> <li>- Population composition (total, caste, tribes and sex-wise) as per 2011 Census and at the time of village visit, household size.</li> <li>- Structure of residence, caste-composition (Social Map).</li> </ul>
III. Infrastructure	<ul style="list-style-type: none"> <li>- Road, sources of drinking water, sub-centre, primary health centre, hospital, post office.</li> <li>- Telephone connectivity, electric connection, supply of electricity, school building, aganwadi building, community centre, panchayat bhawan, common property resources, shops/ haat/ local market, mandi, marketing facilities (provide Resource &amp; Infrastructure Map).</li> </ul>
IV. Socio-Economic Conditions of the Village Education	See suggestive issues indicated in this manual
V. Socio-Economic Conditions - Health	See suggestive issues indicated in this manual.
VI. Panchayati Raj Institutions	See suggestive issues indicated in this manual.
VII. Poverty, Unemployment and Livelihood of People	See suggestive issues indicated in this manual.
VIII. Agriculture and Land Reforms	See suggestive issues indicated in this manual.
IX. (a) Swachh Bharat Mission	See suggestive issues indicated in this manual.
(b) Other Issues	
X. Miscellaneous Issues	
XI. Mapping the Process of Social Change*	
XII. Conclusions and Action Plan	<ul style="list-style-type: none"> <li>- Action Plan (views of the villagers).</li> </ul>