

**VILLAGE VISIT MANUAL**  
**94<sup>th</sup> FOUNDATION COURSE**  
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## **CONTENTS**

<b>1.</b>	<b>FOREWORD</b>	<b>1</b>
<b>2.</b>	<b>OBJECTIVES OF THE VILLAGE STUDY</b>	<b>2</b>
<b>3.</b>	<b>EXPECTED OUTPUT</b>	<b>3</b>
<b>4.</b>	<b>PARTICIPATORY LEARNING AND ACTION</b>	<b>4</b>
<b>4.1</b>	<b>LIMITATIONS OF PARTICIPATORY LEARNING AND ACTION</b>	<b>6</b>
<b>4.2</b>	<b>PLA EXERCISES TO BE CONDUCTED IN THE VILLAGE</b>	<b>9</b>
<b>4.3</b>	<b>ACTION PLAN</b>	<b>45</b>
<b>5.</b>	<b>FOCUS GROUP DISCUSSION</b>	<b>46</b>
<b>5.1</b>	<b>EDUCATION</b>	<b>47</b>
<b>5.2</b>	<b>HEALTH</b>	<b>52</b>
<b>5.3</b>	<b>PANCHAYATI RAJ INSTITUTIONS</b>	<b>55</b>
<b>5.4</b>	<b>POVERTY</b>	<b>57</b>
<b>5.5</b>	<b>AGRICULTURE &amp; LAND REFORMS</b>	<b>58</b>
<b>5.6</b>	<b>SWACHH BHARAT MISSION</b>	<b>60</b>
<b>5.7</b>	<b>FINANCIAL LITERACY CAMPAIGN</b>	<b>65</b>
<b>6.</b>	<b>POVERTY ALLEVIATION PROGRAMMES – AN OVERVIEW</b>	<b>74</b>
<b>6.1</b>	<b>MAHATMA GANDHI NATIONAL RURAL EMPLOYMENT GUARANTEE ACT, 2005</b>	<b>74</b>
<b>6.2</b>	<b>DEEN DAYAL ANTYODAYA YOJANA–NATIONAL RURAL LIVELIHOOD MISSION</b>	<b>75</b>
<b>6.3</b>	<b>PRADHAN MANTRI AWAAS YOJANA – GRAMEEN</b>	<b>77</b>
<b>6.4</b>	<b>NATIONAL SOCIAL ASSISTANCE PROGRAMME</b>	<b>77</b>
<b>7.</b>	<b>INTERVIEW METHOD</b>	<b>79</b>
<b>8.</b>	<b>REPORT WRITING (ANNEXURE – I)</b>	<b>89</b>
<b>9.</b>	<b>REPORT WRITING FORMAT (ANNEXURE – II)</b>	<b>92</b>
<b>10.</b>	<b>CONSOLIDATED VILLAGE VISIT REPORT (ANNEXURE – III)</b>	<b>97</b>

## **LIST OF MAPS AND CHARTS**

<b>1.</b>	<b>Walk Through/ Transect Walk (Map-IA &amp; Map-IB)</b>	<b>12-13</b>
<b>2.</b>	<b>Time Line Chart (Chart-IA &amp; Chart-IB)</b>	<b>15-16</b>
<b>3.</b>	<b>Resource Map (Map-IIA &amp; Map-IIB)</b>	<b>19-20</b>
<b>4.</b>	<b>Social Map (Map-IIIA &amp; Map-IIIB)</b>	<b>23-24</b>
<b>5.</b>	<b>Problem -Preference Ranking (Chart-IIA)</b>	<b>27</b>
<b>6.</b>	<b>Preference Ranking (Chart-IIB)</b>	<b>28</b>
<b>7.</b>	<b>Matrix Scoring (Chart-IIC)</b>	<b>30</b>
<b>8.</b>	<b>Pair-wise Ranking (Chart-IID &amp; Chart-IIE)</b>	<b>32</b>
<b>9.</b>	<b>Pie Chart (Chart-III)</b>	<b>34</b>
<b>10.</b>	<b>Livelihood Flow Chart (Chart-IVA)</b>	<b>37</b>
<b>11.</b>	<b>Seasonal Health Calendar (Chart-IVB)</b>	<b>38</b>
<b>12.</b>	<b>Food Availability Chart (Chart-IVC)</b>	<b>39</b>
<b>13.</b>	<b>Chapati/ Venn Diagram (Chart-VA)</b>	<b>42</b>
<b>14.</b>	<b>Impact Flow Analysis (Chart-VI)</b>	<b>44</b>
<b>15.</b>	<b>Reasons for Dropout from School (Chart-VIIA)</b>	<b>50</b>
<b>16.</b>	<b>Reasons for Non enrolment (Chart-VIIB)</b>	<b>51</b>
<b>17.</b>	<b>Wealth Map (Map-IVA &amp; Map-IVB)</b>	<b>68-69</b>

## **FOREWORD**

The Village Visit Programme is a very important component of the Foundation Course, wherein the Officer Trainees 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 an Officer Trainee, 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 Officer Trainees 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 Officer Trainees are 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. The officer trainees will also organize 'Swachh Bharat Abhiyan' with the help of villagers and district administration during their stay in the villages.

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.

## OBJECTIVES OF THE VILLAGE STUDY

*The village study aims to sensitise the Officer Trainees 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 and women, etc.;*
- 6. Understanding group dynamics through organization of cleanliness campaign (Swachh Bharat Rural) and Financial Awareness Programme with the help of villagers and the district administration and prepare a report on that.*

## MANUAL FOR VILLAGE VISIT PROGRAMME

Officer Trainees are sent to selected districts. The group visiting a district will be sub-divided into sub-groups of 5-6 Officer Trainees. Each sub-group is allocated to a village. Out of several issues, each Officer Trainee may cover one issue for writing an individual report. Apart from this, any additional critical issues experienced during the village visit may be incorporated in the consolidated village visit report prepared as a sub-group task.

The manual for village study has been prepared with careful attention to encourage and to facilitate the process of learning about rural life by adopting “participatory approaches” based on open-ended field inquiry and action as distinct from conventional “academic research”.

During the present Village Visit Programme, you are required to use the following three methodologies to explore and learn the rural realities.

- (i) **Participatory Learning and Action** which is given in Part- I of the Manual.
- (ii) **Focus Group Discussion (FGD)** will be used to deal with some specific issues like Education, Health, Agriculture and Land Reforms, functioning of Panchayati Raj Institutions, and poverty and any other issues which may come up in the village. Gender will cut across all these issues. This is given in Part- II of the Manual.
- (iii) **Interview Schedule** discussed in Part –III of the Manual will be followed to collect basic data at village level.

### 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.

Several issues will be discussed in the FGD. The Sub Group Leader in consultation with other members of the sub-group will assign one issue to each member from the issues discussed under FGD. While the sub-group will be conducting the FGD, it will be duty of one of the members, who has been assigned to compile issue based information, to note down the ‘a’ to ‘z’ of the outcomes of the FGD.

The sub-group report will be submitted to the Institute immediately after the village visit as per the schedule prescribed. This will form an important basis for evaluation of the performance of the group in the village.

## **PART – I**

### **PARTICIPATORY LEARNING AND ACTION**

#### **What is Participatory Learning and Action?**

Participatory Learning and Action is the label given to a growing family of participatory approaches and methods that emphasize on local knowledge and enable local people to make their own appraisal, analysis and plans. Participatory Learning and Action (PLA) is an approach for learning and organizing the participation of local communities and groups, for interacting with them, understanding them and learning from them.

Participatory Learning and Action tools are both learning and putting into action in a participatory manner. Participatory learning takes place by direct contact with people in the village, listening to people to understand the rural realities; issues and problems; local knowledge and practices. Therefore, establishing rapport with the villagers to make them comfortable becomes essential. The villagers or the local people should feel free to talk, share their views, and take interest to participate in exercises which are very meaningful to understand the rural realities.

It involves a set of principles, a process of communication and a menu of methods for seeking villagers' participation in putting forward their points of view about any issue and enabling them to do their own analysis with a view to make use of such learning. It initiates a participatory process and sustains it. Its principles and the menu of methods help in organizing participation. Listening and learning through participatory interaction is the most important principle of PLA. The local people are in possession of enormous indigenous knowledge, experience, skills, culture, views and ideas. In addition to these, local people are also able to identify their problems, priorities and preferences. The participatory learning and action techniques enable the outsider to learn and collect information about the community by listening and observing.

#### **Steps for Participatory Learning and Action**

1. **Entry Point:** The village community, contrary to the popular impression, is highly perceptive. Therefore, the participatory learning and action begins from the moment you enter the village.
2. **Observation:** Though observation is a continuous and a basic ingredient of participatory learning and action, the initial observations about the village at a glance, socio-economic conditions, their way of life, infrastructure, behaviour of the people, social dynamics, etc. are of utmost importance. This exercise commences right from the time of arrival and continues throughout your stay. However, the initial judgment has to be made within the first few hours of your arrival. The rest of the exercise will be based upon this judgment and impression.

Observation is key to any sort of primary data collection. This is also a fundamental tool used for qualitative data collection. However, observation should be focused and it

should be followed in line of objectivity. In PLA too, observation is key during application of various tools including transect walk, social mapping, resource mapping, etc.

3. **Contact:** Establishing contact with different sections of the population is the subsequent step of the Participatory Learning and Action exercise. It has been dealt with in detail later in this booklet.
4. **Penetration:** This can be achieved by means of Walk Through and by other methodologies like visits to households, schools, temples, tea stalls, shops, Anganwadi Centres, PHCs/ Sub-PHCs, Cooperatives, Panchayat Office, fields, Khalihans, etc and through interaction. The real penetration is through your behaviour and the affinity that you strike with the local community.
5. **Stimulate Participation:** This involves getting the rural community together either in small or in larger groups for participatory learning and action exercises.
6. **Raising Issues:** The participants, at this stage, are encouraged to raise issues related to the topics given or any other issue that they may like to raise. For instance, they may like to discuss the issue of impending drought that may be most important in their perception. It is clarified that one should not shy away from raising such issues merely because they are not mentioned in this Handbook. Such issues should be prioritized, gone into and included in the write-up.
7. **Identify Problems:** Problems are a part of the issues raised. These should be identified and articulated.
8. **Suggest Solutions:** The same people who pose the problems will suggest solutions. Several solutions may emerge to each problem in this exercise. The most acceptable and pragmatic solution need be selected. This exercise of selecting the least-cost-optimized solution will again be done by the participants and not by you. Allow time to the participants to find solutions without getting impatient or bored.
9. **Formulate Action Plan:** The main thrust of village visit is to put together an Action Plan as perceived by the people. This must be both realistic and practical. It should flow out of the participatory learning and action. On no account, should you impose your own views on the participants. Your job is only that of a facilitator. Before you finish the exercise you must place the Action Plan before the people. The test of the Action Plan is that it should be implementable by the village community itself and should require or depend upon high level of intervention from the higher levels in administration. In other words, it should be a people's plan.
10. **Implement:** This is left to the district administration or any other concerned body that takes up the plan for implementation.



## **LIMITATIONS OF PARTICIPATORY LEARNING AND ACTION**

### **1. Not Always Easy to Conduct**

It may not be possible to initiate a participatory learning and action (PLA) exercise for more than one reason. One reason for such a situation can be due to the problems in the behaviour of the outsiders. Another reason can be that people are not willing to participate for lack of time or some other factor. On many occasions, they may not wish to participate and share their perceptions. However, in such cases one need not be unnecessarily pessimistic and should not give up easily.

### **2. The Right Attitude**

Participatory Learning and Action may appear simple on the face of it but it could be difficult in absence of the right attitude. The foremost task is to have the appropriate attitude of learning from the villagers. This implies that not only are biases of any kind to be avoided but the members of the study team should approach their task with the spirit of learning and humility. The presumption is that the villagers know their problems well and also have solutions to these very problems in mind. The study team is only there to learn from them.

### **3. Right Team**

All the members of the study team should have the right attitude. A study team where some of the members do not possess the right attitude may not get co-operation from the villagers and end up by not doing the exercises as intended.

### **4. Undue Haste**

The study team may suffer from constraint of time, and therefore, it may not give sufficient opportunity for the participatory groups to develop their ideas. This may have a dampening effect upon the spirit of participation. Even if there is a shortage of time, any impression of rushing through should not be conveyed to the group. The time constraint can be managed by other methods such as reducing the number of exercises and focusing on the target groups.

### **5. Emphasize on Statistics and Quantitative Data**

The participatory exercises do not focus on the quantitative data or statistics. PLA emphasizes upon the perception and the experiences of the village community. However for facilitating the report writing work, interview schedule method has been included as Part-I in this Manual to collect basic data at village level.

### **6. Difficulty in Finding the Right Question to ask**

This difficulty arises where the study team assumes an oversized role in the proceedings. However, the important thing is that the team should know its opening gambit. The success of the exercise lies in how the subject is introduced and how the

group is led into discussion. Therefore, the study team should carefully discuss its opening manoeuvre.

During the stage of Walk Through, the team must assess its target groups, the village environment and carefully frame its questions that will lead to discussions. The effort should be to avoid too many questions and repetitions of the same.

## **7. Difficulty of Finding the Target Group**

Since the exercises are focused on issues like poverty, human development and social issues, the premium is on conducting them with women, the poorest, illiterate or semi-literate, socially deprived sections of society. Therefore, while conducting the 'Walk Through' the study team should carefully identify the location of target groups. It may happen that some unemployed educated youth or members of the dominant community hang on to the study team, follow it around the village and intervene in all the discussions. Therefore, the team will have to devise strategies to evade such unsolicited assistance.

## **8. Failure to Involve the Community**

Participatory Learning and Action is a community-based exercise. Its success depends entirely upon the ability of the study team to build up a rapport with the community and to involve the community in its exercises. The entry behaviour of the team and its rapport building with different groups becomes important.

## **9. Partial View of the Matter**

Many a times the study team will only be interested in the subjects provided and may, therefore, miss the wood for the trees. It has been emphasized repeatedly that the participating groups must be allowed to identify their own problems and develop their solutions. This may be quite different from our own pre-conceived notions or from what is provided in this Handbook. Under such circumstances the team should stick to what the villagers have to say and write their report based on that.

## **10. Making Value Judgments**

Most of us fall into the pitfall of passing value judgments on the situations and personalities that we come across in the village. It must be realized that every person is an admixture of good and bad. He will have both positive and negative qualities. Therefore, to exclude him/her from the proceedings on the basis of value judgments could be the undoing of the Participatory Learning and Action. He/she must be allowed to have his/her say in the group exercises. Where he/she proves a nuisance, he/she may be politely excluded.

## **11. Generalizing on Little Information**

Often the members of the team generalize on one or two instances or on the basis of inadequate information. While conceding that Participatory Learning and Action is not

statistically oriented, it is equally dangerous to generalize or sum up issues on the basis of insufficient evidence. There must be substantial basis for the inferences drawn. The perception of the villagers expressed during Participatory Learning and Action exercises forms sufficient basis for conclusions. However, these conclusions have to be compared with the outcome of different discussions and reconciled for incongruities.

## **12. Missing the Invisibles**

The poor and the socially deprived may be inarticulate, shy and diffident. They will stand at the fringe of the group or will be watching from a distance. They will have to be drawn into participation. The members of the study team will have to be mentally agile and alert in order to include the outliers.

## **13. Raising Expectations**

When a team visits a village many expectations are raised. For instance, during the village visit of an earlier Foundation Course, the general impression was that the Government of India had sent these officers to assess the performance of the State Government. The Officer Trainees tried their level best to allay such misgivings. However, in many places they were not successful. Hence, many expectations were raised. It is essential to explain the purpose of the visit very politely to the villagers and not to give them any false hopes.

## **14. Action Oriented Studies**

During earlier village visits some of the groups were engaged in social action. The main purpose of the visit is to study. There will be several opportunities for action during the service career of the officer trainees. Yet, some of the groups took on the problems that had existed for decades and a mini revolution in the village. One of the groups conducted a health camp; induced villagers to donate land for a playground; brought the warring groups in the village Panchayat to cooperate with each other and created a sense of purpose amongst the villagers. However, such interventions can misfire and create more problems than can be solved in the limited period available. They can also defeat the very purpose of Participatory Learning and Action. It is, therefore, advised that the study team should stick to the main purpose of Participatory Learning and Action and of the village visit.

## **15. No Final Answer**

No method can promise to guarantee a final answer. The same is true with PLA which is not expected to provide a final solution to rural problems. It should be looked upon as an approach towards better understanding of rural problems, rural views and preferences rather than providing final answers or solutions.

## **PLA EXERCISES TO BE CONDUCTED IN THE VILLAGE**

The participatory learning and action is a complex process involving many steps and methods. However, there is no standard formulation for participatory learning and action. It can vary with the location, social milieu, literacy and other social indicators. An attempt has been made, therefore, to evolve a methodology for this village visit keeping in mind its specific needs. The sub-group has to conduct the first four mentioned exercises sequentially and other exercises can be taken without following the sequential norm. However, the Participatory Learning and Action exercises mentioned in this part should be completed within three- four days of arrival in the village.

### **1. Contact with the People**

The first activity to be undertaken on arrival in the village is to establish contact with the people. The usual persons to be contacted are the elected people such as village Pradhan, the school teacher, the office bearers of the Panchayat, the NGO representatives, the village shopkeeper, the village doctor/ the RMP, the serving and retired government personnel, the ANM, the Anganwadi Sevika, etc. These persons represent the formal power structure of the rural society.

You should also contact some elderly persons, landless labourers, members of the Scheduled Castes, tribals, women and other members of the weaker sections. Your success in the exercise will depend to a large extent upon your socialization with the weaker sections of the society and with persons whose views do not get articulated elsewhere. The purpose of your visit should be explained to them. It should also be explained that you are here on a study tour so that you are able to better understand the village situation. This may get reflected in the policy decisions of the government at some later date, but right now, there is no benefit or largesse to be distributed by you. Your demeanour and behaviour should be of learning and on no account should you display traces of arrogance. This will help to open up channels of communication and ward off hierarchy and other self-erected social barriers. The process will also help the people to come forward and articulate their views during Participatory Learning and Action.

### **2. Mobilization**

Participation is the essence of Participatory Learning and Action. There can be no Participatory Learning and Action in the absence of people and their participation. One of the biases operating on urban visitors is that the villagers are all idlers and they waste far too much time in the pursuit of leisure. Hence, their mobilization is not a problem, as they would gather around any outsiders who may happen to visit the village. This bias is unfounded as all biases are. If there is a leisure preference in the village community there is a reason for it. However, this leisure is only seasonal. The village community is busy particularly during agricultural seasons. When you land up there you may find that the harvesting operations are in full swing. You will find that the men and the women are engaged in agricultural operations. Therefore, specific mobilization techniques have to be used to ensure participation in the absence of which you may not be able to secure

participation of the kind that you desire. Contact with the village peers is one technique that we have discussed. Visits to households would be another. Most people would be interested in knowing as to why they should participate. The reasons for their participation will have to be explained. The secret of mobilization lies in the empathy and the concern that you demonstrate from your side. The fundamental principle of mobilization is that you meet and interact with as many people as possible.

In addition to the above, non-verbal behaviour such as body language should be in tune with attitude and behaviour. It should send the correct signals indicating respect, concern and a serious intention to learn from the villagers. The ‘Walk Through’ that you could be undertaking on the day of your arrival could also help in mobilization.

### **3. Transect Walk/ Walk Through**

The actual PLA exercise in the village usually commences with a ‘Walk Through’ also referred to as the ‘Transect Walk’. This involves walking through the village area with the villagers and discussing the aspects of the study design and content with them. It is a method of preliminary assessment useful for acquainting oneself with the ecological, social, economic, topographical, sanitary, communication and other conditions. A walk from one point of the village to another or through its constituent parts enables a better understanding of the village life than what a series of discussions would otherwise enable.

The main purpose of this exercise is to acquaint yourselves with the general conditions of the village. If ‘Walk Through’ is done following the methodology prescribed, it reflects a complete picture of the village into the minds of the visitors. ‘Transect Walk’ or ‘Walk Through’ (WT) are observatory walks or treks across the countryside and fields in any given area, village or watershed. They enable outsiders to observe several points of interest and relevance and from close range, which they would otherwise miss. Some of these are:

- Physical features such as topography, hydrology, soil types and problems such as erosion etc.
- Locally evolved technologies and management systems, which include traditional indigenous technologies that farmers have been using.
- Crops and agriculture where land use, cropping practices and patterns, productivity, yields, etc. are studied.
- Local vegetation, which includes not only prominent species of trees in the area but also other local vegetation and its uses, particularly medicinal plants and fodder.
- Development level of the villages by observing road, electricity, telephone, cable, mobile connection, etc.
- Different locations where different communities reside.

The Transect Walk could either involve walking through the village diagonally or a more systematic walk through the different localities of the village. A systematic walk through is recommended so as to gain an appreciation of the six focus areas of the village study – Poverty, Education, Health, Panchayati Raj Institutions as they function in the village, Gender issues and Agriculture and Land Reforms. What will be the order of priorities in the Walk Through has to be decided by the group amongst itself by a process

of mutual agreement. However, care has to be taken that no part of the village is left out. The village community tends to be extremely observant in this regard. Omitting a locality, even if it is inadvertent, is interpreted in terms of bias on part of the group and may bar further communication.

It is essential that local people should accompany the group during the ‘Walk Through’. The local persons may be of two kinds – those who belong to the locality by the virtue of their residence or those who hold a village identity either on account of their pre-eminence in some field of life, age, education, status in life or elective office held. At the same time care should be taken not to take along persons who are controversial or in whose presence the other villagers may be reluctant to communicate. An instance may be cited of one group that took the local Patwari on their ‘Walk Through’. The consequence was that the other villagers remained withdrawn and did not open up at the time of the visit and the purpose of the exercise was defeated. Sometimes when the group begins its ‘Walk Through’ more and more people join in and it gradually acquires the shape of a procession. This is to be encouraged for it builds the confidence of the villagers and brings a momentum to the exercise.

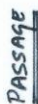
The persons accompanying the group on its ‘Walk Through’ should be encouraged to interact. The topic of discussion has to be carefully channelized. One convenient point to start will be to enquire about the history of the village, the eminent persons that it has produced, persons who have held elective office from this village in the local self-government institutions, etc. The questions can even extend to the crimes committed in the village, like some of the recent instances of crime including dacoities, thefts etc. However, please be aware that too much inquiry regarding the commission of crimes can lead to suspicion that the members of the group are actually Police Informers or belong to the CID. The villagers are sensitive about certain types of information. The group should be careful not to tread on their sensitivity. Issues related to caste and electoral politics should be treated with circumspection.

Other questions can relate to agriculture and crop conditions, rains, water harvesting structures, condition of the canals, visits of the doctor and working of the Panchayati Raj Institutions etc.

At the end of the ‘Walk Through’ a simple exercise has to be done to plot the ‘Walk Through’ on the village map. This could be done in two ways. Where a simple ‘Transect Walk’ has been taken, it could be a unidirectional map to plot (**Map-IA**). But where a comprehensive WT has been done, the process could involve a more complex mapping process (**Map-IB**). The group has to prepare a map of the ‘Walk Through’ and it has to be submitted with the group report. In fact it will be an important input in the group report. The functions of the group will have to be divided. One of the members of the group will play the role of the anchor who as the name itself suggests will anchor the discussions. The anchor will be a person well versed with the language of the village and normally familiar with village life. One member of the group can play the role of a Facilitator who will facilitate discussions and will generally assist the anchor while the other two members of the group will be Observers. The role of Observers is critical.

## TRANSECT WALK

**Village: Sohwal, District: Bareilly, Uttar Pradesh**



GRADIENT: FLAT, UNEVEN AT PLACES

SOIL : SANDY, ALLUVIAL

LAND USE: PATH, ROAD, A WHEELERS  
BICYCLES, HORSE PULPCARTS

VEGETATION: BUSHES, NEEM, MANGO, TEAK, SAGON, WILD THORN BUSHES

PROBLEMS: SANITATION: OPEN DRAINS

NO DUSTBINS

OPPORTUNITIES:

- SOLAR LIGHTS
- IMPROVED SANITATION

## MAIN SETTLEMENTS

FLAT

SANDY, ALLUVIAL SOIL

- RESIDENCE
- POST OFFICE
- SUB CENTRE
- SHOPS
- SCHOOLS
- PUBLIC FILM
- MANDIR
- WATER TANK

- WILD THORNY BUSHES
- NEEM TREES

WATER CONTAMINATION, OPEN DRAIN, DISTANCE ACCESS TO SCHOOLS ACCESS TO HYGIENE MALNUTRITION ENROLLMENT IN SCHOOLS, OPEN DEFECATION • WATER TREATMENT • WOMEN EMPLOYMENT HEALTH • EDUCATION • COMMUNITY TOILET

FIELDS

FLAT

ALLUVIAL SOIL

- PADDY
- ARHAR
- PULSES
- WHEAT
- TOWAR
- PEANUT
- MOONG

- NO RAINS
- LOW IRRIGATION
- LOW YIELD
- NO TECHNOLOGY

- RAIN WATER HARVESTING
- FERTILIZERS

## ANNEXURE

UNEVEN LAND.

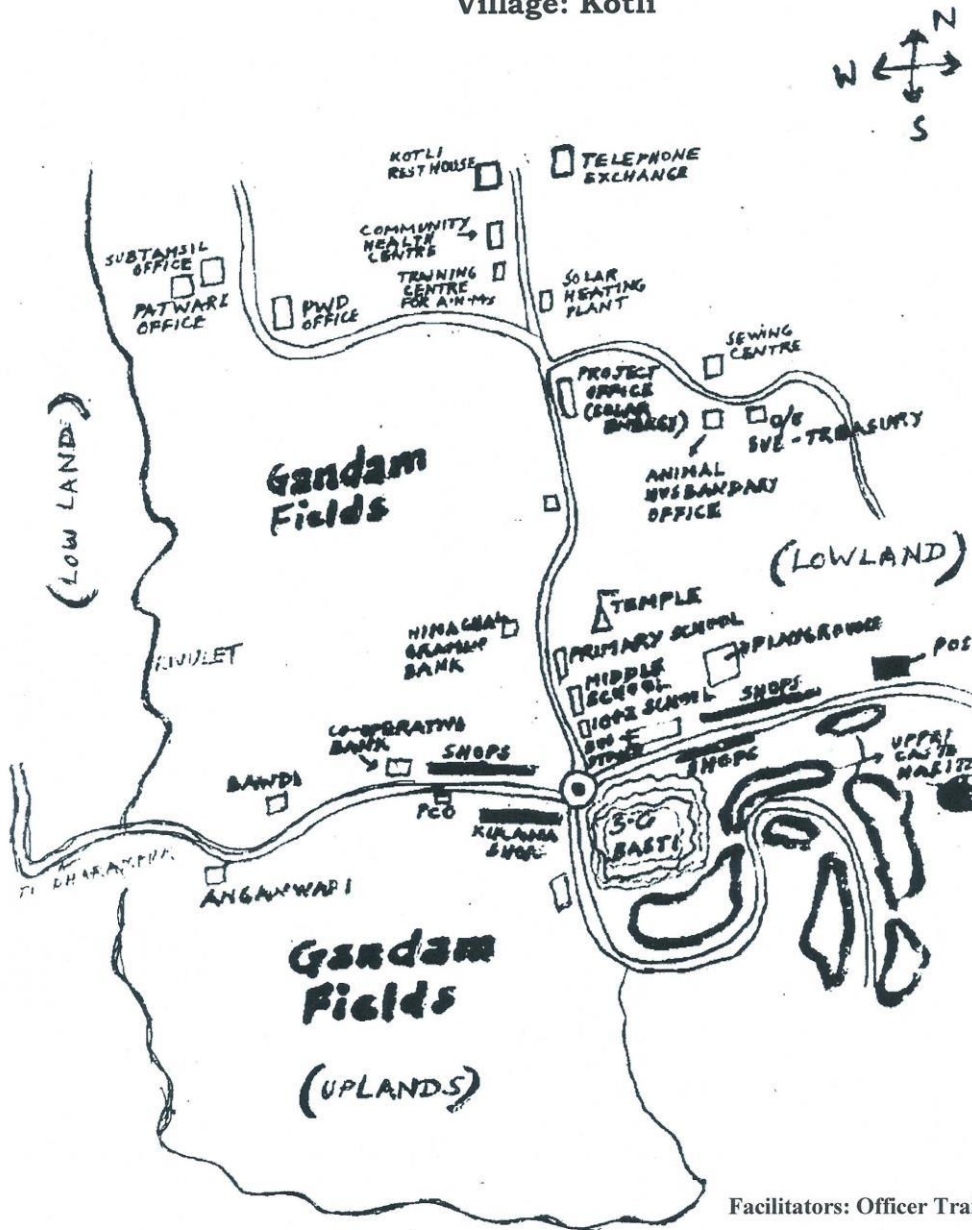
DRY, ALLUVIAL, SANDY

- PONDS
- WASTE LAND

- THORNY BUSHES
- OLD TRFES

- UNUTILIZED LAND
- EUTROPHICATION
- LACK OF GREENERY

MAP - IB  
TRANSECT WALK  
Village: Kotli





#### 4. Time Line

Time Line is a temporal analysis on a historical basis and it analyses the key events on a group or individual basis. Time line identifies historical sequence of events, generally over a period of years or decades. The objective is to discuss both significant events and to identify major changes. Following are its broad objectives:

- identification of sequences of significant events/ changes over time and identifying coping strategies
- provide reference points for trend/ change analysis and monitoring the impact of these identified changes
- understanding past interventions

Time line can examine both general issues and specific activities and consider phases or periods of activity/ inactivity as well as individuals events. It promotes discussion of events, consequences and associated issues in a historical context.

Diverse subjects can be studied using time lines. The most common subjects are village histories where significant events in the development of the village are considered (**Chart – IA & IB**). This may include: leadership or local changes and administrative/ political events; changes in the natural resources – forests land and agriculture; the development of infrastructure such as roads, clinics and schools, etc.; emergencies/ crisis periods; and the introduction of firsts – TVs, bikes, and cars, etc. Personal histories have also been examined this way, and may include influencing external factors and constraints. Project histories, such as for health or irrigation, can be looked at from the perspective of the community, as can employment histories, or industrial changes. Climatic variation, the timing of droughts, the introduction of different varieties and cropping systems, yields and harvest, stock numbers and fishing activities have all been examined using time lines.

##### **Steps in Doing a Time Line**

- Identify some elderly persons in the village willing to talk about the history of the village. Invite them for a meeting.
- Explain to them the purpose of the exercise. Initiate a discussion on the history of the village. The key questions, you can use may include:
  - When was the village established?
  - What are the important events in the history of the village?
  - What major changes took place?
  - What are the reasons for these changes?
- Preferably, ask one of the participants to note down the major events in brief on cards in bold letters. If the participants are unable to do so, ensure that one of the facilitators take up this role. Anyway take note of key points and be willing to do this task yourselves, if necessary.
- Ask them to share more such events and any that they would like to add. Once you feel the list is more or less complete, ask them to keep cards in a chronological order – earlier events on the top and the later events lower down. Read out the events and ask them whether they are happy with the order or if they would like to modify it.

# CHART - IA

## TIME LINE

Village: Kasiya Kunda, District: Rampur, Uttar Pradesh

YEAR	MAJOR EVENTS
Late 1800s	Village established by 4 families of Muslims. Currently all families are their descendants.
1900	Oldest standing masjid constructed.
1950	First pucca house in the village - Haveli of Mev Thakurs.
1956	A drought to remember - lot of distress migration.
1965	First Gramophone in the village.
1973	First radio in the village.
1985	Primary school constructed.
1980	Bore wells come to the village.
1991	Roads come to the village.
1995	Handpumps constructed.
1995	First TV in the village.
1995	Eucalyptus plantations in the fields.
1995	First temple in the village.
2000	Bridge constructed.
2002-03	Tube wells constructed by NABARD.
2005	Electrification of village & Mobile connectivity.
2005	Construction of ANM Centre.
2008	Construction of Anganwadi centres.
2010	Construction of C.C Roads.
2010-11	Cultivation pattern changing to market gardening by some families - cucumber, capsicum, etc.

Facilitators: Officer Trainees, Sub Group IV, 90 FC

**CHART – IB**  
**TIME-LINE**  
**Village: Talmahalwar, District: Rampur, Uttar Pradesh**

Year	Infrastructure	Agriculture	Other Occupation	Educational Opportunity	Forest Cover
1940	Kuchha Road	Maize, Wheat, Pulses	Cattle & Sheep Rearing	Schooling in Uttar Pradesh	Dense Forest More Life
1950	First Concrete Building	Maize, Wheat, Pulses	Cattle & Sheep Rearing	Primary School	Dense Forest, More Animal
1960	Metalled Road, Radio	Maize, Wheat, Pulses	Cattle & Sheep Rearing	Primary School	Deforestation Started ↑ Settles ↓ Wild Animal
1970	Electricity Buses	Maize, Wheat, Pulses	Cattle & Sheep Rearing	Primary School	More Settlements Forest Patches
1980	Drinking water, T.V. Sub Health Centre	Pulses Stopped, Hybrid seeds of Maize, Wheat Introduced, Ginger	Migration to other places construction work.	High School	Scattered Trees, wild Animals Rare
1990	Telephone	Maize, Wheat, Vegetables	Selling milk products	Higher Secondary in Shillai	Scattered Trees, wild Animals Rare
2000	Four Telephones	Maize, Wheat, Tomato	In Shimla As Guides & porters	Degree College at Paonta Sahib	Scattered Trees, wild Animals Very Rare

**Facilitators: Officer Trainees, FC**

- Add years to the left side of the events. Failure of memory and not using out time frames and system of calendar, etc. may come as a big block for the participants in getting the exact years. You may have to use your own improvisation or your best judgment to arrive at the years.
- You can focus on those aspects that are your area of interest. Suppose you are interested in education in the village, then try to make the participants focus on events related to education after going through the events of general nature.
- Initiate a discussion on an aspect of the time line to help the participants analyze and reflect on it. Some key question, which can be helpful in this regard, may include:
  - What was the situation in the past?
  - What were the major events?
  - What changes have taken place?
  - What were the reasons for change?
- Initiate the time line by asking questions to clarify your doubts or to get an in-depth understanding. Certain questions, which can be helpful, include:
  - Can you tell me more about...?
  - What does this mean...?
  - Get the details copied on paper. Note down the names of participants, facilitators, location details, dates, and legend, etc.

Triangulate with other elderly persons in the village to check the correctness of the information given in the time line. Secondary sources of information can also prove to be helpful in triangulation.

### **Strengths**

Time lines can be combined with illustrations and related to other aspects of historical change to provide a greater depth of analysis. They can relate to individual, cultural, environmental, agricultural, economic, political and social events. Other methods such as time trends, transects and historical matrices have emerged from time lines. The method is simple and uni-dimensional. Facilitation to discuss all available relevant information is important particularly where the line is not focused on a specific topic but discusses general issues.

### **Weaknesses**

Significant danger relates to the dominance of the written word and pens/ paper and, therefore, those on one side of the paper have a clear view. Firstly, there is a greater tendency for only one pen to be used with the potential for hijacking of the process by one individual in group work. Secondly, there is the tendency for the process to become facilitator driven, especially where literacy levels are low. There appears to be a temptation for facilitators to construct the time line themselves either in view of the informants or in isolation from the results of individual interviews. More visual time lines have potential to overcome these issues. It is recognized that there may need to be a trade-off between exact dates, particularly over events that happened far in the past. In addition, some facilitators feel that the elderly key informants may have a tendency to romanticize the past.

## **Participatory Mapping/ Mapping Exercise**

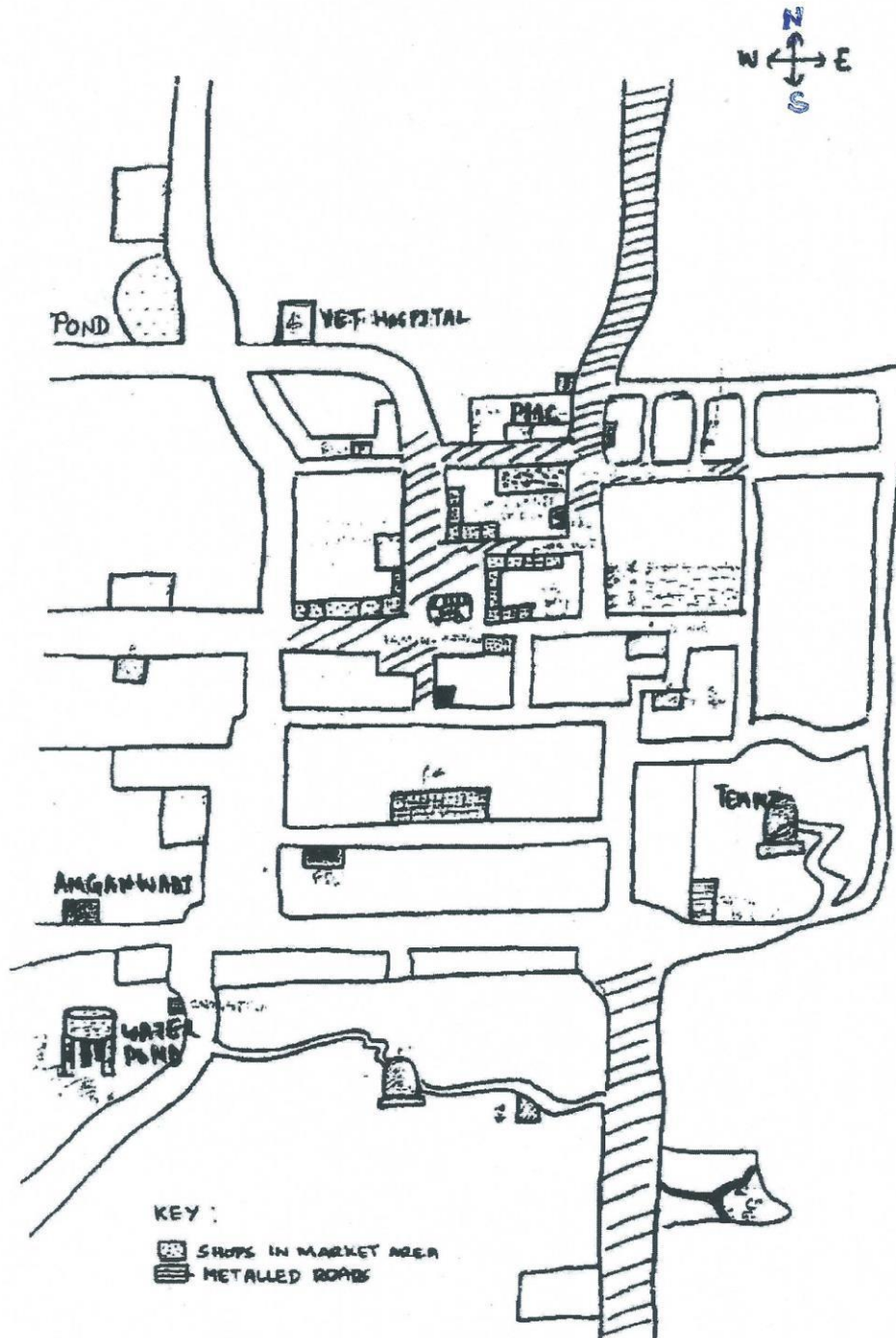
Participatory mapping, a rich tool of participatory learning and action is commonly used to map different aspects of rural life such as social issues, resource, livelihood, health, wealth, literacy, census, livestock, economic activities, social stratification etc. In participatory mapping, maps of the village are drawn by a group of villagers indicating the above-mentioned aspects of rural life with chalks, colours and other materials either on ground or on paper. The exercise often attracts much attention and generates useful debate among the mapmakers and the onlookers. The final map is then recorded by the PLA team for use in subsequent discussions. Participatory Mapping, Ranking and Scoring Technique, and Trend Analysis are the three major dimensions of Participatory Learning and Action. Social mapping, Resource mapping, Historical mapping, Venn diagram or Chapati diagram and Mobility map are brought under the mapping exercises.

### **i) Resource Mapping**

A resource map (**Resource Maps – IIA & IIB**) basically portrays a general picture of natural resources of a locality like fields, water source, trees, forests, ponds, wells, rivers, canals, dams, etc. It shows the resource base of a locality and helps to assess the locality in terms of resources. In the resource map various aspects related to the natural resource management of a locality can be assessed like (a) topography, terrain, slopes (b) forest, vegetation, tree species (c) soil type, fertility, erosion, depth (d) land and land use, command area, tenure, boundaries and ownership (e) water, water bodies, irrigation sources, rivers and drainage (f) watershed development, various soil and water conservation measures, denuded areas (g) agricultural development, cropping pattern and productivity, etc.

The study team with the help of the villagers should draw a resource map of the village setting forth the village boundaries, the physical features, the hills, hillocks, plains, fields, roads, sources of drinking water, canals, tube wells, habitation areas, orchards, common lands, rivers, watershed and irrigation sources, etc. Other infrastructure like school buildings, play grounds, hospitals/ primary health centres, electric wires, godowns, gram panchayats, co-operative stores, shops, bazaars, rice/ flour mills, bus stops, railway station, cinema houses, residential quarters should also be indicated on this map. Likewise, common facilities like bathing ghats, ponds, resting place for cattle and common property resources like the grazing grounds, common pastures, village wasteland, village forests, common irrigation sources like check dams etc. should also be plotted. In some cases, these features are also plotted on social maps. However, it is always better if there is a separate resource map of the village. This map need not be drawn to a scale for it is drawn by estimation. Yet, it should be reasonably accurate and should represent all features. But the important aspect is to depict direction of the village under focus on the map.

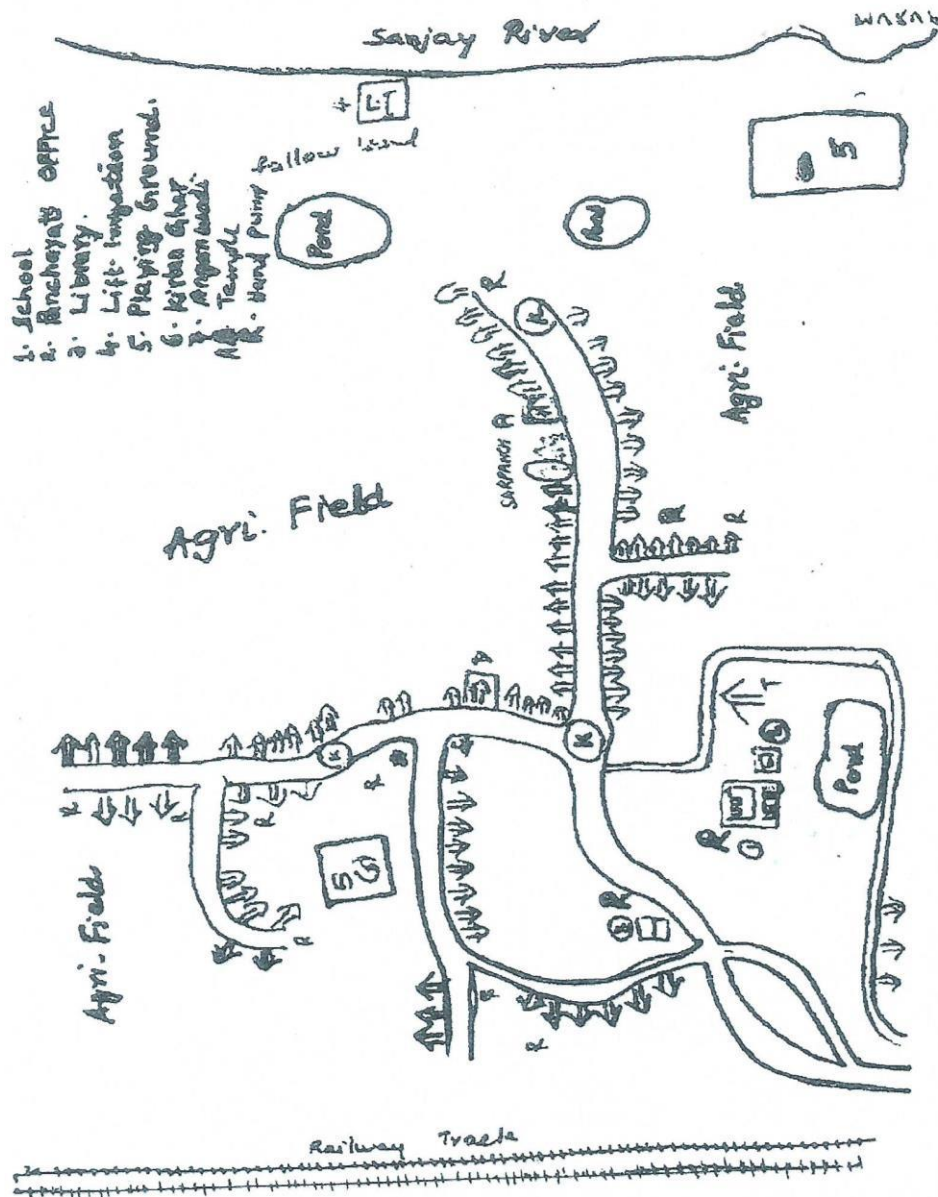
**MAP - IIA**  
**RESOURCE MAP**  
**Village: Netra**



Facilitators: Officer Trainees, FC



# MAP - IIB RESOURCE MAP



Facilitators: Officer Trainees, FC

## Steps in Resource Mapping

- Select a proper place for preparing a resource map in consultation with the local people. Ensure that the marginalized groups and women definitely participate.
- Explain the purpose of the exercise.
- Ask them to start showing the major resources.
- Listen carefully to their discussions, while preparing the map. Note down the relevant points.
- In case the participants are not representing the aspects you are interested in and resources you have pointed-out during transect walk, help them to plot these by giving hints indirectly.
- Ask them to explain the map including the various symbols, visuals and colours used.
- Ask them to depict and discuss the problems and opportunities in keeping with the objectives of the resource map.

## Strengths

This map is quite effective in planning for natural resources management. As it depicts the present status of natural resources, it can be used effectively to monitor changes in various aspects of natural resources over time or at regular intervals after implementation of a particular programme. Opportunities to maximize the utility of natural resources available can be explored with the help of the map.

## Weaknesses

In communities where issues like encroachment of common properties, land holding and land tenure are sensitive to talk about, resource mapping becomes a difficult exercise.

## ii) Social Mapping

A Social Map shows the social profile of the village and provides insights into social aspects and social life. This kind of map portrays social aspects for example household structure, social categories, caste, religion, education, occupation, women-headed households, and the infrastructure (schools, roads, hospital, post offices, etc.). This will primarily show where different caste groups live. When we look at this distribution in terms of infrastructure, the figures can be particularly revealing. The supporting facilities will also indicate the economic status of the caste groups. By drawing a social map along with the community members or the village people will help to identify who lives where and how the community members interact with each other, socio-economic characteristics of the community and the social structures like school buildings, households, temples, churches, health centres, anganwadi centre, and panchayats, etc. Particular care has to be taken to indicate the households of the Scheduled Castes/Scheduled Tribes (**Map – IIIA**).

Social Mapping having economic dimensions is known as socio-economic mapping. Samples of socio-economic mapping and social mapping indicating infrastructures, supporting facilities along with caste clusters have been provided as **Map – IIIB**.



Social mapping can also be thematic and can focus on different themes such as infrastructure facility, sanitation, drinking water sources, health facility, etc. For example, the status of infrastructure is an important part of the social profile of any Facility/ Social Infrastructure Mapping, Literacy Mapping and Health Mapping, etc. Such thematic maps are focused on different themes connected with social aspects. General social maps provide an “overview” while thematic ones help to focus on particular topics. A Literacy map indicates literacy and educational status of households (Literate households, semi-literate households and illiterate households). Similarly a health map of a locality provides broad indications of the health status of that locality apart from indicating individual health status. A health map inclusive of the social aspects of households such as poor or non-poor indicates the relationship between health and social issues. It becomes a “visual” tool to probe into the relationship between poverty and health status. The health map shows different aspects of health of villagers such as those affected by diseases like polio, tuberculosis, leprosy, asthma and piles. In the area of family planning, the map shows those households, which have adopted family planning, the number of pregnant women, lactating mothers and cases of abortion.

### **The Process of Social Mapping**

The process of social mapping could include the following steps:

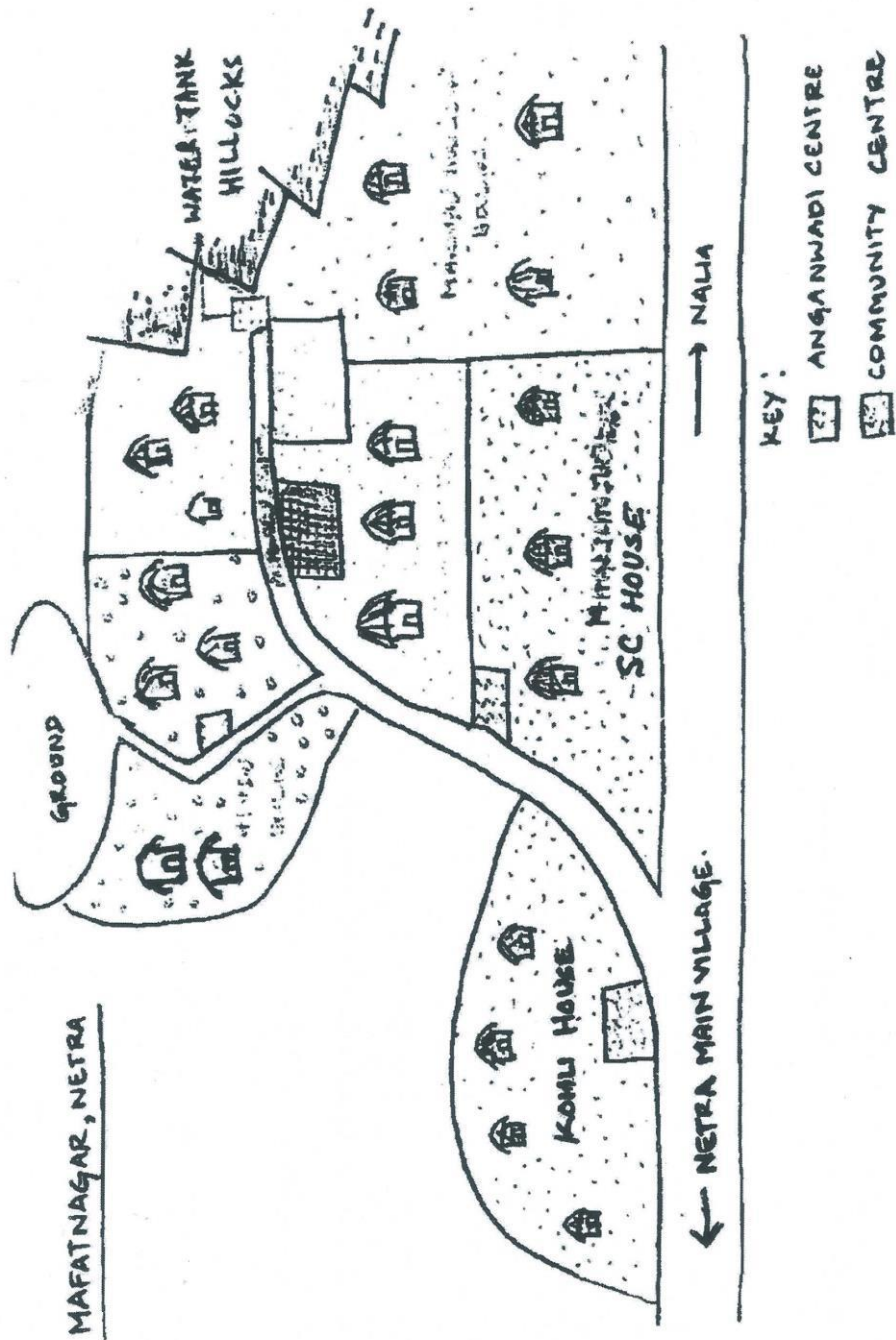
- Fix the location and time for the exercise in consultation with the local people. Invite them for it.
- Explain the purpose of the exercise to the participants. Request them to start off by drawing the prominent physical features of their locality. Leave it to them to use whatever materials they choose—local as well as other materials as creatively as possible.
- Watch the process carefully. Listen to the discussions. Take notes in as much detail as possible.
- Do not rush things. Avoid chipping in. Involve them deeply and actively. Let them have total control and initiative. Have faith in them and show it too.
- Keep a track of who are actively involved: which section of the society they belong to and who are left out. Take proactive steps to involve those left out in the process.
- Your role is limited to facilitation. Intervene only when it is necessary, as, when the participants are in a rough patch.
- If you have something to add or clarify, wait for the right moment. Do not disrupt the process. Ask them what about....., what does this symbol represent .....etc.
- Once the mapping is over, ask some people to identify their houses in the map.
- Get the households numbered. It is useful for gathering data later.
- Ask people to depict the household-wise details you are particularly interested in, e.g., caste composition, school age children, etc. This will, of course, depend on the purpose of the exercise.

MAP- III A  
SOCIAL MAPPING  
Village: Kheria



Facilitators: Officer Trainees, FC

MAP - IIIB  
SOCIO-ECONOMIC MAP



Facilitators: Officer Trainees, FC

- **Interview regarding the socio-economic map:** ask probing questions on the aspects you are not clear about; ask for more information on them, if necessary.
- Copy the map on a large sheet of paper. Neither miss-out on any details nor mess them up.
- Triangulate the information generated with others in the locality.

### **Strengths/ Potentials**

- Maps help engage many people in the learning process.
- They are interesting and enjoyable to create and engage participants in the process.
- Maps do not require literacy and knowledge of numeric.
- Maps can provide a clear spatial structure to a discussion.
- A Map ensures that issues are not missed out or ignored.
- A Map ensures that the discussions are systematic and helps to avoid jumping from one theme to another.
- Maps can provide a focus to the discussion.
- A discussion, which is channeled through a map is, therefore, depersonalized.
- A participatory map can create a common orientation or understanding.
- Maps can provide a structure for ongoing analysis.
- Maps can become a basis for continuing monitoring and evaluation.
- Specific issues or problems being discussed at a later state in the process can be referred back to the initial maps. For example to see if there is a relationship between a certain problem and social or resource aspects identified earlier.
- They can reflect strengths and potentials as well as weaknesses and problems, important for community reflection and confidence.

### **Weaknesses**

- Over-emphasis on product at the expense of process and discussion, concerned with accuracy, neatness and presentation.
- Many facilitators express a difficulty in ‘getting started’, particularly as this is often the first visual tool used, and participants (and facilitators) may lack confidence.
- In developed countries there is the danger that a participant will produce an existing map of the area for copying, or accuse the facilitator for being unprepared in not finding and bringing their own copy.
- In areas where land tenure, rights or boundaries are uncertain, asking people to map these, may bring existing conflicts to the surface.
- In areas where land use patterns are traditionally a sensitive subject, then this may provoke initial suspicion over motives, which need to be made explicit.
- In areas where security risks are high people may feel threatened, over mapping examples include suspicion of terrorist attacks or the placement of mines. Concern over revealing household assets to potential thieves should also be considered.
- In many cases it has been shown that the process cannot be rushed and that there is the need to build rapport and trust before items are mentioned or indicated on the map.

## 6. Ranking and Scoring Technique

The Ranking and Scoring Technique (RST) is a standard technique used to ascertain the priorities/preferences out of a set of given activities. One major problem with our assessment of the issues is that we attribute preferences/priorities to the people that may actually be quite different from theirs. In a village there will be multiple issues which people may attribute differently and some of the issues they emphasize for immediate attention. The RST provides opportunity to the people to physically rank and re-rank some of their preferences, which are often based on certain criteria. People will have logic to rank and re-rank the issues which they can explain upon enquiry. This helps to develop understanding as to why the people take a particular decision the way that they do in matters related to their choice – crop mix, employment, decision to migrate, storage of fuel, fodder, food, and health decisions. Once we examine them in the light of their constraints they can appear most logical to us. There are several variations of the RST such as i.) preference ranking; ii.) matrix scoring; and iii.) pair wise ranking.

### i) Preference Ranking

Preference ranking is a technique where a set of problems/ preferences/ priorities are put forth and ranked by the participants in terms of their choice or perceptions. Many a times the preferences/choice of the villagers appears irrational to us and we are apt to be dismissive in our approach. However, when examined in terms of their constraints they not only appear logical and rational but also the optimally efficient. The problem, however, is to rank or ascertain these preferences.

An example of preference ranking has been given in **Chart – IIA**. An illustration is also depicted in respect of the choice of causes of poverty out of seven causes available in **Chart – IIB**. We find at the end of the ranking that the overall rating reveals that landlessness is the most important cause of poverty. The Study Groups could replicate this exercise based on the issues and choices available in the village under study.

Through preference ranking people or group of people can prioritise concerning an issue/idea/choice/vision. There is possibility where people may differ in idea, choice, vision or selection. Therefore, this technique will help to understand issues and perspectives from different communities and can help in comparing preferences of different groups.

### Objectives:

- To support different groups or communities to set a priority among the issues concerning them,
- To compare different preferences among different groups,

## CHART - IIA

## PROBLEM- PREFERENCE RANKING

**Village: Paipura, District: Rampur, Uttar Pradesh**

Persons	V. Praksah (Farmer)	Mallaya (PRI worker)	Ramkumar (Farmer)	Rani (H. Wife)	Raju (labour)	Ranjan (Teacher)	Janki (H. Wife)	Mohan (U.EMP. Youth)	Ganesh (Student)	Md. Salim (Labour)	Total	Rank
Problem	1	3	1	1	1	2	3	4	1	6	23	I <sup>st</sup>
	8	4	6	4	3	6	7	5	3	7	53	V <sup>th</sup>
	4	1	7	3	2	1	2	3	2	4	29	II <sup>nd</sup>
	11	8	12	2	12	3	1	12	4	2	67	VI <sup>th</sup>
	6	7	2	5	4	7	5	2	11	1	50	IV <sup>th</sup>
	5	2	8	7	5	4	6	1	5	5	48	III <sup>rd</sup>
	9	5	10	6	8	4	6	6	3	11	66	VII <sup>th</sup>
	12	6	11	8	6	9	11	7	12	10	92	VIII <sup>th</sup>
	2	11	3	10	9	10	12	10	7	11	85	XI <sup>th</sup>
Telephone + Telegram	10	10	9	12	10	11	9	8	9	8	86	X <sup>th</sup>
Marketing Facility for Agri. Prod.	3	12	4	11	11	12	10	11	8	12	94	XII <sup>th</sup>
Road Connectivity	7	9	5	9	7	5	8	9	10	9	78	IX <sup>th</sup>

### Facilitators: Officer Trainees, FC



**CHART – IIB**  
**CAUSES OF POVERTY - PREFERENCE RANKING**  
**Village: Paipura, District: Rampur, Uttar Pradesh**

Sl. No.	Causes	Mr. P. Chand	Mr. Atar Singh	Mr. P. Lal	Mr. P. Singh	Mr. C. Lal	Points	Ranks
1.	Landless	2	1	1	1	2	7	I
2.	Illiteracy	1	2	3	4	3	13	II
3.	Low Wages	5	6	4	2	1	18	IV
4.	Immigration	3	4	5	5	6	23	V
5.	Ignorance of Schemes	6	5	7	7	7	32	VII
6.	Indebtedness	4	3	2	3	4	16	III
7.	Gambling & Liquor	7	7	6	6	5	31	VI

Landlessness > Illiteracy > Indebtedness

Facilitators: Officer Trainees, FC

There is possibility where persons involved in prioritising the issues may be influenced by others. If there is open marking of score, persons may get influenced by others and mark similar score as marked before. Therefore, secret ballot system can be the best option.

### **Facilitation:**

- Ask people to identify all the issues of interest which needs to be ranked. These issues need to be mentioned either by the way of writing or using symbols or sometimes both down the column.
- Ask each person or group to prioritize or rank among all issues or choices available.
- After each one has finished ranking, count the total and then finally calculate the final rank.
- List the items according to their ranking and discuss with participants whether the results represent their opinions.

### **ii) Matrix Scoring**

Another variation of the Ranking and Scoring Technique is the Matrix Scoring (MS). Matrix scoring is a tool by which certain issues are ranked against a list of criteria agreed upon by consensus within a group.

This is used under the multiple-choice conditions. It is comparatively a better but relatively complex and difficult tool than simple ranking. Matrix scoring is the most appropriate when outsiders wish to obtain more precise information on the relationship among different criteria and wish to rank only a few alternatives related to usages, preferences or priorities. An appropriate size of group for this exercise is 5-8. The village assembly is to indicate their preference and the depth of their preferences. For instance in Chart-IIC there is an exercise related to ranking of various problems of villagers by the different groups/ sections of villagers and the problems are prioritized. Matrix Scoring thus plays an important part in determining why the villagers choose under multiple choice preferences the way that they do and how we err by dubbing them as “unprogressive”, “backward”, “tradition bound”, “conservative”, etc. The exercise of MS, when conducted well can provide a clear insight into the choice process of the villagers and the reasons for their preferences. Many a times we find that their choice process is quite rational and efficient.

### **Objectives:**

- To rank and priorities certain issues /problems/ project ideas.
- Each issue or problem will be explained on the basis of each criterion to ensure better clarity and understanding.
- Highlight the criteria that are either high or low.
- To compare the differences in choices or preferences among different groups and members.

Matrix scoring helps to attach a score to comparable items against each criterion listed before a choice.



**CHART - IIC  
MATRIX SCORING**

Species/Usages	Teak	Khair	Bamboo	Mahua	Eucalyptus
Timber	*****	*****	****	**	***
Fuel wood	Nil	**	Nil	*	*****
Agricultural Implements	*****	****	Nil	**	**
Medicines	**	*	Nil	Nil	Nil
Others	Nil	Nil	***	*****	Nil
Score (total)	14	12	7	11	10
Rank	1	2	5	3	4

Facilitators: Officer Trainees, FC

**Facilitation:**

Ask people to identify all the issues of interest which need to be ranked. These issues need to be mentioned either of the ways of writing or using symbols or sometimes both.

- List all the identified criteria down the first column.
- Each issue should be scored against each criteria and mention it in each cell.
- Finally count the points/score and rank accordingly.

Make sure that all criteria you list are (according to the options to be prioritised) formulated from the same perspective, either positive or negative; otherwise, the quotes will reflect an incorrect basic assumption.

There is an illustration on using matrix scoring to rank best among the major plant species in a village.

**iii) Pair-wise Ranking**

In pair wise ranking, a simple choice is given to the people to choose between two given set of preferences or alternatives. This technique is to be used mostly when the choice is to make between two possible alternatives. This could also be used for assessing the relative importance of problems, the more favoured solutions or even perceptions. The purpose of this exercise is to identify the most favoured choice or the major problem.

Pair wise ranking is often used as a means of prioritizing or ranking and is used to compare between two items and decide which is the bigger problem is.

**Objectives:**

- To determine the main preferences or problems of the group/individuals.
- To determine the rank or preference by comparing each issue or item with other issues.

**Facilitation:**

- List all the identified items down the column and at the same time across the first row or last row in the line of examples given at **Chart – IID & Chart – IIE**.
- Compare between two different items from both column and row and decide the preference between two items.
- After decision of choices between two items, mention it in the cell below.
- Finally rank the items based on frequency given to each item.

The following chart is an illustration of pair-wise ranking drawn by the villagers to identify the most preferred plant species.

**7. Trend Analysis****Seasonal Diagram**

This diagram is used to assess the product flow, agricultural operation, livelihood activities, prevailing diseases, service delivery and various other analysis across different season or month. This is also used as a tool to monitor, or evaluate the programme and understand the way of service delivery and needs assessment.

### CHART - IID PAIR WISE RANKING

Teak						
Eucalyptus	Teak					
Bamboo	Teak	Eucalyptus				
Oak	Teak	Oak	Oak			
Mulberry	Teak	Eucalyptus	Mulberry	Oak		
Fig	Teak	Fig	Fig	Oak	Fig	
	Teak	Eucalyptus	Bamboo	Oak	Mulberry	Fig

Ranking order

Teak = 5  
Eucalyptus = 2  
Bamboo = 0  
Oak = 4  
Mulberry = 1  
Fig = 2

### CHART - IIE PAIR WISE RANKING

Species/ usages	Teak	Sal	Bamboo	Mahua	Eucalyptus
Teak	X	Teak	Teak	Teak	Teak
Sal	X	X	Sal	Sal	Sal
Bamboo	X	X	X	Mahua	Bamboo
Mahua	X	X	X	X	Mahua
Eucalyptus	X	X	X	X	X

Ranking order

Teak – 4  
Sal – 3  
Mahua – 2  
Bamboo- 1  
Eucalyptus - 0

Facilitators: Officer Trainees, FC

**Objectives:**

- To list out all major activities during different season or different months as identified by the communities.
- To relate the problems and benefits of the activity.
- To formulate plan as per the needs assessment.

**8. Livelihood Analysis**

The livelihoods of the rural people are mainly based on agriculture, livestock, forests and other non-farm activities like traditional skill based occupations, caste based occupations, petty business, etc. The livelihood analysis comprises (a) listing of livelihoods (b) description of livelihoods (c) relative share of livelihoods- pie chart (d) resource base for livelihoods (e) livelihood constraints, problems and returns (f) gender issues in livelihoods (g) livelihood systems and strategies. The focus of livelihoods analysis is on income, expenditure, food consumption, coping with crisis, occupation and employment related issues, livestock, and agricultural production. This type of analysis becomes very important from the point of policy intervention. The seasonal and other variations in employments, wages, market demand and availability of natural resources, raw materials have a significant impact on the well-being of the agricultural communities, self-employed artisans and other non-salaried people. The study of coping strategies in times of crisis of different types is an integral part of livelihood analysis. Livelihood analysis is not a method. It is an application of one more PLA methods to arrive at a detailed understanding of the livelihood of an individual or a group. Though Pie diagrams are very popular for analysing livelihoods pattern, other methods like seasonal diagramming, wealth ranking, social mapping, trend analysis, etc.

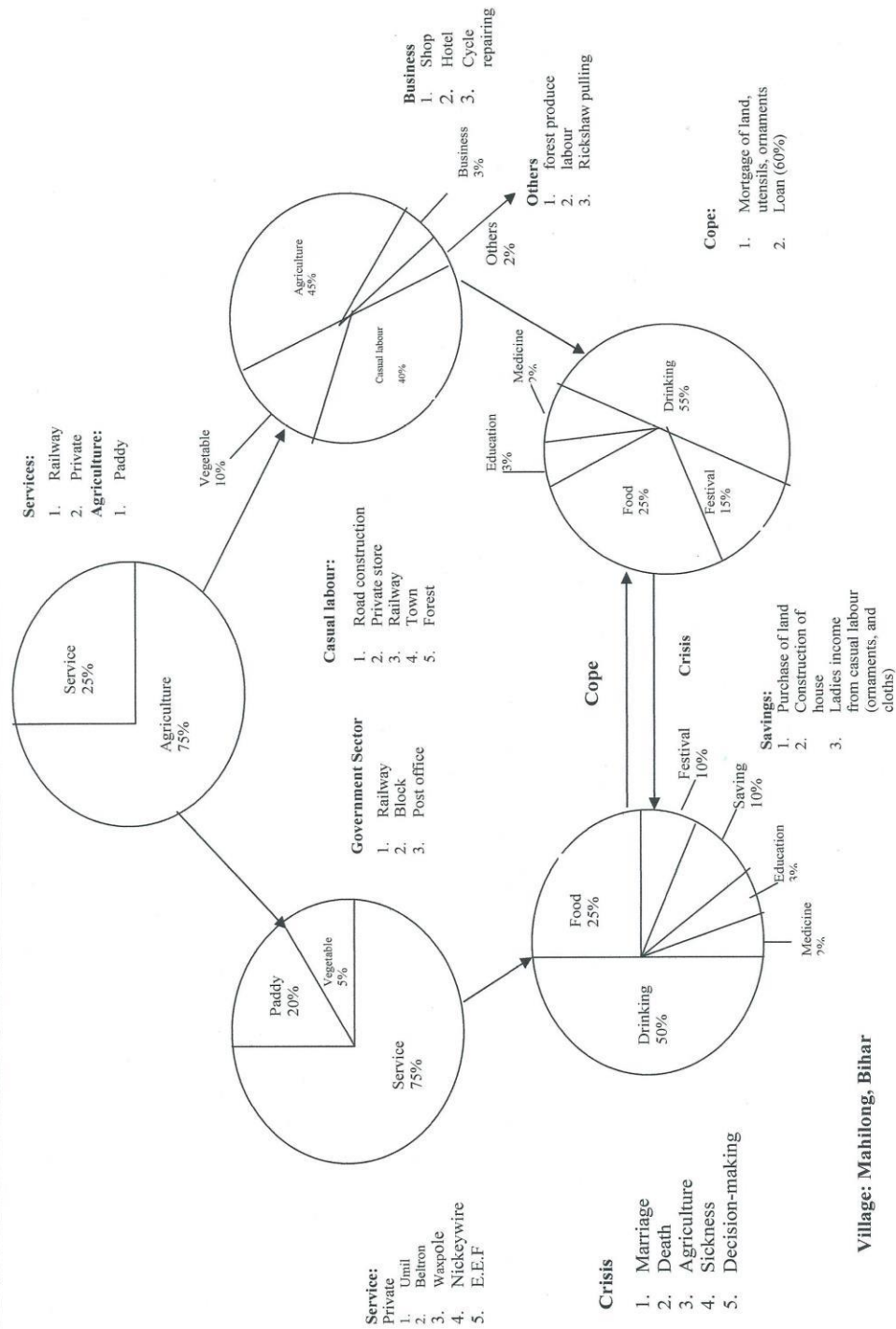
**a) Pie Chart**

Pie Diagrams are the most commonly used methods of livelihood analysis for a variety of purposes including general income sources and expenditure details, time spent on various activities, crops, land use, assets, cost of inputs and returns, contribution to income by different family members, etc. A sample of pie diagram showing an income source analysis of Mahilong village in Bihar to depict the livelihood analysis has been provided in **Chart – III**. Similarly you can draw pie charts with help of the villagers pertaining to land use pattern, occupational pattern, income and expenditure flows, cropping pattern, women participation in different economic activities etc.

**Steps to Analyse Livelihoods Pattern**

- Decide on the household (s), individual (s) or group (s) whose livelihood analysis you are interested in.
- Explain the purpose of the exercise and seek villagers' consent.
- Develop a checklist of different issues that you would like to delve into as a part of livelihood analysis.
- Ask them to list the various sources of income and expenditure or occupational pattern or land use, cropping pattern, etc. Ask them to prepare a pie diagram pertaining to the aspect (s) of livelihood analysis you are examining.
- Ask them to discuss their outputs and learning.
- Copy the various outputs as and when they are ready.

**CHART - III  
PIE CHART**



Facilitators: Officer Trainees, FC

## **Strengths**

On the whole, livelihood analysis offers a non-threatening way of exploring livelihood, income and related issues. It helps in arriving at a detailed understanding of behaviour and adjustment strategies of village people with different socio-economic characteristics.

## **Weaknesses**

Livelihood analysis touches upon areas that are personal and considered sensitive. The village people may hide certain information, which they feel will put them in adverse light and deprive them certain benefits.

### **b) Seasonal Calendar**

The livelihood of the people is connected to the crop cycle and hence to seasonality. Seasonal variations in climatic conditions impinge on crops grown, availability of food grains, fuel, fodder, disease burden, consumption of food grains, the need for housing, consumption of alcoholic beverages etc. Each season brings in its wake a set of different agro-cropping-employment conditions with its problems of availability of food grains and therefore sustenance. The people also have their coping mechanism for the season. The livelihood cycle will dictate its own coping mechanism for different strata of people. For instance in the lean season the agricultural employment goes down with the consequence that either there is seasonal migration to the urban areas or there is some alternative non-farm employment. The farmers too, as a matter of strategy, use such cycles for bringing about improvement.

One of the key objectives of the village visit is to develop an understanding of the livelihood flow that can be plotted with the aid of a diagram known as the Livelihood Flow Chart (LFC).

The group may request the villagers themselves to draw the Livelihood Flow Chart. The ground or the flip charts supplied can act as the canvas for the Livelihood Flow Chart using sand, colours, coloured chalk or other locally available material. Where flip-charts are being used, sketch pens supplied by the Academy are to be used and the Study Group may help the villagers in drawing. It is advised that the group should start by explaining the basic concepts and giving a demonstration of the methodologies and techniques to be used. The members of the group should ask questions to ascertain that the villagers have understood the exercise. The questions should be asked in such a way that none get the impression that he is being ridiculed. Therefore, the ambience, the environment and the manner of conducting the Livelihood Flow Chart are of utmost importance for successfully conducting the exercise.

The Livelihood Flow Chart is primarily a group exercise. The success of the study shall depend upon the quality of group formation. The groups could be formed on the basis of educational status, occupation, experience, age, sex etc. However, it is to be ensured that the groups should not be made in such a way that it becomes demeaning to any one group of participants. For instance no group should ever be formed on the basis of caste or the land resources owned. Much will, therefore, depend upon the observation of the participants by the Study Group. One convenient device that the Group may use is to divide its functions into the tasks of the Anchor, Facilitators I&II and the Observer. The subjects can also be rotated among the Facilitators for conducting the exercise. The Observer will observe and discharge the duties of feedback, evaluation etc. All members of the group can take turns at performing these functions.

The Livelihood Flow Chart of a village has been given in **Chart – IVA**. It starts with the month of January and shows the variations in the demand for agricultural labour, prices of crops and sale of agricultural goods across the year. Similarly deferent kinds of LFC can be drawn with respect to the cropping pattern, the seasonal labour demand, the non-farm activities, wages, the migration to the nearby urban areas, etc. in the village.

Likewise the Livelihood Flow Chart at Chart-IVB provides a seasonal analysis of the diseases in the same village. There is a remarkable seasonal frequency in the diseases here. Dysentery and diarrhea are the diseases that occur the most during the rainy seasons while the summers see a debilitating fever during the months of May and June. There is also the highly debilitating disease of malaria which occurs mostly during the rainy season when the accumulation of rainwater leads to an increase in the mosquito population. This chart has the advantage of suggesting the policy measures required in terms of strengthening the health services, the provision of doctors, the other health measures, the measures of public health, sanitation etc.

Likewise the Food Availability Chart (FAC) of village Amaha (**Chart – IVC**) demonstrates the food availability during the different seasons. The population of a village can be divided into two categories- those who have access to food round the year and those who suffer seasonal deprivations. While the former have a confirmed nutritional status round the year they do not matter much for the purposes of the study, the latter are of prime importance for us. Similarly the FAC could be drawn up to show at a glance the availability of food stocks, the staple food in different months, the total food grains marketed from this village, the food grains supplied from the Public Distribution System, the supplemental diets from the produce of the Common Property Resources etc. It is found that the availability of food grains is the highest during the post-harvest months of November and March and in the paddy cultivation season of July to September. The stock of food grains with the small and the marginal farmers dwindles due to agricultural operations in the months of September-October and December-January, when the new crop is expected to come in. The FAC follows the traditional cropping pattern starting with the Rabi cultivation season in the month of January.

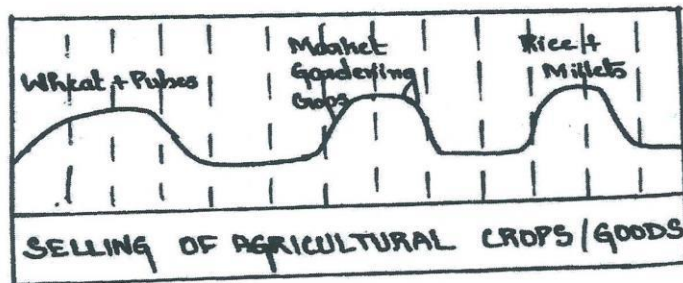
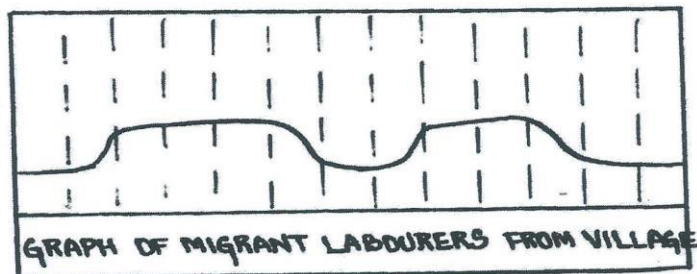
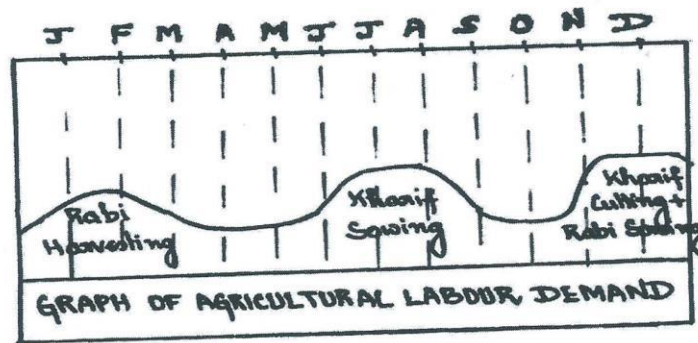
<b>Livelihood Flow Chart</b>	-	Using Flip Chart
	-	Seasonal variations in
	-	Employment.
	-	Availability of food grains.
	-	Buffer stock.
	-	Dependency on common properties.
	-	Migration
	-	Borrowing of money.

### Chapati or Venn Diagram

This is an effective visual method for representing the role or proximity of individuals or institutions and their importance in the perception of the participating group. What is important here is not the quantitative or actual role but how the group perceives this role to be. Here, circles of different sizes represent individuals or institutions. There is a big circle drawn in the centre.



**CHART - IVA**  
**LIVELIHOOD FLOW CHART**  
**Village: Kasiya Kunda, District Rampur, Uttar Pradesh**



Facilitators: Officer Trainees, Sub Group IV, 90 FC



## Seasonality with Scoring

**Village: Kasiya Kunda, District: Rampur, Uttar Pradesh**

[illegible]

**Facilitators: Officer Trainees, Sub Group IV, 90 FC**

# **CHART - IVC** **FOOD AVAILABILITY CHART** **Village: Amaha**

<p> <i>X</i> - Rice  <i>@</i> - Wheat  <i>#</i> - Jawar + Bajra  <i>+</i> - Pulses  <i>*</i> - Fruits  <i>O</i> - Wild Fruits  <i>/</i> - Vegetable         </p>											
<i>O</i>											<i>*</i>
<i>O</i>			<i>O</i>								<i>*</i>
<i>O</i>			<i>*</i>								<i>O</i>
<i>/</i>	<i>O</i>	<i>O</i>	<i>*</i>								<i>O</i>
<i>/</i>	<i>X</i>	<i>*</i>	<i>/</i>					<i>/</i>			<i>@</i>
<i>/</i>	<i>/</i>	<i>/</i>	<i>/</i>	<i>/</i>				<i>/</i>			<i>/</i>
<i>+</i>	<i>/</i>	<i>/</i>	<i>/</i>	<i>*</i>		<i>+</i>		<i>/</i>	<i>/</i>	<i>O</i>	<i>/</i>
<i>+</i>	<i>/</i>	<i>/</i>	<i>@</i>	<i>*</i>		<i>/</i>	<i>/</i>	<i>+</i>		<i>*</i>	<i>/</i>
<i>+</i>	<i>+</i>	<i>+</i>	<i>@</i>	<i>*</i>		<i>/</i>	<i>+</i>	<i>+</i>	<i>+</i>	<i>*</i>	<i>/</i>
<i>X</i>	<i>+</i>	<i>+</i>	<i>@</i>	<i>+</i>	<i>+</i>	<i>*</i>	<i>+</i>	<i>*</i>	<i>*</i>	<i>@</i>	<i>+</i>
<i>X</i>	<i>X</i>	<i>+</i>	<i>+</i>	<i>+</i>	<i>/</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>/</i>	<i>+</i>
<i>X</i>	<i>X</i>	<i>X</i>	<i>+</i>	<i>@</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>/</i>	<i>/</i>	<i>X</i>
<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>@</i>	<i>*</i>	<i>*</i>	<i>#</i>	<i>/</i>	<i>/</i>	<i>/</i>	<i>X</i>
<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>@</i>	<i>*</i>	<i>#</i>	<i>#</i>	<i>#</i>	<i>/</i>	<i>/</i>	<i>X</i>
<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>@</i>	<i>#</i>	<i>#</i>	<i>#</i>	<i>#</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>J</i>	<i>F</i>	<i>M</i>	<i>A</i>	<i>M</i>	<i>J</i>	<i>J</i>	<i>A</i>	<i>S</i>	<i>O</i>	<i>N</i>	<i>D</i>

This circle represents the participating group or the village community. The sizes of the other circles representing the individuals/institutions denote their importance in terms of decision making. Where a small circle representing an individual/institution is located within the central circle it implies that this individual/institution is internalized within the process and is very much its part. For instance, a conscientious school teacher who stays within the village, has struck up a family relation with the parents, performs his duties sincerely and is consulted by the parents on important occasions may be placed in the form of a circle within the central circle. Likewise, a teacher who visits the school rarely may be represented as a very small circle quite far off from the central circle.

Overlapping of circles indicate their overlap in decision making. Such overlapping takes place when one individual/institution interacts with another individual/institution. Where the overlapping is large it signifies a greater degree of interaction. Where it is small it denotes lesser interaction. Where it is missing altogether there is no interaction. Where the circles are separate and far off this means that the individuals/institutions are not in contact with one another. Where they merely touch it means that they are in contact and an exchange of information is taking place.

This method can be very useful in describing the relationships of institutions/individuals with the rural community. Amongst other things a Venn representation could also show is the proximity of relations, the kind of communication, the influence that they exercise, the positive and negative impacts etc. between the village community, government organizations, different government functionaries, NGOs and others who may or may not be important from the point of view of the villagers. Likewise, different aspects of their lives can be taken up to see their interaction and their role in decision making involving village planning, in running of projects, in distribution of land, credit, water and other assets and in construction of roads, school buildings, dams etc. The different forms of Chapati/ Venn Diagrams including those drawn by the Officer Trainees of an earlier Foundation Course are shown in **Chart – VA**.

It is also to be noted that there are variations and innovations possible in Venn Diagrams. During earlier village visits some of the villagers had used positive (+) and negative (-) symbols to denote the character of the individual/institution. When an institution was partly positive and partly negative, both the symbols were used. There is scope for innovation by the participating group.

## **Strengths**

Institutional analysis is an important component of PLA, especially for planning, implementation, monitoring and evaluation, whether it be for forestry, livestock, health, poverty, urban etc. Understanding local institutions and their relationship with the broader political economy is considered crucial. Venn diagrams offer an opening into this understanding. Most facilitators have found that the discussion which emerges around the diagrams can provide interesting insights. In one case there was a dispute over whether to include the local bar, but women thought it was an evil. One, however, thought it was good, as a source of employment for her husband. In other cases, participants included roads and rivers as important – roads linked villages to other forms

of infrastructures, and rivers were seen as important focal points. The Venn diagram is therefore considerably more versatile than many give it credit for being.

#### Weaknesses

However, this method which is liable to facilitator domination unless clearly explained, as some of the concepts may be difficult to grasp. There are occasions when facilitators take over the drawing as the villagers found the ideas too difficult to express. This is exacerbated in cases where fixed sizes of card circles are presented. In one case, facilitators handed the card to the groups, took it back, wrote the name of the institution, and gave it back to the group again. In at least one case the diagram was the team's interpretation, drawn after a number of SSIs. Facilitators' involvement should be made transparent.

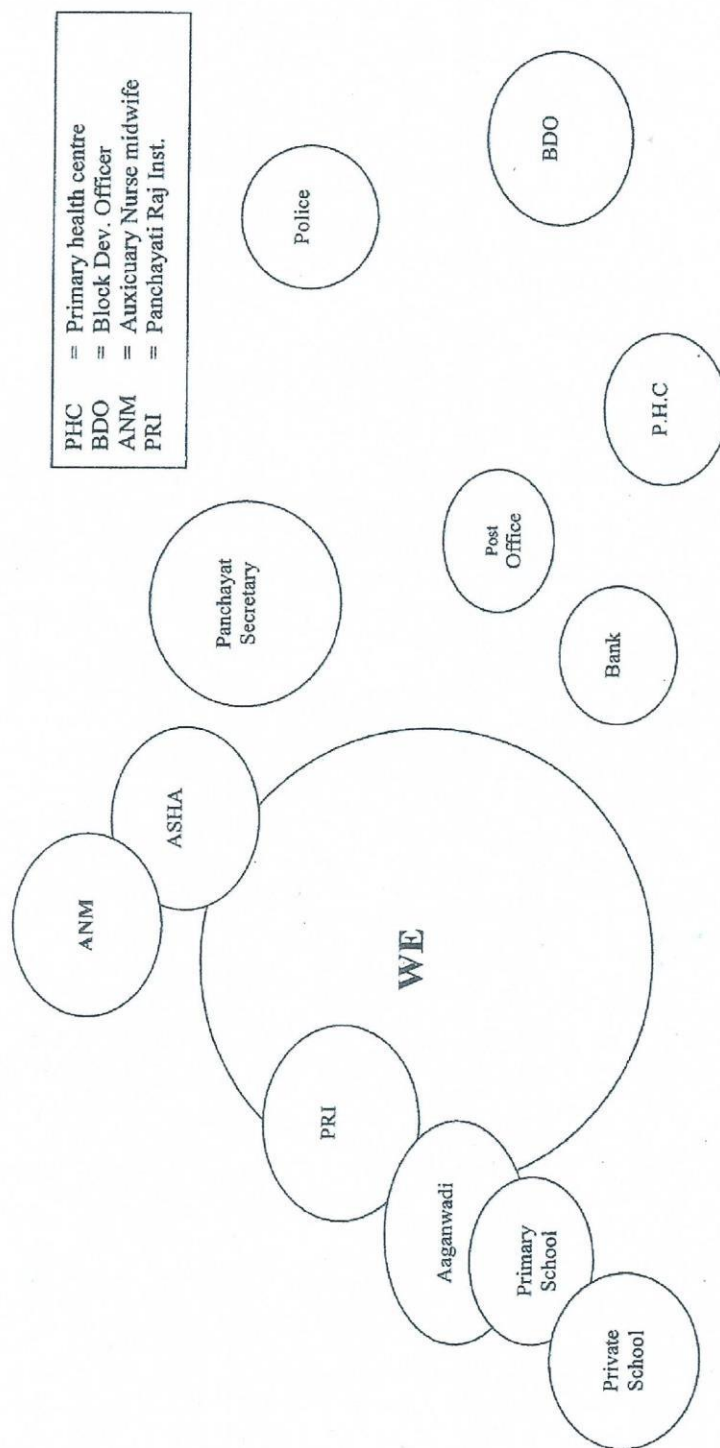
Other facilitators point to the importance of using local leaders, who 'know' all the organizations. These leaders are likely to have their own agendas, and it may be important to understand these, but then try to get beyond them. There was one case where local leaders placed the local women groups as 'small size' at a great distance, while the chief was placed centrally. Comparative analysis would be interesting!

Facilitators must also be sensitive to the fact that if their organization is one of the groups being charted that their presence does not affect the positioning.

#### **Steps in Chapati or Venn Diagram**

1. Ask the participants to list the various institutions or individual etc. as per the objectives of the exercise.
2. Ask them to write and /or depict them on small cards. Visual depiction becomes necessary if there are non-literate participants.
3. Ask the participants to place their cards in descending order on one of the variables of study e.g. perceived importance of the institution.
4. Ask them to assign paper circles of different sizes (cut and kept ready) to the institutions or individuals such a way that the bigger circle, the higher the importance.
5. Draw a circle on the ground representing the participant community. Ask them to place the paper circles in a way that closer to the ground drawn circle, the higher is the accessibility.
6. In case, there are certain institutions/ individuals who interact or work closely, they could be placed with an overlap.
7. Ask them to discuss and explain why they placed the institutions/ individual in such a manner. Note down the points of discussion/ explanation.
8. Copy the output on a sheet of paper, record the name of the village, participants, date, legends etc.

# **CHART - VA** **CHAPATI DIAGRAM** **VILLAGE COMMUNITY AND INSTITUTIONS** **Village: Pitampur**



**Facilitators: Officer Trainees, FC**

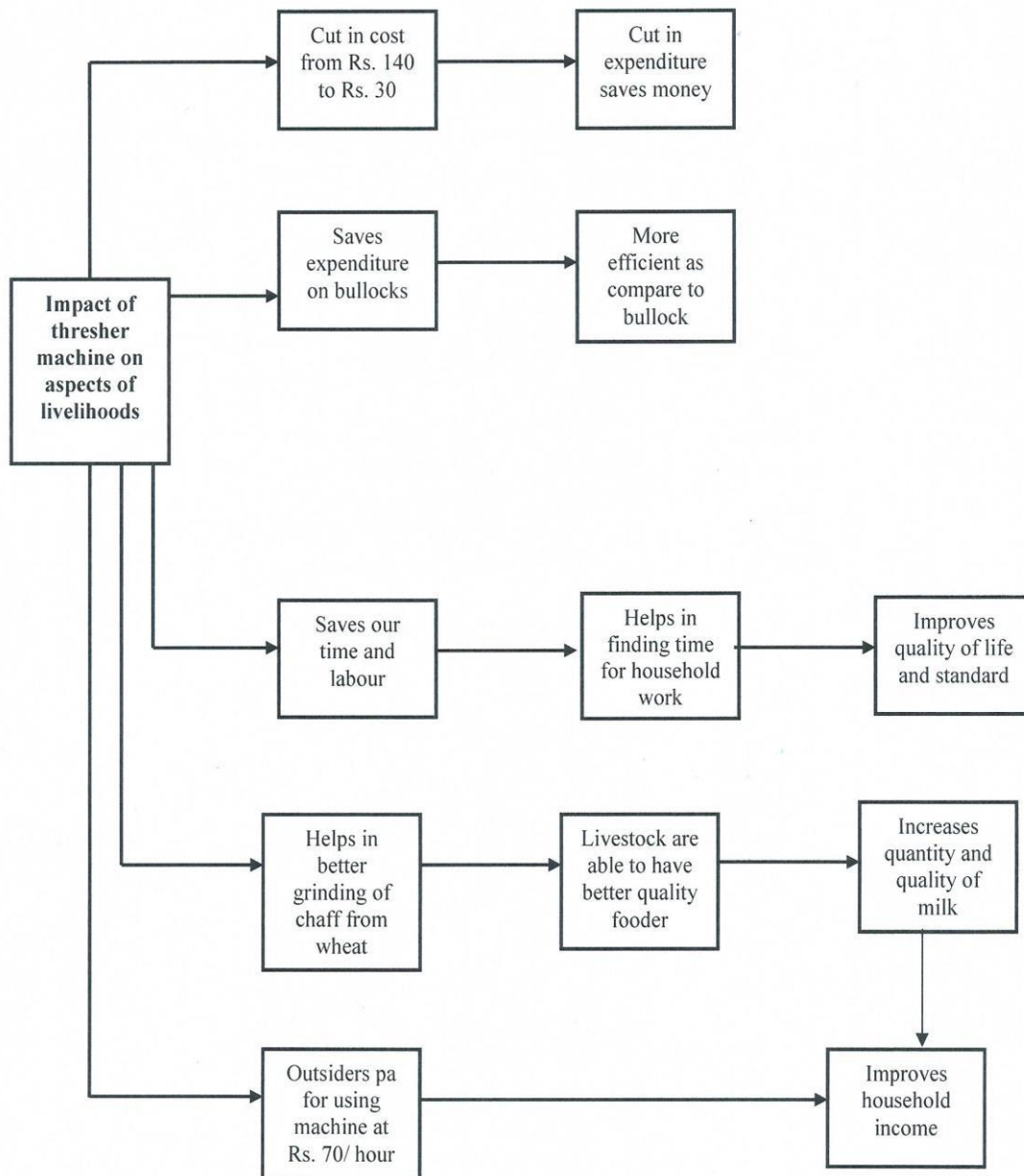
## 10. Impact Flow Analysis

Impact flow analysis is a type of the flow diagram. It is an impact diagram of the effects of any activity. The effects can be both favourable and unfavourable on the local communities. Impact flow method helps in analyzing a chain of impacts of any event, activity, asset, etc. The impact flow analysis can show the impact point and the linkages established (or disrupted) as a result of interventions made. While analyzing impact flows, a primary or direct impact can be listed leading to a chain of secondary or indirect impacts. While literate people are able to write down the impacts, others can make drawings to show such impacts. Once the primary impacts are listed, and then group discussion help in identifying the secondary or indirect impacts. One way of probing into the impact of any activity or asset is to ask whether that activity asset has made any difference in the day-to-day living and livelihood. And, if so, what are those differences, which have come about. Once the impacts are listed, use of 8 helpers “why”, “what”, “which/who”, “how”, and “how much”, “where” and “when” can be used for deeper probing into the impacts and also in listing of the follow-up impacts, if any. In **Chart – VI**, one group from village Salri near Dehradun has described 5 beneficial impacts of the thresher machine on different aspects of local livelihoods such as reduced costs, saving of animal power, saving of time, better grinding and monetary benefits by outsiders using the machine. Such primary impacts also have a range of indirect impacts like saving money, good health of livestock, more time, better fodder, improved quality of life, more good milk and more income. Similarly an impact analysis of Poverty alleviation programme or watershed development or draught or migration etc. can be made by the villagers. You are required to play role of a facilitator and copy the impact flow chart to enrich your village visit report.

### Electronic sources:

1. <http://www.worldbank.org/ParticipatoryRuralAppraisal.pdf>
2. <http://www.worldbank.org/html>
3. <http://www.fao.org/htm>
4. <ftp://fao.org/docrep/fao.pdf>

**CHART – VI**  
**Impact Flow Analysis Impact of Thresher Machine**  
**Village: Salri, District: Dehradun, Uttarakhand**



Facilitators: Officer Trainees, FC

## **ACTION PLAN**

One of the basic objectives of the study is to draw conclusions from the village regarding the issues to be covered as per the Issues Guide. Where the villagers feel very strongly on any issue that has not been dealt in the Issues Guide, the village level sub group is free to go into it in detail and include the same within the scope of the study. No separate session for conclusions has been planned. However, there has to be an element of conclusion within every exercise. Therefore, the Anchor and the Facilitators should try to get the discussion to end up with conclusions. It may be possible that the opinions will be sharply divided and that it may not be possible to end up with definite conclusions. In such an event the sub group will do well to leave the discussions inconclusive and try to draw their own conclusions. The experience, however, has been that where the things are left to the village society normally some conclusions do emerge. The Action Plan should be such that the villagers themselves can implement it. Any outside intervention needed can be ensured by handing over a copy of the Action Plan to the district authorities. However, it should be ensured that no unnecessary hopes or expectations are aroused.

**The whole village level sub-group/ group will be involved for finalizing action plan and the outcomes of the exercise will be written in the consolidated village visit report.**



## **PART – II**

### **FOCUS GROUP DISCUSSION**

#### **ISSUE BASED STUDY**

After completion of general PLA exercises mentioned in the Part – I, the individual members will concentrate on the specific focus areas of study. The PLA exercises conducted earlier can be recalled and reconciled for correlating with the issue-based study – Focus Group Interview (FGD).

#### **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 homogenous 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. In absence of this background information the FGD will not be intelligible and its full significance will never come to light. The FGD can be used to analyze an issue, establish the trend, or articulate the viewpoints of particular groups. To cite an example where the different groups have listed the problems and done their ranking, (**Chart – IIB**) the Focused Group Discussion can be used to further dissect the most pressing problems from divergent points of view. For instance where poverty has been listed as a problem and ownership of land resources has been analyzed as one of its leading causes, the FGD could elucidate from the different groups' viewpoints on this issue.

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 recognizes 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 Village Visit Programme, themes of the visit are set indicating that the attention of the Officer Trainees will be concentrated on some issues. It does not imply that other issues or institutions are to be ignored. The participatory techniques that we use clearly set forth that all themes are of value. However, 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 officer trainees find them of particular interest or relevance. The areas of special focus in the present 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. The group is free to assign any of the issues mentioned under focus group discussion section to the individual members of sub-groups to prepare thematic individual reports. However, all the issues discussed in this section are to be covered in the group report.

### **Issue No. 1: Education**

Literacy and Education are major subjects of study in this village visit programme. PLA techniques have to be used for ascertaining the literacy level, the school attendance, the learning curve, teacher attendance, the effective functioning of the mid-day meal programme, the condition of school building, facilities in the school, the desire to pursue higher studies, the functioning of the parent-teacher association, etc. This can be assessed through four modes that have been outlined below:

1. During the Walk Through exercise one of the points to be covered will include the school. At the time of the visit to the school the Study Group should talk to the teachers and the students present and assess the condition of the school. If the time at their disposal is less or the school is closed, the group can make another visit to the school at a convenient time and date preferably on the next day, and hold a PLA exercise with the teachers and the students.
2. During the main PLA exercise they will ascertain the perception of the villagers at large regarding factors like teachers' absenteeism, teaching methodologies used, mid-day meal programme, access to scholarships, provision of uniforms, availability of books, availability of playing facilities etc.
3. The study group should also interact with children who have never gone to school and their parents. They can conduct a PLA exercise as given in the (**Chart – VIIA**). The

primary purpose of this exercise is to find out the reasons why these children have never gone to school and the enabling conditions that could ensure their attendance. Likewise, the children who have gone to school but have dropped out could be included within the same exercise.

4. A comparative study would also be necessary to assess why the children of some of the parents have been going to school while others have not been going. They could use a PLA exercise similar to what is given in (Chart-VIIB) for explaining the causes of non-enrolment. This exercise could be done either in the course of the main PLA exercise if the parents of a significant number of both the absentee children and those attending school regularly are present.

#### **Issue No. 1: Education – Suggestive Issues**

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/ class wise 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

**CHART – VIIA**  
**REASONS FOR DROPOUT FROM SCHOOL (GIRL CHILD)**  
**Village: Bhagwanpur**

CATEGORY REASONS	MOTHER			FATHER			TEACHER			PRADHAN	OTHERS	TOTAL	RANKING
	G	B	S	G	B	S	G	B	S				
WORK AT HOME	6	4	5	-	5	5	6	6	6	2	5	50	1
EARLY MARRIAGE	2	2	2	-	2	2	-	2	2	4	4	22	5
PARENTS ILLITERATE	3	3	3	-	4	3	5	5	5	5	3	39	3
DIFFICULT TO FIND EDUCATED BRIDEGROOM	4	1	1	-	1	1	4	1	1	3	2	19	6
TO TAKE CARE OF YOUNGER SIBLINGS	5	5	4	-	3	4	-	3	3	1	1	29	4
SCHOOL FEE	1	6	6	-	6	6	3	4	4	6	6	48	2

**REASONS FOR DROPOUT FROM SCHOOL (BOY CHILD)**

CATEGORY REASONS	MOTHER			FATHER			TEACHER			PRADHAN	OTHERS	TOTAL	RANKING
	G	B	S	G	B	S	G	B	S				
WORK TO EARN	-	3	5	-	5	6	5	6	6	2	5	43	2
EARLY MARRIAGE	-	1	2	-	1	2	-	2	2	4	4	18	4
PARENTS ILLITERATE	6	5	3	-	3	3	5	5	5	5	3	43	2
DISTANCE OF SCHOOL	-	2	1	-	2	1	4	1	1	3	2	17	5
ECONOMIC CONDITIONS OF PARENTS	-	4	4	-	4		-	3	3	1	1	24	3
SCHOOL FEE	-	6	6	-	6	5	3	4	4	6	6	46	1

**OBSERVATIONS:**

1. Enrolment in class 6-8 is because of Scholarship and marriage
2. No untouchability practiced in schools.
3. Parents of kols and backward caste are earning very less and cannot invest in education.
4. Mid day meal scheme, provision of free books and notebooks, and fee reduction will attract more and more parents to sent their children to school. (Around 4 times increase is expected by the teachers)
5. Girls bring their younger siblings to school.
6. In total 26 students belonging to kol and Harijan and OBCs (class 1-8) get scholarship and 27 students in class V-VIII get scholarship.
7. The scholarship is received irregularly e.g. till now no one has received this year's scholarship.
8. At the stage of enrolment they do not get any assistance and so they find it very difficult to buy books and copies.

**CHART - VIIB**  
**REASONS FOR NON-ENROLMENT**  
**Village: Bhagwanpur**

REASONS ↓ CATEGORY →	MOTHER	FATHER	TEACHER	PRADHAN	ELDERLY PERSONS	OTHERS
POVERTY	✓ ✓	✓ ✓		✓		
DISTANCE	✓ ✓		✓	✓	✓	
CHILD LABOUR		✓ ✓	✓	✓	✓	✓ ✓
NO USE FOR EDUCATION	✓ ✓	✓ ✓				✓ ✓
COST OF SCHOLLING	✓ ✓	✓ ✓		✓	✓ ✓	
HOUSEHOLD ENGAGEMENT	✓ ✓	✓	✓	✓	✓ ✓	
ILLITERACY OF PARENTS	✓ ✓	✓	✓	✓	✓ ✓	✓
UNTOUCHABILITY	✓ ✓	✓ ✓				

## Issue No. 2: Health

While discussing the Livelihood Flow Chart we have also dealt with a diagrammatically seasonal representation of disease patterns. The Issues Guide gives a set of questions that could be agitated in during the course of the PLA exercise. The following methodologies could be used:

1. During the Walk Through a visit should also be made to the Sub-PHC, or Primary Health Centre if it exists in the village. Where the Primary Health Centre is found functioning at the time of the visit a small participatory learning and action exercise could be held with doctors/health workers and the patients to ascertain the regularity of health care, the reliability of the health care provided, the availability of medicines, the immunization programmes etc. The Issues Guide details the issues to be covered.
2. In the general Participatory Learning and Action, the emphasis will be to ascertain the people's perception to the health care programme of the government. This will also include the quacks or the Registered Medical Practitioners operating in the area, perception about the indigenous medical systems, epidemics that have affected the village and attempts made to at control, treatment provided for major diseases, etc. This is to be done on a flip chart.
3. Finally, an account has to be taken of the water and sanitation induced diseases. For this it would be necessary to take stock of safe potable supply of drinking water in the village, the sanitation conditions, etc. This exercise could be done on the flip chart.

### Issue No. 2: Health – Suggestive Issues

#### 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 Health Care
  - Nature of health care
  - Allopathic
  - Registered Medical Practitioner
  - Indigenous medicine
  - Faith healer
  - What disease treated?
  - Why some diseases not treated?
- Reasons for under utilisation of health services
  - Presence/ absence of doctor
  - Presence/ absence of other medical staff
  - Availability of medicines
- Barriers in Accessing Health Care
  - 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
	-	People feedback on quality of the following
	-	AWC
	-	HSC
	-	ANM
	-	ASHA
	-	Public vs. Private Health Service
	-	Free ambulance service
	-	Janani Suraksha Yojana

### Accredited Social Health Activist (ASHA)

2.1 What is your name? (To put members of the group at ease) \_\_\_\_\_

2.2 Is there an ASHA working in the village? Yes-01; No-02 

--	--

2.3 How did she become an ASHA? (Describe in brief)

\_\_\_\_\_

\_\_\_\_\_

2.4 How many women in the village would like to become ASHA? \_\_\_\_\_ (nos.)

2.5 What is her work/ role in the village? (Describe in brief)

\_\_\_\_\_

\_\_\_\_\_

2.6 Do you think her work is easy or difficult? Easy-01; Difficult-02 

--	--

2.6.1 Why is her work easy or difficult? (Describe in brief)

\_\_\_\_\_

\_\_\_\_\_



2.7 How do you all perceive her work?  
Satisfactory-01; Unsatisfactory-02; Okay-03 

--	--

2.8 If you have a health related problem, where do you go?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.9 How does ASHA help your family members?

2.9.1 Does she take care of the health of the pregnant women?  
Yes-01; No-02 

--	--

2.9.2 Has she ever taken a pregnant women to a hospital?  
Yes-01; No-02 

--	--

2.9.3 Does she give medicines?  
Yes-01; No-02; Sometimes-03; Rarely-04 

--	--

2.9.4 Has she ever visited your house to tell about nutrition?  
Yes-01; No-02 

--	--

2.9.5 Do you listen to her?  
Yes-01; No-02 

--	--

2.9.6 Why do you follow her advice? (Describe in brief)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.9.7 Does she ensure that your children are getting immunized?  
Yes-01; No-02 

--	--

2.10 What changes have come into the community after the appointment of ASHA?  
(Describe in brief)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.11 Suggestions/ Recommendations to improve functioning of ASHA  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Issue No. 3: Panchayati Raj Institutions**

The functioning of Panchayati Raj Institutions (PRIs) is a vast topic and it may not be feasible to cover the entire topic during the course of a short exercise like this. Therefore, the sub group should concentrate on a selected few issues, like attendance in the Gram Sabha, duration of meetings, issues covered in the Gram Sabha, participation of SCs/ STs/ OBCs/ Women/ Others in the Gram Sabha meetings, domination by interest groups, and the participation of a common villager in the decision making process of the Gram Panchayats. The following methodology can be adopted:

1. During the Walk Through, the study group will also visit the Gram Panchayat Office. They will meet the Pradhan and other functionaries of the Gram Panchayats. It is cautioned that the views expressed may be unpalatable. Yet these have to be tolerated and faithfully recorded. It may be possible that the functionaries of the Gram Panchayat may blame the Government for a number of problems. The view of the Gram Panchayat has to be recorded on the flip chart.
2. In the general PLA exercises conducted earlier, the views of the people have to be ascertained on the working of the Gram Sabha and of the Panchayat in general.
3. Where the Pradhan happens to be a female a special study will have to be done of the role of the female office bearers of the Panchayat. Likewise, a special assessment has to be made of the female office bearers.

#### **Issue No. 3: PRIs – Suggestive Issues**

##### **Gram Sabha**

- 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
  - Do 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 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

## **Issue No. 4: Poverty**

The focus of several of the Participatory Learning and Action (PLA) exercises including the Walk Through, Social Mapping, Wealth Ranking (in particular) and Livelihood Flow Charts is mainly on poverty related issues and the people's perception of poverty has to be captured by the group in the course of these exercises.

### **Perception of Poverty by Poor**

What is important for this study is the perception of the poor themselves of the factors responsible for their poverty. The poor households are allowed to identify the causes of their own poverty. Hence, participatory learning and action (PLA) exercise should be conducted with a group exclusively comprising poor persons. Besides identifying the causes of poverty, they may be requested to matrix score the same or identify the factors of poverty in the order of priority in their perception.

The essence of village life is its community feeling. The non-poor persons of the village may be similarly asked to identify the causes of poverty of the poor person. A Matrix Scoring may also be done. It is essential to know from the non-poor as to why some persons are poor in the village. It will be worthwhile to compare their perception with that of the poor. The glaring deviations will also need to be explained. Many a time the poor and the non-poor may be locked in a situation of conflict. On such occasions a reconciliation of their viewpoints may also become necessary in order to have a complete view. The study teams may place the viewpoint of one group before the other without actually naming the source. This precaution is necessary so that the conflict situation in the village is not accentuated.

The response of the group provides the lead for further inquiry into the causes of poverty. For instance, a group may identify lack of possession of land as the most important factor of poverty. In that respect, it becomes the responsibility of the study team to probe further into it. This may become the subject of a full-fledged participatory exercise. In the case of land, for instance, the group may be asked to identify why they do not have land and how the situation could be remedied? How their land base could be augmented? The study team is therefore expected to follow up the lead by posing the question before the group for further exercise.

### **Gender Perspective on Poverty**

One perspective could be how the women perceive poverty. Women, it has been mentioned, find it difficult to open up in general gathering of villagers. It would be necessary to have exclusive women's groups for this purpose. Again we follow the general practice of beginning with identification of the problem. The daily workload of women, their consumption pattern, their contribution of labour, their role in marketing etc. are some of the aspects that need to be specifically assessed. Similarly, women's perception of various anti-poverty and social security programmes, the lacunae in these programmes and the solutions suggested by the groups to these problems are again very important.

Any other issue which is found in the local context not mentioned in the Focus Group Discussion will be a group task and writing part of the issue will be incorporated into the group report.

#### **Issue No. 4: Poverty – Suggestive Issues**

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
  - *Janani Suraksha Yojana*
- 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

**Note: Cross check the BPL families identified through PLA exercises with the list of BPL families available at Block Development/ Panchayat Office**

#### **Issue No. 5: Agriculture and Land Reforms**

Rural Economy of India is primarily agricultural and livelihoods of majority of the rural households in India are inter-linked with the agricultural growth. Poverty and backwardness of Indian villages are the results of poor performance of agriculture sector. More than 58% households depend on agriculture, a sector producing 18% of gross domestic product (GDP). Around 45% of land is rainfed and the process of introduction

of advanced technologies into agricultural development is very slow. In addition to this, land is a finite natural resource, which is likely to define limits to agricultural production, unless land resources are put into optimal use. By mid-nineties, more than 85 per cent of the cultivable area had already been brought under cultivation. The rate of expansion of area sown has slowed down considerably in recent years. Between 1980-81 and 1996-97, not more than 5% of the possible cultivable land stock that could have been tapped and has been brought under the plough. Due to this, along with limits defined by other natural resources like water and forest, the average Indian farmer is getting increasingly confronted with stagnation or even deterioration in his livelihood status. This is especially true in relatively backward agricultural regions. The situation is further worsened, due to poor management of land resources. Unequal distribution of scarce land resource among the households of the village is the main constraint for optimal use of land resources. Land required to meet the basic needs of a five-member family in each state under the prevailing productivity conditions is referred to as economic holding. In rural areas the disintegration of joint families and a high growth in population has resulted in fragmentation of landholdings. Many landholdings are becoming uneconomic from agricultural developmental point of view. Land reforms policies are being implemented for making land distribution pattern more equal and conducive for agricultural development.

Broadly, land reforms involved the following components:

- (i) Abolition of intermediaries
- (ii) Ceiling on land holdings
- (iii) Land redistribution
- (iv) Tenancy reforms which include: (a) regulation of rent, (b) security of tenure for tenants and (c) conferment of ownership on them
- (v) Agrarian reorganization including consolidation of holdings and prevention of sub-division and fragmentation; and
- (vi) Organization of co-operative farms

Focus Group Discussions on the issue of agriculture and land reforms, dealing with agricultural productivity, technological advancement in agriculture, distribution of landholdings, tenancy practices, ceiling surplus/ government land distribution and consolidation of landholdings, etc. are important as agriculture is the backbone of rural economy.

The group in addition to information collected through focus group discussions, need to correlate findings from resource mapping, wealth ranking, transect walk, livelihood flow analysis, etc. to deal with the issue of agriculture and land reforms.

Suggestive issues regarding Agriculture and Land Reforms are as follows. However, these issues are indicative in nature, the group may include additional information collected in the chapter, if any.

#### **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 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

#### **Issue No. 6: Swachh Bharat Mission**

Swachh Bharat Mission (SBM) is a national campaign by the Government of India, covering 4041 statutory towns, to clean the streets, roads and infrastructure of the country. The mission was started by Prime Minister Mr. Narendra Modi. This campaign aims to accomplish the vision of a ‘Clean India’ by 2nd October 2019, the 150th birthday of Mahatma Gandhi. It is expected to cost over Rs. 62000 crore (US\$9.4 billion).

#### **Objectives**

The main objectives of the SBM (G) are:

- Bring about an improvement in the general quality of life in the rural areas, by promoting cleanliness, hygiene and eliminating open defecation.
- Conversion of unsanitary toilets to pour flush toilets (a type of pit latrine, usually connected to two pits)

- Eradication of manual scavenging
- 100% collection and processing/disposal/reuse/recycling of solid waste
- Motivate Communities and Panchayati Raj Institutions to adopt sustainable sanitation practices and facilities through awareness creation and health education.
- A behavioural change in people regarding healthy sanitation practices
- Develop wherever required, community managed sanitation systems focusing on scientific solid and liquid waste management systems for overall cleanliness in the rural areas.
- Facilitating private-sector participation in capital expenditure and operation and maintenance costs for sanitary facilities.

The components of the programme as listed in the SBM guidelines are:

- Construction of individual sanitary toilets (mostly pit latrines) for households below the poverty line with subsidy (80%) where demand exists.
- Conversion of dry latrines (pit latrines without a water seal) into low-cost sanitary latrines.
- Construction of exclusive village sanitary complexes for women providing facilities for hand pumping, bathing, sanitation and washing on a selective basis where there is not adequate land or space within houses and where village panchayats are willing to maintain the facilities.
- Setting up of sanitary marts.
- Total sanitation of villages through the construction of drains, soakage pits, solid and liquid waste disposal.
- Intensive campaign for awareness generation and health education to create a felt need for personal, household and environmental sanitation facilities.

The campaign has roped in several celebrities and important people from various walks of life to generate awareness. As a part of the campaign Swachh Vidhyalaya Swachh Bharat was initiated to achieve 100% coverage of separate boys and girls toilets in all government schools by 15 August 2015. Swachh Bharat Kosh has been created under the programme to augment funding.

(Please note: To know more about Swachh Bharat Mission, kindly visit to website [www.mdws.gov.in](http://www.mdws.gov.in))

#### **Issue No. 6: Swachh Bharat Mission – Suggestive Issues**

- 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 that
-	People did not construct toilets and going for open defecation

### Swachh Bharat Mission Issues for Focus Group Discussion

(Please note: All the issues covered here may not be applicable during FGD therefore, it is suggested to ask only those questions which are applicable).

#### 1.0 General Information

1.1 Have you heard about Swachh Bharat Mission Programme?

Yes-01; No-02

☐ ☐

1.1.1 If yes, please describe in brief

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1.2 From whom have you come to know?

TV-01; Newspaper-02; Neighbour-03; Elected representative-04; Friends-05;  
Others (specify)-06

☐ ☐

1.3 Since the inception of the programme, approximately how many times SBM campaign took place in your village?

Once ☐ ☐ Twice ☐ ☐ Thrice ☐ ☐ More than that ☐ ☐

1.4 Have ever prominent people of the village participated in SBM Campaign?

Yes-01; No-02; Do not know-03

☐ ☐

1.4.1 If yes, please mention few names who have participated in the campaign.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

1.5 Do you find some change in the village environment since the inception of this programme?

Yes-01; No-02 ☐ ☐

1.5.1 If yes, kindly describe in brief?

---

---

---

1.5.2 If not, specify reasons for that

---

---

---

## 2.0 Community Participation

2.1 Have you participated in the SBM campaign?

Yes-01; No-02 ☐ ☐

2.2 How many households in the village have participated in the campaign?

(\_\_\_\_\_approx. no.)

2.3 Did women/ children also participate in the SBM campaign?

Yes-01; No-02; Do not know-03 ☐ ☐

2.4 What activities related to sanitation and cleanliness have taken place in your village under the programme?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 3.0 Sanitation

3.1 Do you have any idea that how many toilets constructed in the village under SBM or Total Sanitation Campaign?

(\_\_\_\_\_approx. no.)

- 3.2 Are these toilets functional? Yes-01; No-02; Do not know-03
- 3.3 Have all the households in the village constructed toilets? Yes-01; No-02
- 3.3.1 If not, how many households have still not constructed toilets?  
(\_\_\_\_\_ approx no.)
- 3.4 Is it true that some people in your village have constructed toilets but they still go for open defecation? Yes-01; No-02; Do not know-03
- 3.4.1 If yes, what could be the possible reasons for that?  
Old habits-01; Lack of availability of water-02; Lack of space-03; Any other (please specify)-04
- 3.5 Has your village ever won some award for sanitation/cleanliness such as Nirmal Gram Puruskar? Yes-01; No-02; Do not know-03
- 3.5.1 If yes, in which year? (Kindly specify the year)
- 3.6 Do you have any idea that how much is the total budget for SBM programme for your village? (This question can be asked from the villagers as well as PRI members) Yes-01; No-02; Do not know-03
- 3.6.1 If yes, please describe  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Financial Literacy Campaign**

Financial literacy enables the people to understand the benefits of the products and services offered by banks and how to access them.

### **Objectives**

1. To facilitate financial inclusion through provision of literacy and easy access.
2. To impart knowledge to enable financial planning, inculcate saving habits and effective use of financial services.
3. Financial literacy should help in
4. Planning ahead of time for their needs without depending on debt.
5. To inculcate banking habits that should results in enhancement of their economic security by use of banking services.

### **Financial Literacy Campaign – Suggestive points**

1. Organize a camp for a group of villages
2. Creating awareness with the help of bank.
3. Suggested issues to be covered: Advantage of savings with banks, concept of a business correspondent of bank, information regarding crop insurance, KCC, GCC student loans, insurance etc.
4. Online transactions including use of ATM & BHIM APP

#### **Issues for Focus Group Discussion and Report Writing**

- Villagers' awareness about financial literacy campaign
  - Aware of
  - Not aware of
  - Community participation in the campaign
  - People's attitude towards banks and other financial institutions
- Activities organised for financial literacy in the village during last one year
  - Awareness camp organised
  - No. of bank accounts opened
  - No. of women account holders
- Impact on the borrowing tendency from moneylenders
  - Importance of saving
  - Loan taken from bank, KCC, GCC
- Services provided by business correspondent of the bank
- Electronic Benefit Transfer (EBT) under Government Schemes e.g. MGNREGS, Pension Scholarship, LPG subsidy etc.
- Were any awareness camps organised regarding cashless payment
  - No. of Digital Banking users
  - No. of users of ATM, BHIM App, Online Banking, Mobile Banking etc.

## **Wealth Ranking/Mapping**

Wealth ranking is a tool to understand relative wealth within a specific area and community. It is also used as tool to support an analysis on the social standing and conditions of certain groups of local people. The traditional method to rank the village society is either on the basis of caste or ownership of assets, income, wealth or other measures that denote the well-being of an individual. The absence of ownership of assets or income is also used to denote the poverty status of an individual. However, it is cautioned that in present day society where restrictions have been imposed by the state on the ownership of assets and the display of wealth is likely to invite the attention of both criminals and the administration. There is a natural tendency to underplay these factors. Any attempt to rank one's wealth by others is also likely to be resisted. It is no secret that many persons have resorted to the subterfuge of affecting a partition within the family in order to defeat the provisions of the ceiling legislation. Any attempt to persist with a line of inquiry may lead to the boycott of the session by a section of the villagers or may even activate the different groups that are present in the village.

The Wealth Ranking, as the name itself would suggest, puts the people into different categories according to their wealth. The Wealth Ranking will indicate the economic status of the household. This is a matter of perception. The exercise has to be done separately for the SC/ST and again in a mixed group. The ranking done solely for SC/ST group would be different from that of a mixed group.

### **Objectives:**

- To identify different socio-economic groups
- It is a method to learn about local criteria of well-being.
- To use as a baseline against which future intervention impact can be measured.

### **Facilitation:**

- Ask people to identify all names of the community members or the head of the household of the community. Note down each name on a card.
- Ask the people to place the card against each group (best off, middle, and worst off).
- This can be done till all the cards are placed under each group.
- The informant now has to be asked to explain what criteria was used to make these distinction.
- Once the criteria has been made clear, the team can go back and cross-check the information, asking whether the criteria fits for all the ranked cards.

It is important to note here that the wealth of a person would depend upon the ownership of resources and even on activities. It is better to first assess the criteria on which wealth is judged - ownership of land, kind of house possessed, ownership of farming implements like tractors, etc., lifestyle, proximity to the power structures etc. The participating groups could use these determinants to rank the people in terms of their wealth.

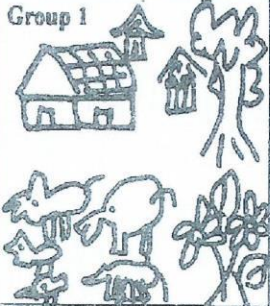








One convenient way of wealth ranking is to ascertain the status from the *Lekhpal/Patwari*. This method has been used in previous village studies. However, this

has its pitfalls as well. The Lekhpal may have many reasons to conceal facts. Another method often used has been to ascertain from the village records the ownership of immovable assets like land or houses. Land is susceptible to '*benami*' or '*farzi*' (sham) transactions.

The other method for wealth ranking could be through assessing some tangibles like the ownership of assets including, the kind and the size of house possessed, the ownership of other assets like tractor, motor cycle, cycle, jeep, the number of children studying in college, the number of children studying in high school, dowry given in the marriage of the daughter, the standard of living in general, whether food is cooked in the household every day, the consumption of rice, the number of heads of cattle owned by the household, the number and rank of service holders in the family, the proximity to urban power structure, etc. A person working as a Peshkar in a court will certainly be ranked very high in the wealth ranking. Similarly a person having proximity to the political leaders like the MLA is likely to be higher in the wealth ranking.

For the purposes of this study sometimes there may be definitional problems relating to the classification of households into wealth categories. A portion of this study also deals with the problem of poverty in rural society. Wealth ranking and the poverty classification are two sides of the same coin and relate to the same process. Therefore, a very convenient classification adopted in wealth ranking could be – poor, not so poor, well off and very well off. Alternatively, classification could be as very poor, poor, not so poor and well off. The classification adopted would depend a good deal upon the composition of the village. In a village where a majority of the population comprises landless labourers and marginal farmers the latter classification could be adopted. The settlement pattern in rural areas, depending on various factors such as caste, house types and infrastructures can be clearly indicated with the help of a wealth map (**Wealth Maps – IVA & IVB of villages Dhupaguchina, Bangladesh and Behram Sarishta, India**).

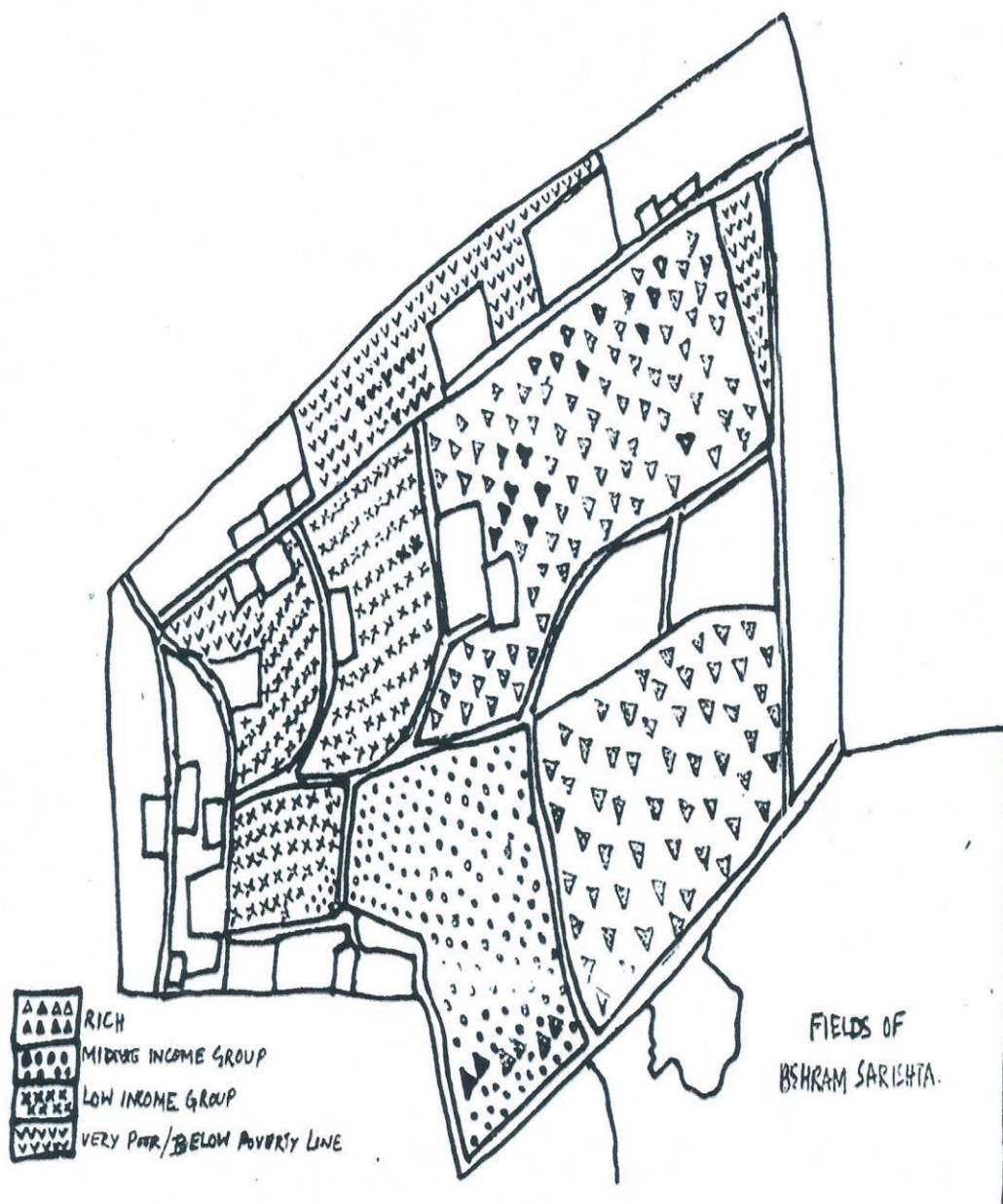
## MAP - IVA WEALTH MAP

Poverty Groups Village Dhupaguchina, Bangladesh			
Socio-Economic Group	Assets	No. of Households	Other Descriptions
<b>Group 1</b> 			Large land owner, many costly sarees (women's dress), gold ornaments television, more income and power, eat good food three times a day, lesser number of family members (2 to 3) etc.
<b>Group 2</b> 			Owner of small land holdings, eat normal food two times a day, have two sarees (women's dress), 4-5 family members, occupation as rickshaw puller/ card puller.
<b>Group 3</b> 			No ownership of land, live in other's land, eat only once a day, possess one saree, work as daily wage labour or maid.
<b>Key:</b> Group 1—Better-off households; Group 2—Poor households; Group 3—Poorest households; Village Analysts: Saira Khatun, Sakhna Afroza Khatun, Shajeda Khatun, Kamala Sangma; Facilitator: Syed Khabir Ahmed; Date—19-11-1997.			

Source: Participatory Learning and Action with 100 Field Methods – Neela Mukherjee, 2002, Concept Publishing Company, New Delhi.

# MAP - IV B WEALTH MAP

Village: Behram Sarishta, District: Jalandhar, Punjab



Facilitators: Officer Trainees, FC



At the lowest strata, the poor households that had no assets. Even amongst these, caste played an important part. The assetless households belonging to the higher caste had a better ranking than the households belong to the untouchable communities. The lowest strata also included women headed households or widow households that were forced to maintain their livelihood without any assets, no regular source of income and insufficient calorific intake practically throughout the year. The others in this group included agricultural labour having no agricultural or homestead land; marginal farmers; small farmers and the others in the ascending order. Even within the landholders the quality of land, its irrigation status, the distance of the land from the village and a host of other factors play an important role. A non-farm labourer is traditionally better off than the farm labourer is. A migrant worker likewise is better off than a resident farm labourer is. At the top of the pyramid stood the service holders, those having proximity to the political structure, traders, businessmen and middlemen.

Within the categorization of the poor there could be a further four-fold classification—indigents, very poor, poor and not so poor. The indigents are the persons who are at the bottom of the table. Their nutritional intake is just around the Basic Minimum Requirement. They are in a process of slow starvation. In terms of calories they would be consuming around 1000 calories or less. The very poor are those who are malnourished but not within starvation zone. They would be consuming around 1000 to 1400 calories. The poor are those where consumption varies according to the livelihood flow chart and are definitely not within the starvation zone. They would be consuming at times around 1400 to 1800 calories. The not so poor are those who consume around 2400 as per the LFC. Such persons may not be starving but they are definitely neglecting vital consumption on other items like clothing, medicine, education etc.

Wealth ranking/ grouping shows the pattern of wealth across households in a community as per the local people's perspectives. However, such patterns may not tell us much about the process of wealth accumulation, impoverishment and differentiation. Intra-household dynamics are also not fully reflected in this method.

The villager's concept of poverty is important for this study. Food availability was a significant factor for the poor households. In the next place the size of the holding and its productivity was also important. The number of dependents was another important consideration apart from the food availability and land holding. The table below gives a view of the village perception of poverty. The criteria used for evaluating poverty in village-I have been given below in Table-I. The most remarkable thing about this method is that it not only delineates poverty but it also indicates its intensity as in the perception of the villagers.

**Table-I**  
**Criteria used by Rural Communities of Village-I and Village-II**  
**for Ranking of Households**

(i)	Food availability
(ii)	Landholdings absence, ownership and size
(iii)	Productivity of land-holdings
(iv)	State of agricultural crop whether good or bad
(v)	Common property resources – its support
(vi)	Ownership of assets other than land
(vii)	Number of dependents/working hands
(viii)	Beneficiaries of state intervention through employment and other programmes
(ix)	Jobs outside village

**Table-II**  
**Villagers' Criteria: an Inter-Comparison of Factors of Poverty**

Groups	Village-I	Village-II
Group – I Bottom rank of poverty	lowest availability of food especially during lean seasons	no land, no assets, little food availability, not many working hands, high dependency ratio
Group – II Households ranked above group-I	better availability of food in terms of months	little land, more working hands, just able to manage food requirements
Group – III Households ranked above group-II	better availability of food than that of group-II	more land, better quality jobs outside village, enough food availability

However, the real difficulty arises where the assessment of poverty is suspected to be related to benefits under the anti-poverty programmes. Under such instances the normal tendency is to emphasize poverty and to include as many households as possible within the category of the poor. The prescription here is that the poverty ranking can be cross-verified with other figures like wealth grouping/ ranking etc. Once it is explained to them that this exercise is academic in nature and its accuracy will be of general interest then the classification of households is likely to be more realistic. Here, it is also to be emphasized that the accuracy of the findings is a matter of the level of participation. Greater the participation level better is the perception and the information system.

### **Rural Indebtedness**

Rural indebtedness is generally an important cause of poverty. The poor households are those which are perennially deficit in character i.e. their income is insufficient to meet the basic needs of the households. The household has to borrow on occasions like during medical emergencies, litigation, social functions like marriages etc. Institutional finance in the form of bank loans is not normally available and is far too

expensive. Though they may carry lower rates of interests they are not normally available for consumption purposes. Besides a borrower has to make several trips to the bank and often pay speed money to avail of bank loans. On the other hand, there is generally a moneylender in the village. He lends at higher rates of interest. The loans may be against security e.g. a usufructuary mortgage or simple mortgage or it may not be against security in which case it will carry an even higher rate of interest. Landlords and village shopkeepers often substitute as money lenders. Their clients are normally sharecroppers and labourers. Sometimes labourers who are not able to repay the loan end up in bondage with the moneylenders. Almost all states have laws to regulate money lending where charging interest above a certain rate is prohibited and moneylenders are required to operate under the conditions of a license. However, these provisions of law are observed more in their breach.

The point for inquiry in such a case will begin by asking whether the institution of moneylenders exists in the village and by identifying the major forms of lending and the prevalent interest rates. Like Social Mapping or Wealth Ranking an exercise in indebtedness could also be conducted wherein both the money lending households and the borrowing households could be plotted. The intensity of the indebtedness could be shown by the use of appropriate symbols. This exercise would give its best results when carried out within the poorer and the indebted groups.

### **Common Property Resources**

All villages have common property resources that are to be enjoyed by the entire village community. These resources would include grazing grounds, common pastures, tanks, village forests, orchards on common lands, shrubs, rivers etc. These common property resources provide sustenance mostly to poor households. Very often, the influential persons encroach upon such lands. It is therefore necessary to determine issues like the extent of such resources, the sustenance derived by the poor persons and other groups from such lands, the encroachment made on such lands and the mode of their restoration. It would be necessary to conduct separate group exercises for this purpose.

### **Flow Chart**

Some of the leads will need to be explored by means of other tools of PLA. For instance the group may list lack of employment opportunities, non-availability of food, nature of food available, lack of education, low wages, lack of bargaining strength and lack of employment programmes provided by the Government as some of the factors responsible for poverty. Flow Chart needs to be prepared in order to determine the seasonality and the extent of the factors like employment availability etc. While discussing the nature of food availability not only staple food items like rice, wheat and bajra but also other food items collected from the wild or from common property resources, like snails, mice, roots and berries should also be discussed. However, it should always be borne in mind that the response is to emerge from the group. No attempt should be made to put words or solutions into the mind of the people. The Flow Charts should be analyzed at the time of writing the report or used as means for further participatory exercises.

## **Land and Agriculture**

We have already discussed the importance of land for the poverty determination exercise. Land cannot be viewed as a means in itself divorced of what it produces. Hence, issues like cropping pattern, irrigation, productivity of land, intensity of cultivation, use of chemical fertilizers and pesticides, awareness of Integrated Pest Management techniques etc. are subjects for the participatory exercise. Further the perception of the poor towards the use of the common lands and the wastelands also becomes important. Land Resource Mapping could very well explain the situation.

Debilitating tenancy practices could also form a subject of our inquiry. There are usually instances in the village of poor persons taking land belonging to others for purposes of cultivation. They thus enter into tenancy relations with the landowners. The tenancy practices can be extremely debilitating where the landholder charges excessive rent and makes other exactions from the tenants. The tenant is thus not even left with a bare minimum. Such instances need to be studied. Where there are conflicts between tenants and landlords or even otherwise best results can be obtained when the exercise is conducted in separate groups.

## **Poverty Alleviation Programmes**

A study of these programmes is a necessary follow up on the inquiry into the causes of poverty. The line of inquiry in the Participatory Learning and Action exercise should start with the knowledge of the programmes and proceed to their positive and negative impact. The villagers could be asked to identify programmes that have the greatest significance in their lives. A Chapati or Venn diagram could be used to denote their perception. Programmes like Mahatma Gandhi National Rural Employment Guarantee Programme (single poverty alleviation programme) across the country should also be assessed. Similarly, other schemes like Indira Awas Yojana should also be assessed. The causes for their success or failure should also be identified. People's preference for different programmes should be ascertained. Their effectiveness and the preference of the villagers also need to be determined. Likewise, the problems being faced by the group and suggestions for improvement remain important.

## **Social Security**

Widows, orphans, aged, physically challenged people and the weak find themselves having a meager livelihood. There are a number of programmes of the government for the care of the destitute and indigent population like Old Age Pensions, special assistance to handicapped persons, the National Social Assistance Programme etc. The study team needs to pay special attention to this group. It may take up a separate exercise for them. A convenient way to start is by posing the question whether they are aware of these programmes. The study team will do well to inquire about the different programmes in the welfare sector being implemented in the village during the district level briefing. The next step in the participatory exercise is to assess how the programmes are being implemented. Finally, the group should be left with the question as to what should be done to make these programmes more effective.

## **POVERTY ALLEVIATION PROGRAMMES – AN OVERVIEW**

### **1. Mahatma Gandhi National Rural Employment Guarantee Act, 2005**

The National Rural Employment Guarantee Act 2005 also known as the "Mahatma Gandhi National Rural Employment Guarantee Act", and abbreviated to MGNREGA, is an Indian labour law and social security measure that aims to guarantee the 'right to work' and ensure livelihood security in rural areas by providing at least 100 days of guaranteed wage employment in a financial year to every household whose adult members volunteer to do unskilled manual work. The UPA Government had planned to increase the number of working days from 100 to 150 before the 2014 Lok Sabha Elections in the country but failed. The statute is hailed by the government as "the largest and most ambitious social security and public works programme in the world". The more comprehensive survey of Comptroller and Auditor General of India, a 'Supreme Audit Institution' defined in Article 148 of the Constitution of India, reports serious lapses in implementation of the act.

Targeting poverty through employment generation using rural works has had a long history in India that began in the 1960s. After the first three decades of experimentation, the government launched major schemes like Jawahar Rozgar Yojana, Employment Assurance Scheme, Food for Work Programme, Jawahar Gram Samridhi Yojana and Sampoorna Grameen Rozgar Yojana that were forerunners to MGNREGA. The theme of government approach had been to merge old schemes to introduce new ones while retaining the basic objective of providing additional wage employment involving unskilled manual work and also to create durable assets. The major responsibility of implementation was also gradually transferred to the Panchayati Raj Institutions. Unlike its precursors, the Mahatma Gandhi NREGA guaranteed employment as a legal right. However, the problem areas are still the same as they were in the 1960s. The most significant ones are: lack of public awareness, mismanagement and above all mass corruption.

The statement of the law provides adequate safeguards to promote its effective management and implementation. The act explicitly mentions the principles and agencies for implementation, list of allowed works, financing pattern, monitoring and evaluation, and most importantly the detailed measures to ensure transparency and accountability. Further the provisions of the law adhere to the principles enunciated in the Constitution of India.

The comprehensive assessment of the performance of the law by the constitutional auditor revealed serious lapses arising mainly due to lack of public awareness, mismanagement and institutional incapacity. The CAG also suggests a list of recommendations to the government for corrective measures. The government, however, had also released a collection of reportedly independent researches evaluating the functioning of the act whose results significantly differed from the CAG report. Meanwhile, the social audits in two Indian states highlight the potential of the law if implemented effectively.

## **2. Deen Dayal Antyodaya Yojana–National Rural Livelihood Mission (DAY-NRLM)**

Aajeevika - National Rural Livelihoods Mission (NRLM) was launched by the Ministry of Rural Development (MoRD), Government of India in June 2011. Aided in part through investment support by the World Bank, the Mission aims at creating efficient and effective institutional platforms of the rural poor, enabling them to increase household income through sustainable livelihood enhancements and improved access to financial services.

NRLM set out with an agenda to cover 7 Crore rural poor households, across 600 districts, 6000 blocks, 2.5 lakh Gram Panchayats and 6 lakh villages in the country through self-managed Self Help Groups (SHGs) and federated institutions and support them for livelihoods collectives in a period of 8-10 years.

In addition, the poor would be facilitated to achieve increased access to rights, entitlements and public services, diversified risk and better social indicators of empowerment. DAY-NRLM believes in harnessing the innate capabilities of the poor and complements them with capacities (information, knowledge, skills, tools, finance and collectivization) to participate in the growing economy of the country. In November 2015, the program was renamed Deen Dayal Antayodaya Yojana (DAY-NRLM)

### **Objectives:**

The National Rural Livelihoods Promotion Society (NRLPS) has been established to undertake the following objectives:

- To provide technical and professional support to the States to transit to the Mission mode, establish Mission implementation architecture and systems and prepare State Perspective and Implementation Plans (SPIPs) and Annual Action Plans (AAPs) and undertake appraisal of the SPIPs and AAPs.
- To provide professional support to the National Rural Livelihood Mission and the State Rural Livelihood Missions in the development of strategies for promoting social mobilization and inclusion, community institution building, capacity building, financial literacy and inclusion including SHG credit linkage and insurance, livelihood promotion, redemption of entitlements, convergence with other programmes, and monitoring and evaluation of the Mission activities.
- To undertake the capacity building and training programmes to strengthen the National Rural Livelihoods Mission and State Rural Livelihoods Missions.
- To guide and support the State Rural Livelihoods Missions, the Resource States and the National Resource Organizations under NRLM to conduct capacity building and training programmes for various stakeholders and facilitate inter-state collaboration in all Mission activities.
- To undertake all activities necessary to strengthen Panchayati Raj Institutions (PRIs) to enable them to discharge their functions related to National Rural Livelihoods Mission.
- To promote participatory micro level planning for convergent poverty reduction.
- To provide professional support to the Central and State Governments in implementation of the Placement linked Skill Development Programme.

- To set up an efficient ICT based Management Information System for monitoring the implementation of NRLM and provide periodic financial and physical progress reports to the Ministry.
- To provide technical support to the Central Government and the State Governments on convergence of NRLM activities with other programmes/schemes of the Government of India and the State Governments.
- To enter into partnership and collaboration with other public and private institutions, banks, insurance companies, universities and other academic institutions, agencies, CSOs, N.G.Os, Community Based Organisations (CBOs) and other bodies of repute, both national and international, in areas relevant to the objectives of NRLM.
- To undertake and support research, evaluation and other studies related to matters having a bearing on the objectives of NRLM which would provide inputs for improving the quality of implementation of NRLM.
- To collect information on and document best national and international practices, models and innovations in social mobilisation, financial inclusion, vulnerability reduction, livelihood promotion and public private partnerships and promote their replication.
- To organize conferences, symposia, workshops, consultation, seminars etc. on areas related to NRLM and other poverty alleviation programmes.
- To publish books, pamphlets and literature and take up or arrange production of print, audio and audio visual publicity material related to NRLM.
- To appoint professionals, consultants, retainers and other employees on contract or on deputation basis to carry out the functions of the Society.
- To receive grants in aid from the Government of India and resource support including financial support from national and international Agencies/ Organisations to undertake activities in furtherance of the objects of the Society.
- To acquire, hire or take on lease property, movable or immovable, and provide their maintenance as may be necessary to carry out the objects of the Society.
- To hire, lease, transfer or dispose of any movable or immovable property of the Society. The disposal and transfer of immovable property however shall be subject to prior approval of the Central Government.
- To incur expenditure on the basis of annual budget for carrying out the objectives of the Society in accordance with the Rules and Bye-Laws of the Society with due regard to economy and probity.
- To do all such other things as may be necessary, ancillary, incidental or conducive to the attainment of all or any of the objects of the Society.
- To perform any other tasks assigned to the society by the Central Government.

### **Features:**

- Universal Social Mobilization
- Participatory Identification of Poor (PIP)
- Community Funds as Resources in Perpetuity
- Financial Inclusion
- Livelihoods
- Convergence and partnerships
- Sensitive Support Structures

### **3. Pradhan Mantri Awaas Yojana – Grameen (PMAYG)**

Housing is one of the basic requirements for human survival. For a shelterless person, possession of a house brings about a profound change in his existence, endowing him with an identity, thus integrating him with his immediate social milieu. With a view to meeting the housing needs of the rural poor, Indira Awaas Yojana (IAY) was launched in May 1985 as a sub-scheme of Jawahar Rozgar Yojana. It is being implemented as an independent scheme since 1 January 1996. The Indira Awaas Yojana aims at helping rural people below the poverty-line (BPL) belonging to SCs/STs, freed bonded labourers and non-SC/ST categories in construction of dwelling units and upgradation of existing unserviceable kutcha houses by providing assistance in the form of full grant. From 1995-96, the IAY benefits have been extended to widows or next-of-kin of defence personnel killed in action. Benefits have also been extended to ex-servicemen and retired members of the paramilitary forces as long as they fulfil the normal eligibility conditions of Indira Awaas Yojana. Three per cent of funds are reserved for the disabled persons living below the poverty-line in rural areas. Since 2006-07, IAY funds are also being earmarked for minorities.

### **4. National Social Assistance Programme**

The National Social Assistance Programme (NSAP) was included in the central budget for 95-96. NSAP is a social assistance programme for poor households and represents significant steps towards the fulfillment of the directive principles in Article 41 & 42 of the Constitution. This is centrally sponsored programme under which 100 percent central assistance is extended to the states/UTs to provide the benefits to the vulnerable section of the society. The NSAP is to be implemented by the panchayats and municipalities. Panchayats and municipalities are encouraged to involve volunteer agencies to the extent possible in taking these benefits to the poor households.

Under the NSAP there is a provision of providing Rs.75/- per month per beneficiary covered under National Old Age Pension Scheme. In case of National Family Benefit Scheme (NFBS) Rs.10,000/- will be given as one time assistance to the household in which the primary bread winner has died. Under National Maternity Benefit Scheme, all BPL pregnant women shall be paid Rs. 500/- per pregnancy under NMBS 8–12 weeks prior to delivery upto the first two live births. This amount of Rs. 500/- is expended to these women 8-12 weeks prior to delivery for each of their first two births. This financial assistance is deemed to support their nutritional needs during pregnancy. The NMBS was however modified into a new scheme called Janani Suraksha Yojana (JSY) in 2005. The JSY is aimed at reducing maternal mortality and/or infant mortality through promotion of institutional deliveries. Under the scheme, irrespective of the number of births, women who have institutional deliveries are entitled to receive assistance of Rs. 1,400/-. Recently, the aforementioned orders were reviewed. As a result, the Supreme Court ordered for the retention of the benefit provided in NMBS under JSY.



The NSAP includes the following beneficiary schemes:

**a.) Indira Gandhi National Old Age Pension Scheme**

Criteria for the beneficiaries of the National Old Age Pension Scheme are as follows:

- ◆ The age of the applicant (male/ female) shall be 65 years or highest
- ◆ The applicant must be destitute in the sense of having little or no regular means of subsistence from his/ her own sources of income or through financial support from the family members or other sources.

**b.) Indira Gandhi National Disability Pension Scheme**

**c.) Indira Gandhi National Widow Pension Scheme**

The Centre has formulated these two schemes to cater to these two categories in addition to the existing Indira Gandhi National Old Age Pension Scheme, under which those who attained the age of 65 are given a monthly pension of Rs. 200.

**d.) National Family Beneficiary Scheme**

Criteria for the beneficiaries of the National Family Beneficiary Scheme are as follows:

- ◆ The primary bread winner will be the member of the household (male/ female) whose earnings contribute substantially to the total household income.
- ◆ The death of such a primary bread winner should have occurred whilst he or she is in the age group of 18 to 64 years i.e. more than 18 years of age and less than 65 years of age.

## PART – III

### INTERVIEW METHOD

The interview schedule method has been conventionally for field related studies. A set of questions are formulated and compiled as an interview schedule. The investigators are briefed regarding the purpose of study, the possible response, the mode of recording, the categorization and classification of the responses. Based on the field responses, tables are generated and statistically examined. There are a number of statistical tools that could be used to generate results and draw final inferences from the data. The statistical data generated and the element of academic rigour provided by the interview schedule method make it an important tool.

During the present village study, the interview schedule methodology will be followed to collect village level data. This will provide an important base data for the village. A simple village level interview schedule is attached with this booklet. You are required to use the interview schedule attached with the consolidated village visit report. To complete the interview schedule, data will have to be collected from both primary and secondary sources. The secondary sources will include district gazetteers, village land records, Panchayat records, Census Reports and any records available with local officials like Gram Sewak, Patwari, Block Development Officer etc.

#### Village - Interview Schedule

<b>1.</b>	<b>Name of village:</b>	<b>Panchayat:</b>										
	Block:	District:										
		State:										
<b>2.</b>	<b>Demography</b>											
2.1	Number of Hamlets	<input style="width: 80px; height: 20px;" type="text"/>										
2.2	Number of Households	<input style="width: 80px; height: 20px;" type="text"/>										
2.3	Total population of the village (according to 2011 Census)	<input style="width: 100px; height: 20px;" type="text"/>										
	Male	<input style="width: 80px; height: 20px;" type="text"/>										
		Female										
		<input style="width: 100px; height: 20px;" type="text"/>										
2.4	Total population of the village (during the study period)	<input style="width: 100px; height: 20px;" type="text"/>										
	Male	<input style="width: 80px; height: 20px;" type="text"/>										
		Female										
		<input style="width: 100px; height: 20px;" type="text"/>										
2.5	Caste-wise distribution of population											
	<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 20%;">SC</th><th style="width: 20%;">ST</th><th style="width: 20%;">OBC</th><th style="width: 20%;">General</th><th style="width: 20%;">Others</th></tr></thead><tbody><tr><td style="height: 20px;"></td><td></td><td></td><td></td><td></td></tr></tbody></table>		SC	ST	OBC	General	Others					
SC	ST	OBC	General	Others								

### 3. Location of the Village

3.1 Distance of the village (in kms.) from

- a. District Headquarters
- b. Block Headquarters
- c. Nearest Bus Stop
- d. Nearest Railway Station
- e. Nearest town/market


### 4. Basic Amenities in the Village (Y/N)

- a. All weather approach road
- b. Electricity
- c. Post office
- d. Bank
- e. Primary school
- f. Middle school (Boys)/(Girls)/(combined)
- g. High school (Boys)/(Girls)/(combined)
- h. Primary health centre
- i. Health sub-centre
- j. Public Distribution Shop
- k. Hatt/ local market
- l. Adult literacy centre
- m. Community latrine
- n. Water Supply Scheme
- o. Public Telephone Service
- p. ICDS centre/ Anganwadi
- q. Panchayat Bhawan
- r. Street light
- s. Veterinary hospital
- t. Other (specify):


### 5. Literacy and educational status:

5.1 Literacy rate (as per 2011 census):

Total  Male  Female

5.2 Literacy in the current Year: Total  Male  Female

5.3 Enrolments in the primary school:

Enrolment Status	Boys	Girls	Total
Enrolled in Primary School			
Not Enrolled			

5.4 Total number of teachers in the primary school.

Sanctioned (M/F)	<input type="text"/>	<input type="text"/>
Strength (M/F)	<input type="text"/>	<input type="text"/>
Filled Up (M/F)	<input type="text"/>	<input type="text"/>
Vacant (M/F)	<input type="text"/>	<input type="text"/>

5.5 Number of dropouts during last one year:

Classes	Boys	Girls	Total
Class-I to Class-II			
Class-II to Class-III			
Class-III to Class-IV			
Class-IV to Class-V			

## 6. Health, Medical Facilities, Mother, Child Care and Family Planning

6.1 List -out the most common diseases in the village

i. \_\_\_\_\_ ii. \_\_\_\_\_

iii. \_\_\_\_\_ iv. \_\_\_\_\_

6.2 What are the facilities available in the Sub Centre/ Primary Health Centre/ Community Health Centre?

--

6.3 Are the patients required to pay registration fee for medical check-up in the Govt. Sub Centre/PHC/ CHC? Yes-01; No-02

<input type="text"/>	<input type="text"/>
----------------------	----------------------

6.3.1 If yes, how much? \_\_\_\_\_ (in Rs.)

6.4 Is there any other fee, the patient required to pay? Yes-01; No-02

<input type="text"/>	<input type="text"/>
----------------------	----------------------

6.5 Mention the sanctioned and presently posted doctors/staffs in the following table:

Posts	Sanctioned Posts (M/F)	Presently Posted (M/F)	Lying Vacant Since (In Yrs.) (M/F)
Doctor			
Compounder			
Nurse/ ANM			
Peon/Attendant			

6.6 Mention the average no. of patients visiting the sub centre/PHC/ CHC per day

--	--

6.7 Is the Auxiliary Nurse Midwife visiting the village regularly?

Yes-01; No-02

--	--

6.8 Furnish details about the vital statistics of the village during last one year.

No. of Births (live)	No. of Deaths	No. of Female Infant <sup>1</sup> Deaths	No. of Male Infant Deaths

6.9 Following questions are related to National Rural Health Mission, you may fill-up the answer in Yes-01 or No-02

--	--

a) Has a household survey been conducted in your village?

Yes-01; No-02

--	--

b) Have you seen a Citizen's Charter outside the Primary Health Centre (Prathmik Swasthya Kendra)?

Yes-01; No-02

--	--

c) Has the Village Health, Nutrition and Sanitation Committee (VHNSC) Constituted in your village?

Yes-01; No-02

--	--

d) Are suggestions taken seriously by the VHNSC?

Yes-01; No-02

--	--

e) Do you think you can play a role in the improvement of the health service in your village?

Yes-01; No-02

--	--

<sup>1</sup> Refer to children below five years

f) Can you give suggestions regarding the improvement of the health services?


6.10 Which of the following activities are performed by ASHA in your Village? (put √ on your choices)

- a) Creating community awareness on health related issues.
- b) Provides pre-natal and post-natal advice to pregnant women.
- c) Helps the members of the village to access the health institutions.
- d) Provides basic drugs like chloroquine, ORS, etc.
- e) Provides information on the health status of the individuals.

6.11 Please answer on the following

- a) Is health day 'Swasthya Divas' observed in Aanganwadi Centre for Immunization? Yes-01; No-02 

--	--
- b) Are drugs for common health problems like malaria and diarrhea 'Atisar' available in the local sub-center? Yes-01; No-02 

--	--
- c) Are doctors available in the nearest PHC/ CHC? Yes-01; No-02 

--	--
- d) Are drugs available in the nearest PHC/ CHC? Yes-01; No-02 

--	--
- e) Are consumables like bandages, cotton, etc. available in the nearest PHC/CHC? Yes-01; No-02 

--	--
- f) Are you aware of Patient Transport System (PTS) (108-Ambulance Service) available to go to the nearest PHC/CHC 'Samudayik Swasthya Kendra' for emergency patients? Yes-01; No-02 

--	--
- g) Have you/ any of your neighbours availed this service? Yes-01; No-02 

--	--
- h) Are the villagers aware about AIDS? Yes-01; No-02 

--	--
- i) Is there any case of leprosy detected in the village? Yes-01; No-02; Do not Know-03 

--	--
- j) Are drugs available for the treatment of leprosy? Yes-01; No-02; Do not Know-03 

--	--

Yes-01; No-02

--	--

Yes-01; No-02

--	--

Yes-01; No-02

--	--

ii.)

iii.)

Yes-01; No-02

--	--

#### 6.12.1 Do pregnant women in the village go for pre-natal check- up and immunization?

Yes-01; No-02

--	--

I. Total number of children Boys/ Girls \_\_\_\_\_

II. Total number of children immunized Boys/ Girls

Yes-01; No-02

--	--

Yes-01; No-02

--	--

\_\_\_\_\_ (in nos.)

---

Yes-01; No-02

--	--

Total area of the village at present\_\_\_\_\_ (in acres)

## 8.0 Land Details (strictly in acres)

### 8.1 Types of land

- a. Reported area for land utilization
- b. Forest
- c. Land put to non-agricultural uses
- d. Barren and uncultivable land
- e. Permanent pastures and other grazing land
- f. Land under miscellaneous trees, crops, grooves
- g. Cultivable wasteland
- h. Fallow land (other than current fallow)
- i. Current fallow


8.2 Total land area irrigated \_\_\_\_\_ (in acres)

8.3 Average rainfall (in mms):

8.4 Distribution of landownership (household wise)

- a. Landless
- b. < 1 acres
- c. 1-3 acres
- d. 3-5 acres
- e. 5-10 acres
- f. 10-20 acres
- g. 20 acres+


8.5 Area under cultivation yielding

- a. One crop
- b. Two crops
- c. Multi crops


8.6 Mention major crops grown by the cultivators and the Yield/Hectare

Sl. No.	Name of the Crop	Yield/Hectare
1		
2		
3		



## 9.0 Land Reforms (in acres)

9.1	a.	Land declared surplus in the village	
	b.	Land taken possession by government	
	c.	Land distributed to beneficiaries	
	d.	Land in actual possession of beneficiaries	
		(i) Male	
		(ii) Female	
	e.	Beneficiaries assigned ceiling surplus land/ government land – caste-wise distribution	

No. Land area (in acres)

SC: ST: Others:

## 10. Occupational Pattern

Collect approximate data as per the occupational pattern in the table given below:

	Main Workers*	Marginal Workers**	Self- Cultivators	Agricultural Labourers	Self –Employed (Petty business)	Household Industries (Artisans)	Other Workers
No. of Persons							
No. of Male							
No. of Female							

\* Main workers – those workers who had worked for the major part of the reference period (i.e. six months or more).

\*\* Marginal workers – those workers who had not worked for the major part of the reference period (i.e. six months or more).

## 11.0 Below Poverty Line Population:

11.1 Below poverty line population in the village (as per the latest record):

**Note:** 1. Kindly collect the list of BPL families in the village with complete addresses from BDO/ Panchayat Office

**2. Cross check whether name of head of the households of BPL identified through PLA exercises match with BPL families recorded in the BDO/ Panchayat office. If not, find-out the reasons.**

11.2 Number of women headed households in the village \_\_\_\_\_ (in nos.)

11.3 Number of BPL women headed households \_\_\_\_\_(in nos.)

**12.0 Panchayat**  
**General Information about Gram Panchayat:**

12.1 Name of *Gram Panchayat*:

12.2 When were it constituted and the year in which last panchayat election was held?

12.3 Percentage of voting in the last election:

12.4	Is the <i>sarpanch</i> post reserved:	Women	<input type="text"/>
		SC	<input type="text"/>
		ST	<input type="text"/>
		OBC	<input type="text"/>

**13.0 Meetings of *Gram Panchayat/ Sabha*:**

13.1 How many meetings of the present Panchayat has been held? \_\_\_\_\_

13.2 When was the last gram panchayat meeting held? \_\_\_\_\_

13.3 How many members attended the meeting?

Total (no.)  Male members (no.)  Female members (no.)

13.4 How frequently are Gram Panchayat meetings held? \_\_\_\_\_

**14.0 *Gram Sabha* Meetings:**

14.1 How many Gram Sabha meetings are held in a year? \_\_\_\_\_

14.2 When was the last Gram Sabha meeting held? \_\_\_\_\_

14.3 How many gram panchayat members attended the meeting?

Total \_\_\_\_\_ (in nos.)  
Male \_\_\_\_\_ (in nos.)  
Female \_\_\_\_\_ (in nos.)

14.4 What items were covered during gram sabha meeting?

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**15.0 Resource Mobilisation by the Panchayat:****15.1 Internal and external resource mobilisation during last one year (if any):**

<b>Internal Sources</b>	<b>Income (In Rs.)</b>
A.	
B.	
C.	
D.	
Total	

<b>External Sources</b>	<b>Income (in Rs.)</b>
A.	
B.	
C.	
D.	
Total	

**15.2 Expenditure of the Panchayat:**

<b>Projects/ Schemes/ Miscellaneous</b>	<b>Expenditure (in Rs.)</b>

## **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 starting from MCR HRDIT, 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 exercise, 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.

Charts representing the PLA exercises done should back up reports. The exercises, it has been explained, will be conducted by the groups themselves on the ground using the locally available material. Such charts, maps and drawings should be copied on to the flip charts provided. There may be cases where the villagers are already aware of the exercise as the NGOs operating in that area may already have briefed them in this respect. In such cases where the villagers feel confident the exercises could also be done directly on the flip charts provided. These should be preserved for record and submitted along the report. In certain cases the exercises done by the villagers may need to be copied on flip charts again, as they may not be legible.

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.

There will be some points that pertain to the Block or District Administration. It has been mentioned that the members of the group will get an opportunity to discuss what they have noticed in a wrap-up session with the district administration. The officials in the district administration put a high premium on these visits as a means of obtaining quality feedback from the field. Where the members of the village level sub-group notice grave irregularities, glaring instances of omission and commission, or patent cases of injustice, they should bring such instances to the notice of the district administration during the wrap-up session. The village level sub-group may feel, on the basis of the exercises done, that some solutions have emerged for some of the pressing problems faced by the village community. They should keep a note of such points or solutions and raise them during the debriefing session.

However, it should be borne in mind that the debriefing session is not a trial of the district administration. There are instances where well-meaning points were made by the Officer Trainees but in a manner of indictment. This was resented by the district administration and the debriefing session turned into a slinging match. The purpose of the debriefing is not to trade in accusations. It is to help the district administration to get over problems. **The suggestions offered, therefore, must be constructive in nature and should not convey the impression that they are being made to run down the district administration or for scoring points. The suggestions should also be made politely.** There have been instances where the suggestions made in respect of allotment of land, etc. have been very well received by the district administration, and some of the District Collectors have acted on such suggestions and written back to the Institute appreciating the valuable suggestions made by the visiting Officer Trainees.

The group should discuss the final form of report during their return journey to the Institute. Once they reach the Institute, there will be pressures of regular class work and other activities. This will constrain them from devoting adequate time to report writing. If the major part of conceptualizing the report is already done, the actual writing will become fairly easy. Nevertheless, it will be necessary to spend time on report writing on return to the Institute. The final points to be presented, the language, the findings of each theme and the suggestions being put forward need to be carefully considered before the report is finalized.

The report also 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 Academy. 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 officer trainees who have their own cameras are advised to take them along.

### **Presentation of Village Visit Report**

- a.) Village visit report will be presented District wise.
- b.) The Group Leader of the district or one representative from the district will give an overview of the district for about 5-7 minutes.
- c.) Thereafter, every district will make a thematic presentation viz. Education, Health, PRIs, Poverty and Agriculture & Land Reforms and Swachh Bharat Mission with Gender as a cross cutting theme.
- d.) Every village visited in the district will have a representative OT **who has** worked on that particular theme in the thematic presentation. Performance of the thematic group will determine performance of the OT who worked on that theme in the village. Focus of thematic presentation shall be on observations, analysis and conclusions and not mere facts.
- e.) The Groups may make a Power Point presentation. The points made could be illustrated with visual representations, graphs, maps, charts of the exercises done. The power point presentations, charts, maps and graphs will be submitted to the Centre for Rural Studies after the presentation.
- f.) Participation of each member of the thematic group during the presentation shall be an important factor in assessment.

### **Evaluation of the Report**

The report would be evaluated by CRS giving weight age to methodology, content and presentation.

### **Awards**

The best group will be adjudged on the basis of the written report, the presentation made as also the conduct of the group in the village. 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 Sargam. The structure of the report should follow the prescribed format below. The report should be based on the Participatory Learning and Action exercises, FGD conducted in the village and information collected through the village interview schedule.

The issues\* to be covered under each chapter 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 Transect Walk/ Walk Through (**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**)

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

#### Education and Health Issues

- Literacy, educational status, drop outs and enrolments, health condition - common diseases, medical facilities
- Immunization programmes, family planning, mortality rate, maternity care, problems of drinking water etc.

\* 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.

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

- 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

## VI. 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**)

## VII. 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.

## VIII. 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).

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

- Communities’ awareness about SBM programme
- Communities’ experiences about the programme
- No. of toilets constructed in last one year
- Toilets 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) Financial Literacy Campaign**

- Villagers’ awareness about financial literacy campaign
  - Aware of
  - Not aware of
  - Community participation in the campaign
  - People’s attitude towards banks and other financial institutions
- Activities organised for financial literacy in the village during last one year
  - Awareness camp organised
  - No. of bank accounts opened
  - No. of women account holders
- Impact on the borrowing tendency from moneylenders
  - Importance of saving
  - Loan taken from bank, KCC, GCC

- Services provided by business correspondent of the bank
- Electronic Benefit Transfer (EBT) under Government Schemes e.g. MGNREGS, Pension Scholarship, LPG subsidy etc.
- Were any awareness camps organised regarding cashless payment
  - No. of Digital Banking users
  - No. of users of ATM, BHIM App, Online Banking, Mobile Banking etc.

**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:**

- Summary of overall outcome of participatory learning and action Exercises
- Observations and conclusions to thematic issues
- Action plan (views of the villagers)

## CONSOLIDATED VILLAGE VISIT REPORT

### VILLAGE VISIT PROGRAMME

**DATE: 5-12 NOVEMBER, 2017**

**92<sup>nd</sup> FOUNDATION COURSE**

**State** :

**District** :

**Block** :

**Village Name** :

**Group Leader** :

Sl.	Name of Officer Trainee	OT Code	Theme
1.			
2.			
3.			
4.			
5.			
6.			

## CONSOLIDATED VILLAGE VISIT REPORT

### VILLAGE VISIT PROGRAMME

#### 94<sup>th</sup> Foundation Course

#### 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 collective manner. Six topics are included for the village study purpose namely, education, health, PRI, poverty, agriculture and land reforms and Swachh Bharat Mission. PLA is a group exercise, hence, all the OTs of the village level sub-group will participate in these exercises during their stay in the village. However, each individual OT of village level sub-group will write on one theme in consolidated village visit report.
2. Each village based sub-group has to fill-up the village interview schedule of the village assigned to them for the village study purpose.
3. Audio visuals and photos collected during the village study programme may be stored in the pen drive
4. A brief on all the members of the village level sub-group such as OTs's name, OT Code number, state, district, block and village are to be written in the required space provided.
5. After the village visit presentation, every group leader will submit the report. Other material related to the village visit report such as maps, charts, photos, diagrams and **pen drive** containing audio -video clips and photos shall be submitted along with the report. It is important to write names of each members of village level sub group, OT code on maps and charts prepared by the group.
6. The Consolidated Village Visit Report will be evaluated for the purposes, it is meant for.

### Contents for Village Visit Report

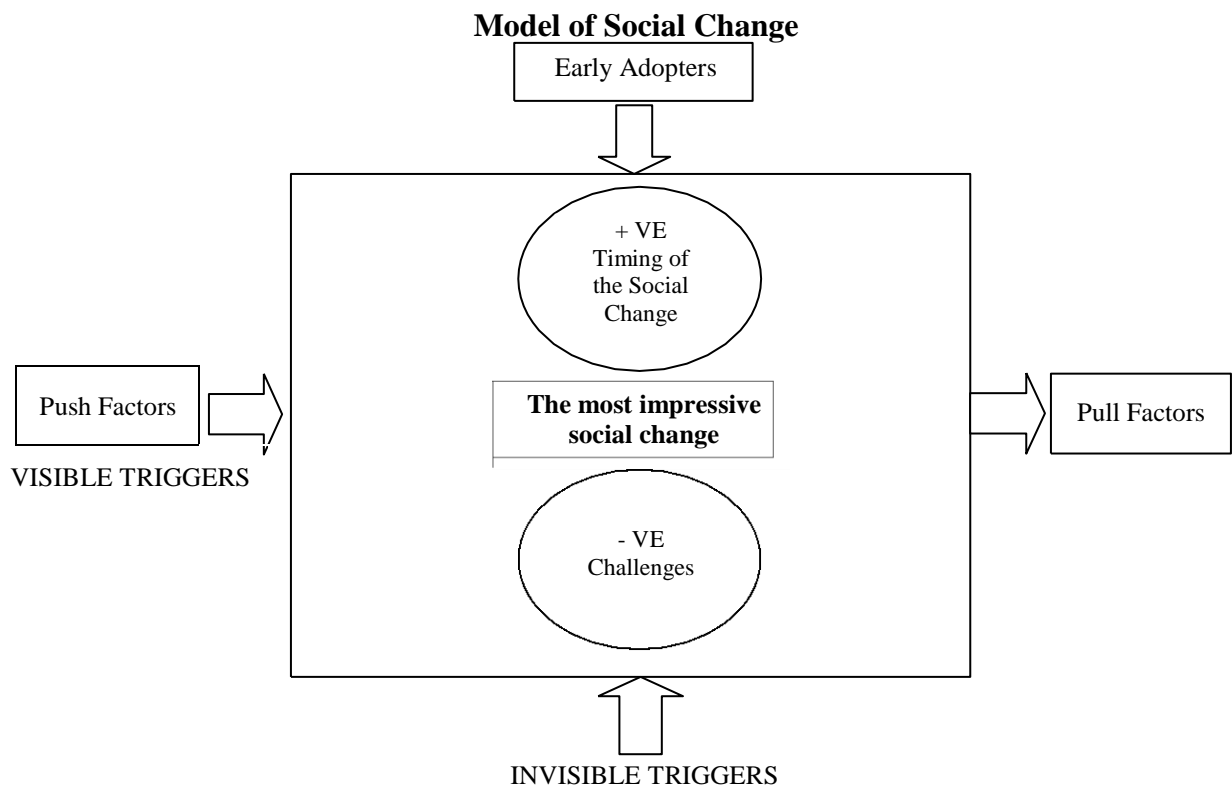
Chapter/ Theme	Contents
I. Methodology and Approaches	<ul style="list-style-type: none"> <li>- Brief description of the District.</li> <li>- Its importance, special characteristics.</li> <li>- Description of village.</li> <li>- Location, special features, historical transects/ time line of the village.</li> <li>- Experience through Transect Walk/ Walk Through (Transect Walk/ Walk Through Map/ Chart).</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 in this manual.
V. Socio-Economic Conditions - Health	See suggestive issues in this manual.
VI. Panchayati Raj Institutions	See suggestive issues in this manual.
VII. Poverty, Unemployment and Livelihood of People	See suggestive issues in this manual.
VIII. Agriculture and Land Reforms	See suggestive issues in this manual.
IX. (a) Swachh Bharat Mission (b) Financial Literacy Campaign	See suggestive issues in this manual.
X. Miscellaneous Issues	----
XI. Mapping the Process of Social Change*	
XII. Conclusions and Action Plan	<ul style="list-style-type: none"> <li>- Summary of overall outcome of Participatory Learning and Action exercises.</li> <li>- Action Plan (views of the villagers).</li> </ul>

## Chapter XI

### \*Mapping the Process of Social Change

At the end of group work, each group would present a model for social change. The following steps may be adopted while analyzing observations, findings of Focus Group Discussion and presenting a model.

1. Choose the most impressive social change that you had witnessed in the village.
2. Identify the visible and invisible triggers that led to this social change. Visible triggers would be factors that directly affected the process of change and invisible triggers would be the indirect factors that facilitated the process.
3. Also identify the early adopters in the village who were pioneers in accepting the change, thereby becoming the change agents.
4. Identify the challenges that acted as hurdles in the process.
5. Finally, identify the pull factors which are the external influences that facilitated the social change.
6. Once these steps are completed, a model may be created in the following format.



While the group presentations are being made, 5 minutes may be devoted to present this model of social change at the same time also elaborating suggestions of the group for replicating this model elsewhere.

