



Rural immersion

A Manual for Rural Engagement



सत्यमेव जयते

Government of India
Ministry of
Human Resource Development



Mahatma Gandhi National Council for Rural Education

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Foreword

Community life with its varied complexities is closely intertwined with socio-economic phenomena. In this context, Rural Immersion is an exploration of human behavior in its natural zone. Villages show case community life in its myriad forms of social groups, institutions and challenges which mutually influence each other.

This Rural Immersion Manual is intended to outline the principles, approaches, methods and applications to explore and assess villages and their significance, strengths, areas of improvement and potentials. It outlines a set of tools and techniques to gather and analyze information on community resources, needs to understand the current situation, challenges and opportunities. This is attempted through a PLA exercise. The primary aim of a PLA exercise is to study, analyze, identify, review, and explore meaningful responses to challenges faced in villages that will facilitate community development.

Several studies have been conducted on the challenges faced by Rural India. Assumed knowledge does not get much further in the implementation stage. It does not address the real needs of the villagers. This Manual on Rural Immersion is a practical tool to address the challenges in the fruition of the vision for sustainable villages. It draws the academicians and policy makers alike towards rural challenges and contributes to national development. Experiences drawn from national and international levels form the basis for community study and a bottom up approach for development.

Rural Immersion Manual outlining the Participative Learning and Action process is developed to promote the process of community engagement of the Higher Education Institutions in India.

Dr. W G Prasanna Kumar
Chairman MGNCRE



Acknowledgement

This Manual on Rural Immersion is based on several hands-on PLA exercises and inputs from experts throughout India. MGNCRE is instrumental in offering training and preparing the manuscript and providing resource persons for finalizing the text. The production of the manual is a cumulative effort of research, editorial and illustration departments.

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Chapter-I

Rural Immersion

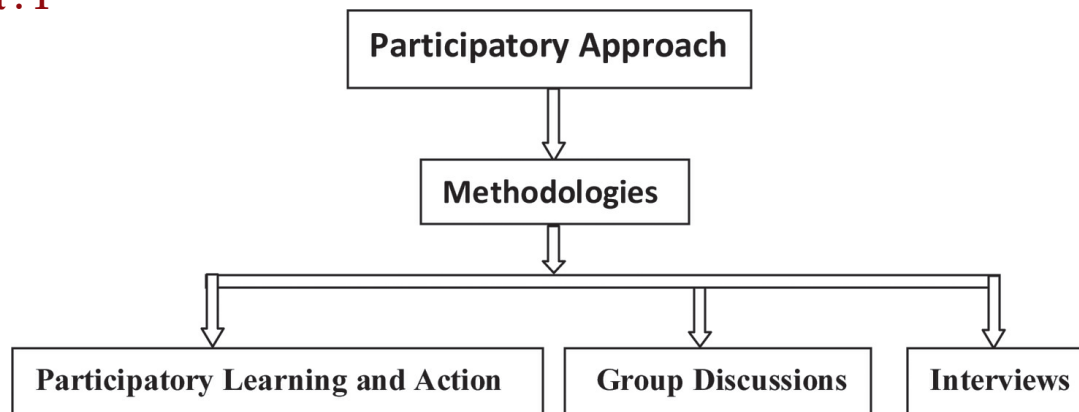
Introduction

Rural Immersion helps the students to view the village life differently, understand with an open mind and absorbs the rustic charm, savor the natural beauty of its environs, perceive people's indigenous ways founded on indigenous knowledge, learn age-old ways of life, and analyze livelihood options that define their intelligence and skills.

This manual is designed to facilitate the process of learning for any student keen about understanding rural life in all its beauty and complexity through use of appropriate methodologies. Basically, during the Rural Immersion Programme, a student is expected to adopt "participatory approach" which is based on open-ended field inquiry and action oriented. These methods are distinct from the ones adopted for conventional "academic research". It is practical and experiential. It is live.

The following methodologies help in exploring and learning rural realities.

Flow Chart : 1



The main output of the Student Rural Immersion Programme will be a Village Report. This is written by each Student sub-group, throwing light individually on their learning and observations about the village. An outline of a typical Village Report has been given in Appendix - I of the manual.

Purpose: The purpose of this manual is to give students a reference for use while carrying out a Rural Immersion Programme in project villages, right from start to finish. It starts with the Participatory Learning and Action (PLA) exercise and ends with the Village Action Plan. The several inputs include suggested checklists, proforma tables & charts, maps & reporting and analysis formats. The PLA exercise will help the students in providing vital inputs for the Village Action Plan. This in turn will provide valuable information for policy makers to act upon and take developmental decisions.

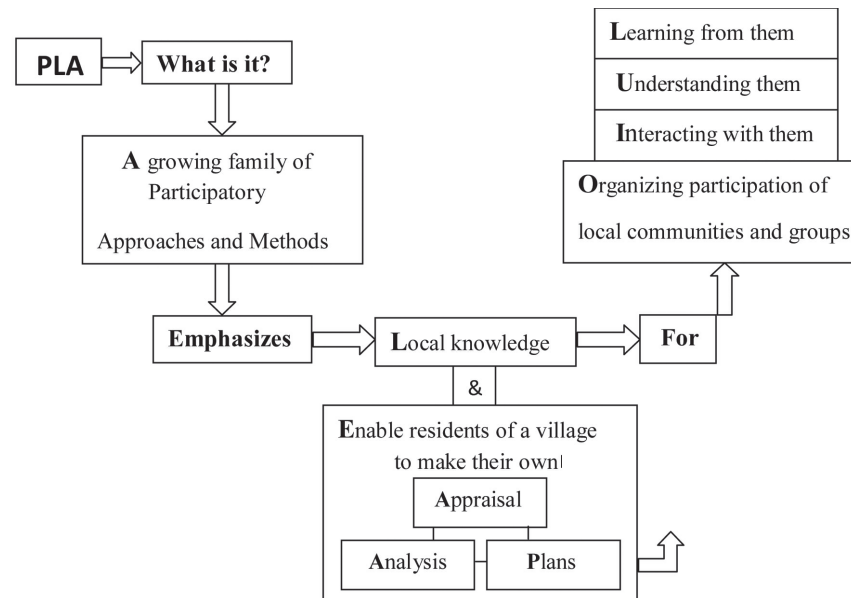


Chapter-II

Part - 1

Participatory Learning and Action

Flow chart- 2



Preparatory Phase

MGNCRE's unique manual is a step towards easing the student's work in initiating, designing, conducting, reporting and analyzing a PLA in a village. Participatory learning takes place by direct contact with people in the village and by listening to them the student gets to know and understand realities, issues and problems, local knowledge, and traditional practices. S/he also learns how to address people with a social conscience, along with academic approach. Villagers generally have a hesitant tendency to talk to strangers. To make them comfortable becomes essential to understand rural realities. This conversational barrier can be broken successfully with a little preparation and genuine efforts of the student. Once the rapport is build, the villagers or the local people will feel free to talk, share their views, and evince



interest in taking part in the exercises which are taken up by the study group.

Listening and learning through interaction is the most important principle of PLA. The local people are in possession of enormous indigenous knowledge, experience, skills, culture, views and ideas. They are capable of identifying their problems, priorities and preferences. At best, PLA techniques enable the students to learn and collect information about the community by listening and observing.

PLA involves a using set of principles, a process of communication, and a menu of methods for seeking villagers' participation in putting forward their viewpoints on various issues and enable them to do their own analyses for finding ways to address them with a view to make use of such learning.

A PLA Report is written by each student sub-group. Then, each of these reports are put together to get a resourceful final report.

PLA involves both learning and putting into action at ground levels.

Participatory Learning and Action – Key Principles

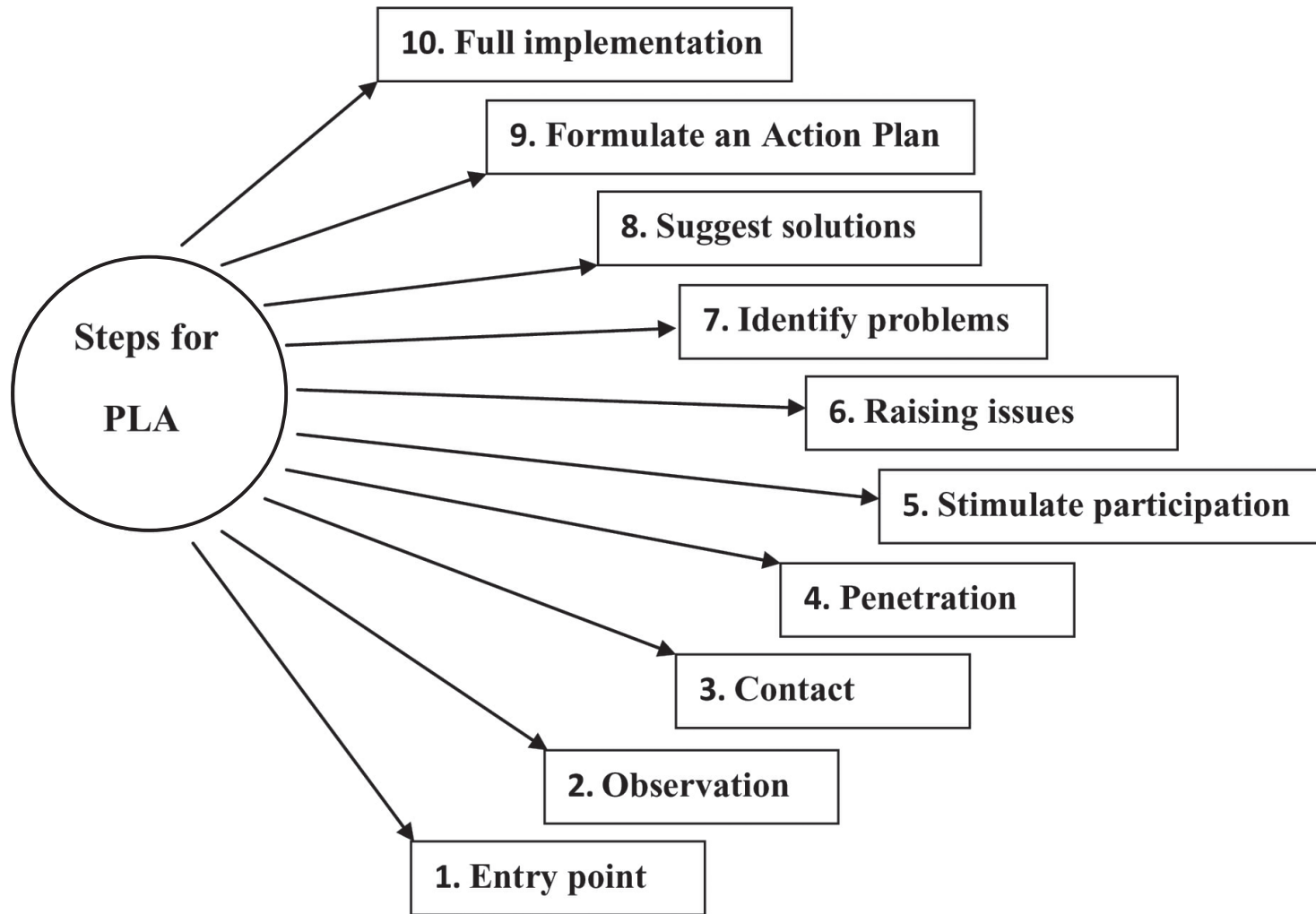
- ❖ Participatory
- ❖ Facilitation
- ❖ Handing over the stick
- ❖ Help 'them' to take charge
- ❖ Reversal of learning
- ❖ Learning rapidly and progressively
- ❖ Triangulation
- ❖ Optimal Ignorance
- ❖ Offsetting biases
- ❖ Handling gate-keepers tactfully
- ❖ Ensuring gender/social inclusion and participation



Illustration No - 1



Flow chart- 3



Steps for PLA

Get into Action

Table No. - 1

1.	Enter the Village:	<ul style="list-style-type: none"> ❖ Participatory Learning and Action starts the moment you enter the village.
2.	Observe:	<ul style="list-style-type: none"> ❖ Observe and then start sizing up the village conditions, socio economic parameters, and attitudes. ❖ Start creating your own dynamic approaches. ❖ This exercise need to continue throughout your stay there.
3.	Approach:	<ul style="list-style-type: none"> ❖ Slow and Steady wins the race! ❖ Do not make the villagers apprehensive in the first approach itself.
4.	Break-through:	<ul style="list-style-type: none"> ❖ After you have won their confidence, just walk through the village randomly. ❖ Then start using the methodologies for your work by establishing contact with different sections of the population. ❖ Visits to households, schools, temples, tea stalls, shops, Anganwadi centers, PHCs/Sub-PHCs, cooperatives, Panchayat office, fields and the like. ❖ This needs to be complemented by interactions with key people.
5.	Arouse their Interest:	<ul style="list-style-type: none"> ❖ Stimulate the villagers' participation for your cause by making them get together, either in small groups or the whole village for PLA exercises.
6.	Encourage, Enthuse:	<ul style="list-style-type: none"> ❖ Raise the villagers' interest by referring to their own issues and interests.



		<ul style="list-style-type: none"> ❖ Discuss with an openness that will make them participate ❖ Make them feel free to put in their bit right from the rains, to the floods, to the woeful schools, to the droughts, to the lack of toilets, to the government programmes and schemes, and anything under the sun.
7.	Identify, Suggest, Formulate:	<ul style="list-style-type: none"> ❖ Make the villagers come up with their challenges and issues. ❖ Identify and become vocal on them. ❖ Invite suggestions and responses from the victims as well as the other participants. ❖ If multiple solutions emerge, help the participants zero-in on the most amicable, acceptable and pragmatic solution that is also cost effective. ❖ Then you can put forth a formidable action plan without imposing on them. ❖ The action plan might be an outcome of your own PLA findings. ❖ This need to be realistic and practical. ❖ As a facilitator, you need to only put before the people the selected Action Plan, which can be implemented in the village community to a large extent.
8.	Implement:	<ul style="list-style-type: none"> ❖ The implementation of the action plan can be left to the district administration or any other responsible authority, after proper appraisal.



A Participatory Learning and Action exercise in a village requires lot of diligence and sincerity. Students need to have the following abilities.

Table No. - 2	A Successful PLA
❖ Persistent:	<ul style="list-style-type: none"> • The villagers may be hesitant to talk. • Put forth your abilities to make them comfortable to talk to you
❖ Positive:	<ul style="list-style-type: none"> • Learning is endless. • Learn from the villagers, be humble. • Avoid biases • Understand them as the challenge bearers.
❖ Co-operative:	<ul style="list-style-type: none"> • Team work pays. • The members of the PLA study team need to be in constant touch. • They must all co-operate with the right attitude to ensure best results for willing co-operation from the villagers.
❖ Time Efficient:	<ul style="list-style-type: none"> • Participating villagers must be given time to develop their ideas without encroaching upon their freedom of thought and expression. • If running out of time, reduce the number of exercises and focus on the target groups.
❖ Acquisitive:	<ul style="list-style-type: none"> • Interview, interact and integrate. • Collect statistics and quantitative data to facilitate your report writing work.



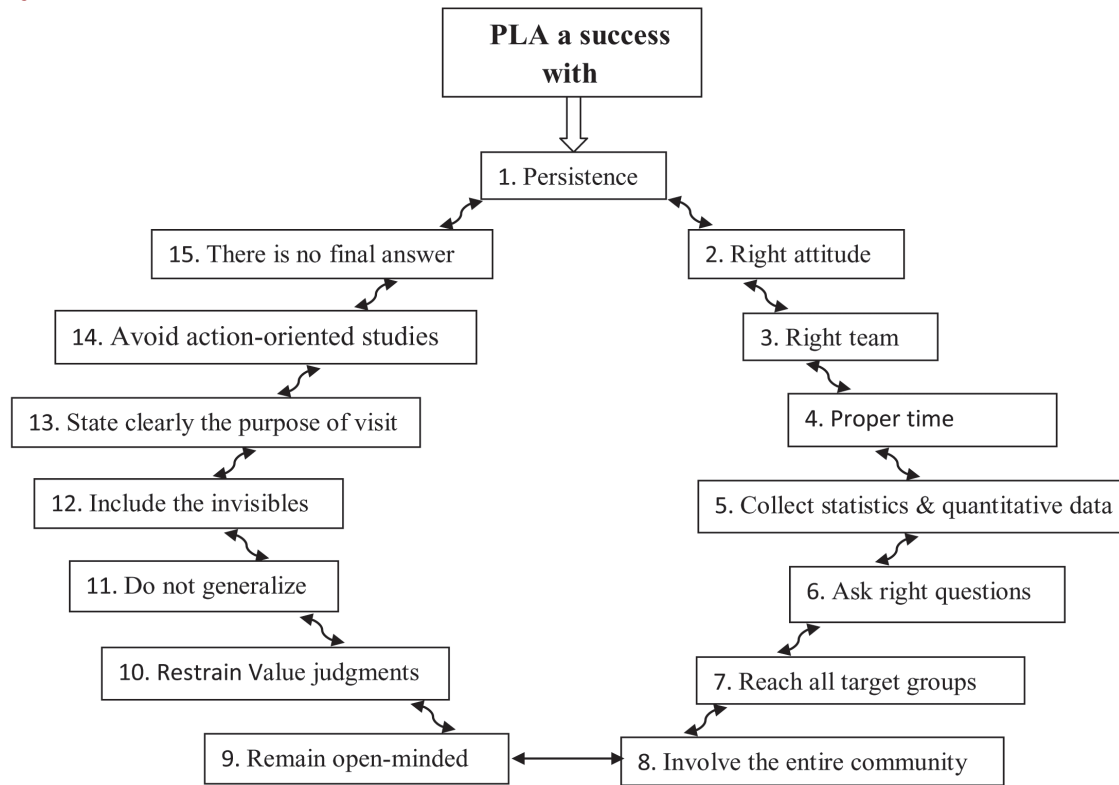
❖ Assessive:	<ul style="list-style-type: none"> • Ask the right questions to get the pertinent answers. • Make them feel free to answer you in a right frame of mind.
❖ Interactive:	<ul style="list-style-type: none"> • Be sensitive. • Different people, either men, women, children, elders, either literate or illiterate, either poor or rich, either of social bearing or not – each of them has to be dealt with patiently and with caution. • Since the PLA involves issues such as poverty, emotional and social well-being, observe restraint. • Avoid unsolicited assistance from hangers-on like unemployed educated youth or members of the dominant community.
❖ Inclusive:	<ul style="list-style-type: none"> • Involve all community members and sections in the PLA. • The poor and the socially deprived are inarticulate, shy and diffident. • They will stand at the fringe of the group or will be watching from a distance. • Such shy and aloof persons will have to be drawn into the discussions. Avoid unsolicited assistance from hangers-on or nuisance elements of the society. • Those inclined to create nuisance can be excluded politely.
❖ Non-judging:	<ul style="list-style-type: none"> • Do not offer judgments on any person or any issue without going into the pros and cons. • Every person is an admixture of good and bad. So, excluding X or Y purely on the basis of value judgments could undermine PLA.
❖ Purposeful:	<ul style="list-style-type: none"> • Your purpose of the PLA in the village must not be overshadowed by any other events in the village. • Make the villagers realize your purpose and intentions at the very first instance.



	<ul style="list-style-type: none"> • Avoid unnecessary expectations and apprehensions. • Sometimes, villagers mistake visiting students to be part of government team survey and may come up with different approach.
❖ Goal Oriented:	<ul style="list-style-type: none"> • Any distraction from your purpose of visit might misfire if you engage in social activities or activism in the village that is not related to your study. • Do not engage in any “heroic” activities as this may lead to compounding challenges.
❖ Conclusive:	<ul style="list-style-type: none"> • There is no final answer. • One or two instances cannot be the basis to draw an inference that can be applied to the entire village. • The perceptions of the villagers during PLA exercises form sufficient basis. • The conclusions will have to be compared with the outcomes of different discussions and reconciled for discrepancies. • No method, including PLA, can yield the final answer. • At best, the PLA report needs to be looked upon as an approach towards better perception and understanding of rural challenges, rural views, and rural preferences.



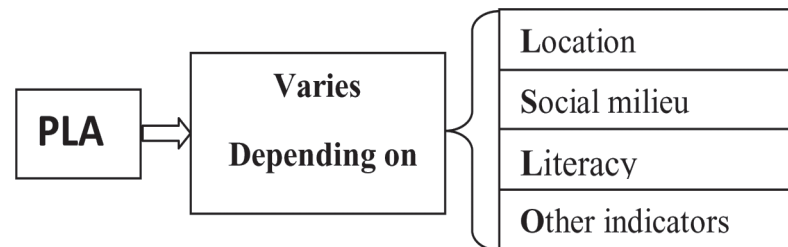
Flow chart- 4



Exercises that can be instructive

Remember, there is no standard formulation for PLA, which varies depending on location, social milieu, literacy and other indicators. One has to arrive at a methodology for Village Visit, keeping in mind its specific needs.

Flow chart- 5

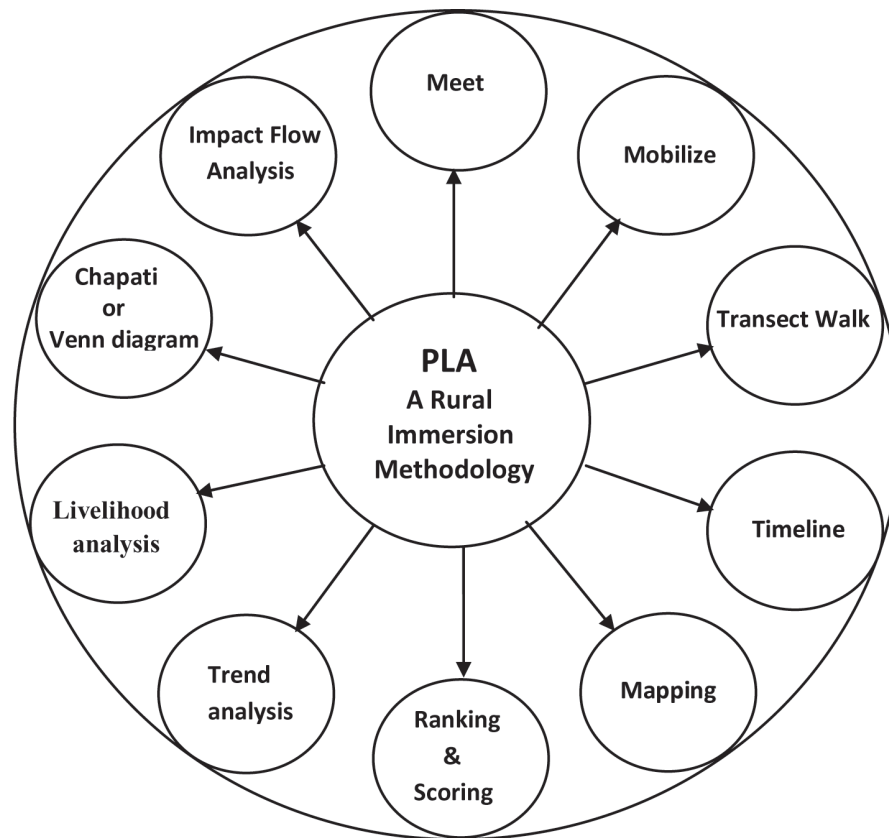


Components of PLA

PLA Techniques

A PLA generally comprises of about 5 working days on the field. The different activities to be done is summarized in the below flow chart.

Flow chart- 6



PLA - A Rural Immersion Methodology

1. Meet People

Students need to have the humility to learn from the villagers. The primary step is to first establish contact with the resourceful people. The Below list of persons represents formal power structure of rural society.

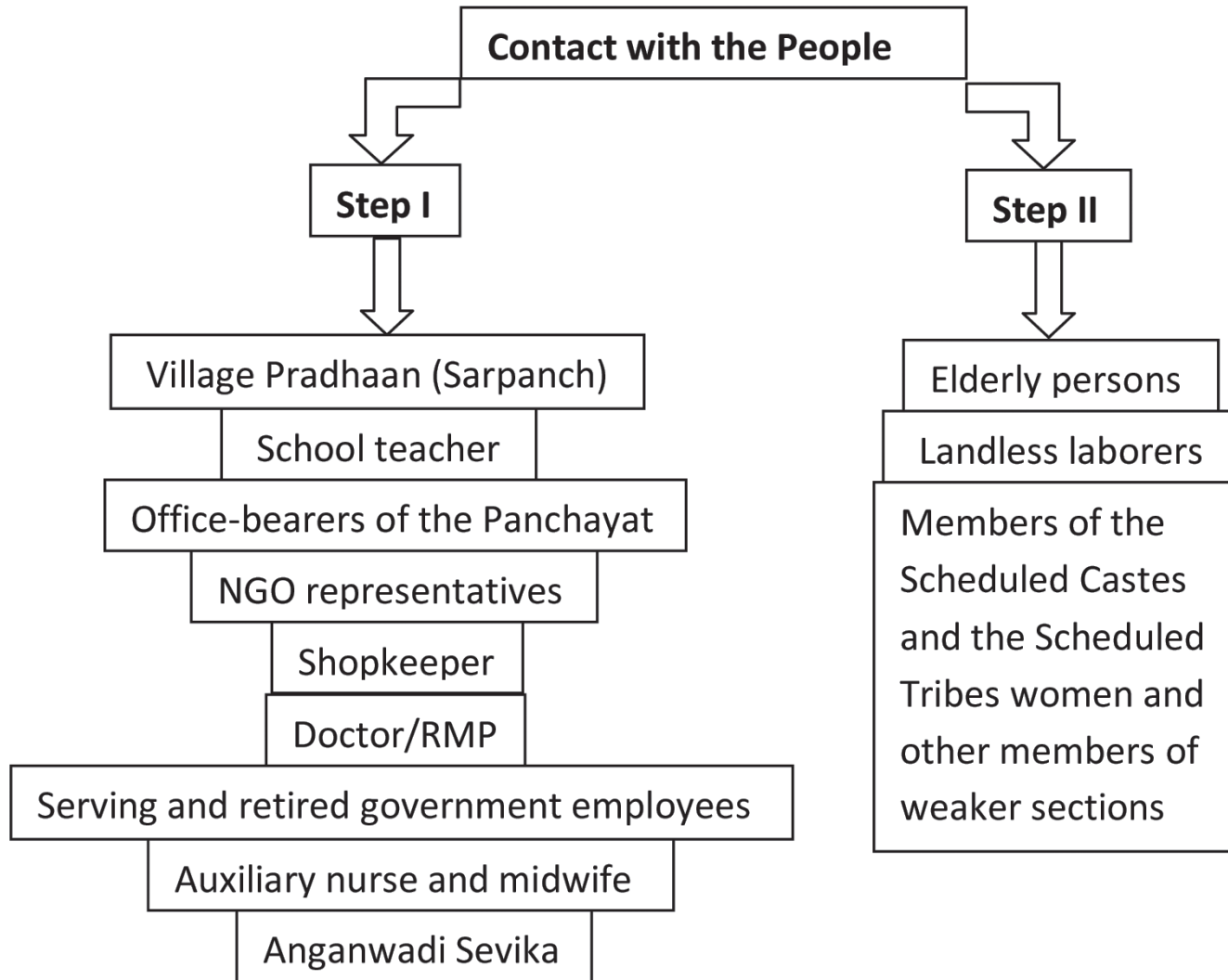
- ❖ The Village Pradhaan (Sarpanch)
- ❖ School teachers
- ❖ Office-bearers of the Panchayat
- ❖ NGO representatives
- ❖ Shopkeepers
- ❖ Doctor/RMP
- ❖ Serving and retired government employees
- ❖ Auxiliary nurse and midwife
- ❖ Anganwadi Sevikas, Aasha workers and the like

Secondarily,

- ❖ Contact elderly persons
- ❖ Landless laborers
- ❖ Members of socially weaker sections, women and other
- ❖ School students, college students.
- ❖ Employed and unemployed people



Flow chart- 7



2. Mobilize

Mobilization is never a problem for villagers. They usually show great interest in any outsider visiting their village. Preference for leisure is seasonal. The village community is usually busy with their agricultural operations. You need to win them over and start mobilizing them for an ensured participation in the PLA and the specific mobilization techniques will help. Contact the peers in the village and visit households. People may be curious to know why they need to participate. So, students need to give them cogent reasons with empathy.

Flow chart- 8

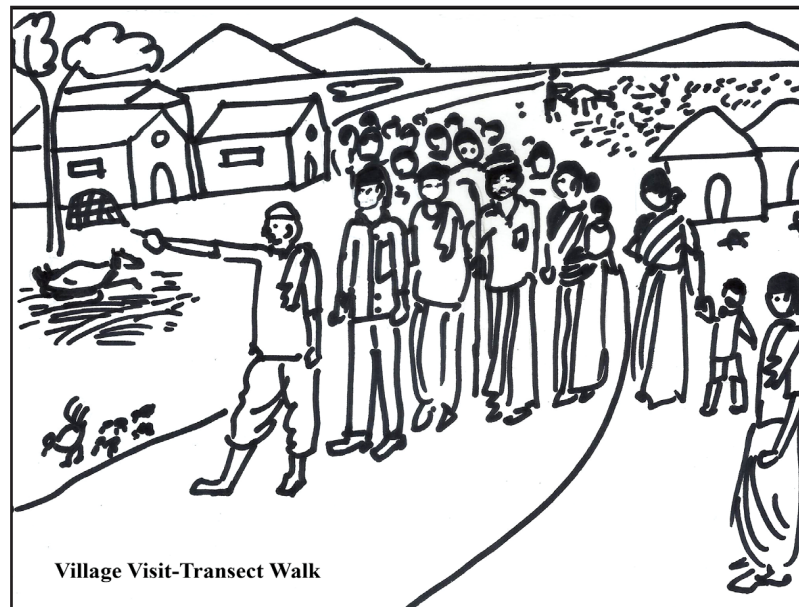
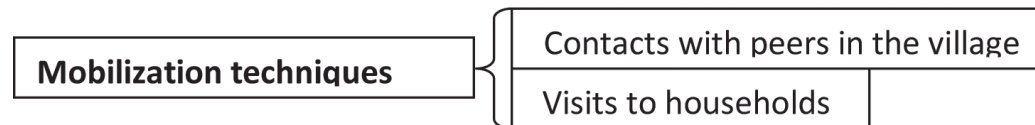


Illustration No. - 2



3. Transect Walk

What ?

- A preliminary systematic joint walk through the village with the community

Why ?

- To build rapport with the villagers
- To do a preliminary assessment of village conditions, problems, opportunities

Applied where ?

- Natural Resource management
- Mostly with any PRA/PLA Exercise

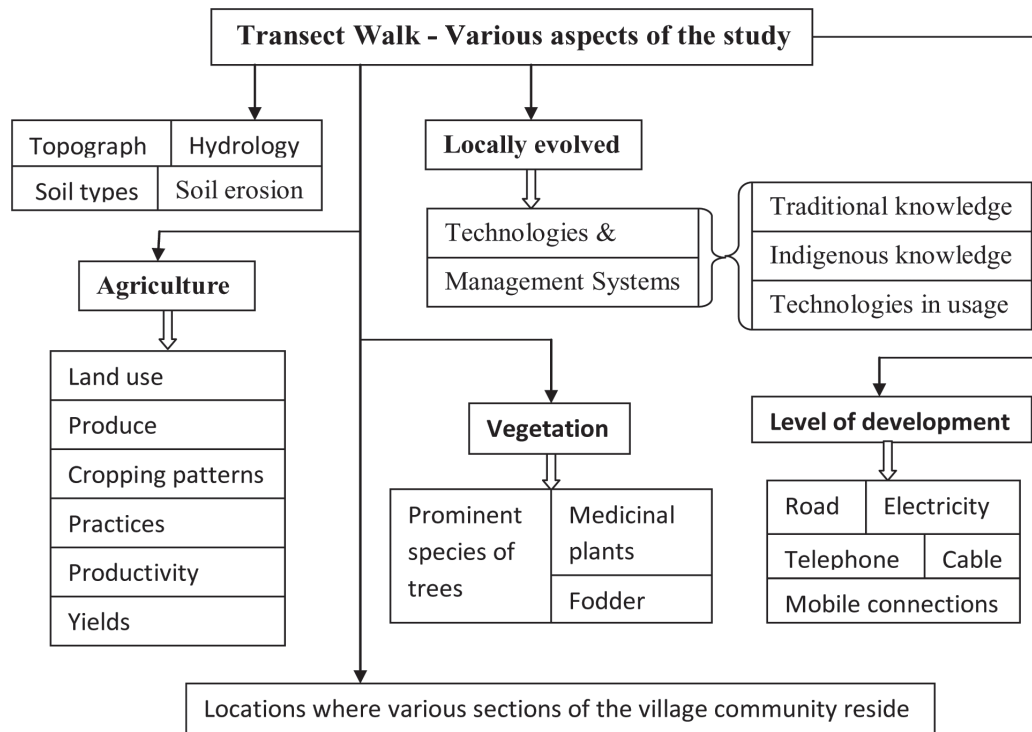
How ?

- Identify participant group
- Undertake a systematic walk through the village with the identified group
- Talk to, listen and understand from the participant group.
- Identify various agro-eco and social parameters, local technologies
- Prepare the transect diagram depicting the parameters across different zones
- Triangulate

The actual PLA in the village usually commences with a 'Walk Through', also referred to as the 'Transect Walk'. This involves a systematic walk through the village/project area along with the local people. Various aspects of the study design and content can be discussed with them. Such walk or trek across the countryside helps students see the village from a close range and several points of interest and relevance in the village.



Flow chart- 9



The Transect Walk whether diagonally or in a systematic manner through various localities in the village enables the study team to gain information on the six focus areas:

- ❖ Poverty
- ❖ Education
- ❖ Health
- ❖ Panchayati Raj Institutions
- ❖ Gender issues
- ❖ Agriculture and land reforms



During the Transect Walk

- ❖ Cover all parts of the village. The village community should not think you are biased, otherwise they may stop communication.
- ❖ Local people need to accompany your group during the Walk. They may be residents or some eminent people in the village.
- ❖ Do not take along persons who are controversial or in whose presence the villagers may be reluctant to open up and communicate.
- ❖ The topic of discussion has to be put forward slowly. One convenient point to start will be to enquire about the
 - History of the village
 - Eminent persons it has produced, and
 - Residents who have held elective office in local self-government institutions.

The questions can also extend to

- ❖ Crimes committed in the village, particularly the recent ones. One has to avoid too many enquiries regarding the commission of crimes. Undue asking could lead to Suspensions.
 - ❖ Issues related to caste and electoral politics need to be treated with caution, without hurting sentiments.
- Other questions can be related to
- ❖ agriculture and crop conditions
 - ❖ rains, water harvesting structures, condition of the canals
 - ❖ visits of the doctor, and
 - ❖ Working of the Panchayatiraj institutions

Once through with the questions, a simple exercise has to be done to plot the Walk Through on the



Transect-Walk -Resource Map.



village map. In a village where a simple Transect Walk has been taken, it could be a unidirectional map to plot (Map- II).Where a comprehensive Walk Through has been taken, the process could involve a more complex mapping process (Map-I). It will be an important input in the group report.

The functions of the group will have to be divided. The groups will comprise of

1. An Anchor, who is well-versed with the language of the village and familiar with village life
2. A facilitator, who initiates discussions and assists the Anchor
3. Two observers, who play a critical role

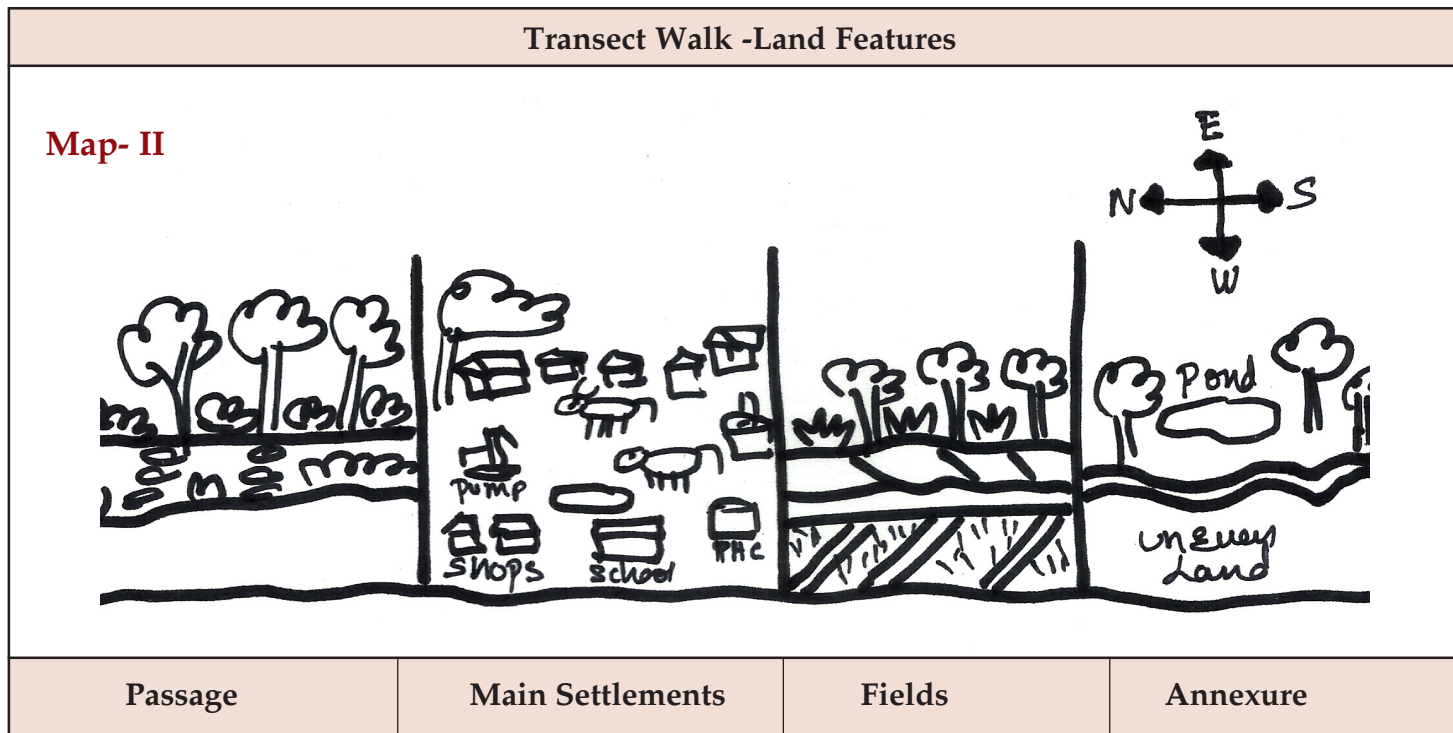


Chart - I

Transect Walk -Land Features

Village Name District StateDate

Passage	Main Settlements	Fields	Annexure
Gradient			
Soil			
Land-use			
Vegetation			
Problems			
Opportunities			

Conducted by: College name

Facilitators: Students group

Students Names 1. 2.

3. 4.



Chart - II Village Visit - Transect Walk/Walk-Through - Enquiry Check-list						
History of the village	Oral History/ evidences	political	cultural/ Art	Monuments/ sites	livelihoods	
	1.					
	2.					
Eminent persons village has produced	Name of the person	Field of the contribution	Contribution to the village		Impact on the	
	1.					
	2.					
Residents who have held elective office in the local self-government institutions.	Name of the officer	Name of the govt. institution			Benefits to the village	
	1.					
Crimes committed in the village, particularly the recent ones.	Nature of the crime	Circumstances	Punishment/ solutions		Effect on the village	
	1.					
	2.					
Agriculture and crop conditions	Agricultural land Percentage	No. of crops	Name of the crop	season	methods	crop benefits
	1.					
	2.					
Rains	Rain-Percentage	No. of water harvesting structures			condition of the canals	
	1.					
	2.					
Visits of the doctor	No. of visits	Health issues identified	Frequent issues	serious reasons		Solutions
	1.					
	2.					
Working of the Panchayati Raj institutions.	Dev. Plans	Areas of implementation	Funds allocated	funds utilized	status of work	
	1.					
	2.					



4 Timeline

Timeline is on a historical basis. It analyses key events, group wise and individual wise. Timeline identifies historical sequences of events, generally over a period of years or decades. It discusses significant events and identifies major changes. It examines general issues and specific activities including periods of activity/ inactivity as well as individual events.

What ?

- A chronological list of historical events in the village, as narrated by the villagers.

Why ?

- To understand the history of the village and relate to current context
- To understand how villagers coped with major events in the past
- To build rapport with the villagers

Applied where ?

- Can be a non-threatening first part of any PRA/PLA exercise
- Useful while preparing any drought management plans for the village

How ?

- Identify participant group(s) Typically the elderly in the village)
- Fix time and location for the exercise
- Interview the participant group to recall past major events.
- Request them to share details as to how the village coped with major events
- Observe, listen and understand from the participant group
- Do not rush the process
- Prepare timeline map depicting Years Vs Events
- Triangulate



Specific subjects studied using timelines are diverse. The most common ones are:

Table No. - 3 Village History Check List	
• Leadership or local changes	• Project histories: health, irrigation - can be looked at from the community's perspective
• administrative/political events	• Employment histories
• changes in natural resources – forest land and agriculture	• Industrial changes
• Infrastructure development- roads, clinics, schools	• Climatic variations
• emergencies/crisis periods	• Droughts, floods
• Personal histories: These may include those influencing external factors and constraints.	• Cropping systems, yields and harvest
• Advent of TVs, motorcycles, cars	• Fishing activities

Chart - III A

Time-Line		
Village Name District State Date		
Year	Major Events	Details
Late 1800's	1. Village Established by whom	
1900-1947	1. oldest standing monument 2. First Pakka House 3. A drought to remember	



1948-99	<ol style="list-style-type: none"> 1. First Radio in the village 2. First Primary school 3. Bore wells come to the village 4. Roads come to the village 5. First Hand-pumps constructed 6. First Television in the village 	
2000-9	<ol style="list-style-type: none"> 1. Bridge constructed 2. Tube wells constructed by NABARD 3. Electrification of the village and mobile connectivity. 4. Construction of ANM Center 	
2010-2018	<ol style="list-style-type: none"> 1. First Bank in the village 2. Construction of Anganwadi Centers. 3. Construction of CC Roads. 4. First ATM in the village 	
<p>Conducted by: College name</p> <p>Facilitators: Students group</p> <p>Students Names 1. 2.</p> <p>3. 4.</p>		

Steps in doing a Timeline

- ❖ Identify some elderly persons in the village and invite them for a meeting
- ❖ 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, one of the facilitators can take note of key points.
- ❖ Once the list is more or less complete, ask them to keep the cards in a chronological order. Read out the events and ask them whether they are happy with the order or if they would like to modify it.



- Add years to the left side of the events.
- Focus on areas of interest.
- Initiate discussions to help the participants.
- Analyze and reflect on the areas of interest.

Triangulate with elderly persons in the village to determine the correctness of the information given in the timeline helpful in triangulation.

Chart - III B					
Time-Line					
Village Name					
District		State			
Date					
Year	Infrastructure	Agriculture	Other occupations	Educational Opportunities	Forest Cover
1940					
1950					
1960					
1970					
1980					
1990					
2000					
2010					
2018					



Table No. - 4 Sample Schedule: Tentative PLA Field Work

Activities are grouped in such a way that they can be carried out over a 5 day period.

Day 1:

- Approach, break into conversation
- General Meeting
- Walkabout
- Do-it-Yourself

Day 2:

- Social Map
- Transect
- Household Interview
- Water Quality Ranking
- Household sketch
- Institutions/Caste Structure
- Review Meeting

Day 3:

- Seasonal Calendar
- Wealth Ranking

Day 4:

- Time Lines/Trends
- Gender Issues
- Daily Activity Profile
- Resources Access
- Control Profile
- Review Meeting
- Presentation and Verification of Findings to Village
- Ranking of Priorities

Day 5:

- Community Action Plan
- PLA Results Presentation to the Village



5. Mapping Exercise

Participatory Mapping, Ranking and Scoring Technique, and Trend analysis are three major dimensions of PLA.

Participatory mapping is a rich tool that is commonly used to map different aspects of rural life such as social issues, resources, livelihood options, 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 various aspects of rural life with chalks, colors and other material either on ground or on paper. The final map is then assembled by the PLA team.

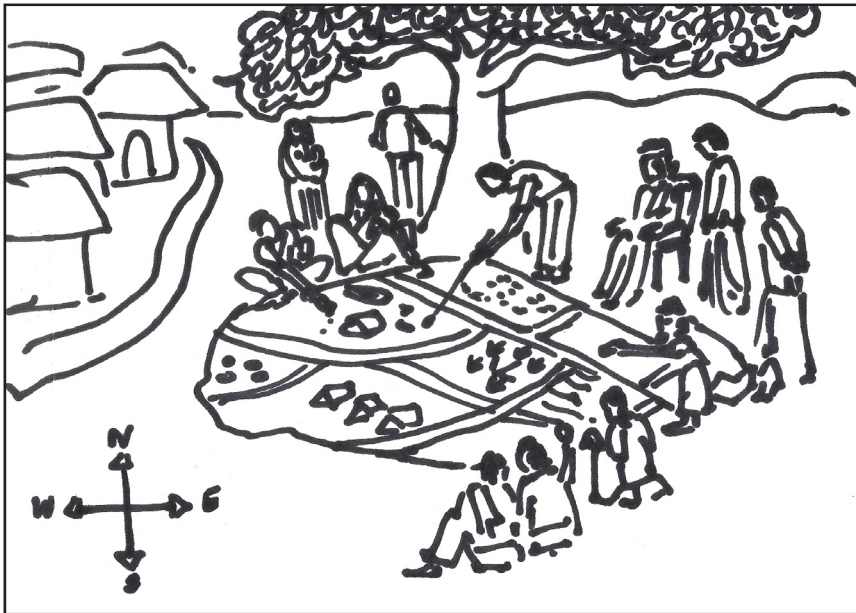


Illustration No. - 3

Types of Mapping:

- 5a) Resource mapping,
- 5b) Social mapping,
- 5c) Historical mapping,
- 5d) Venn diagram or Chapati diagram and
- 5e) Mobility map are brought under the mapping exercise.

5a) Resource mapping

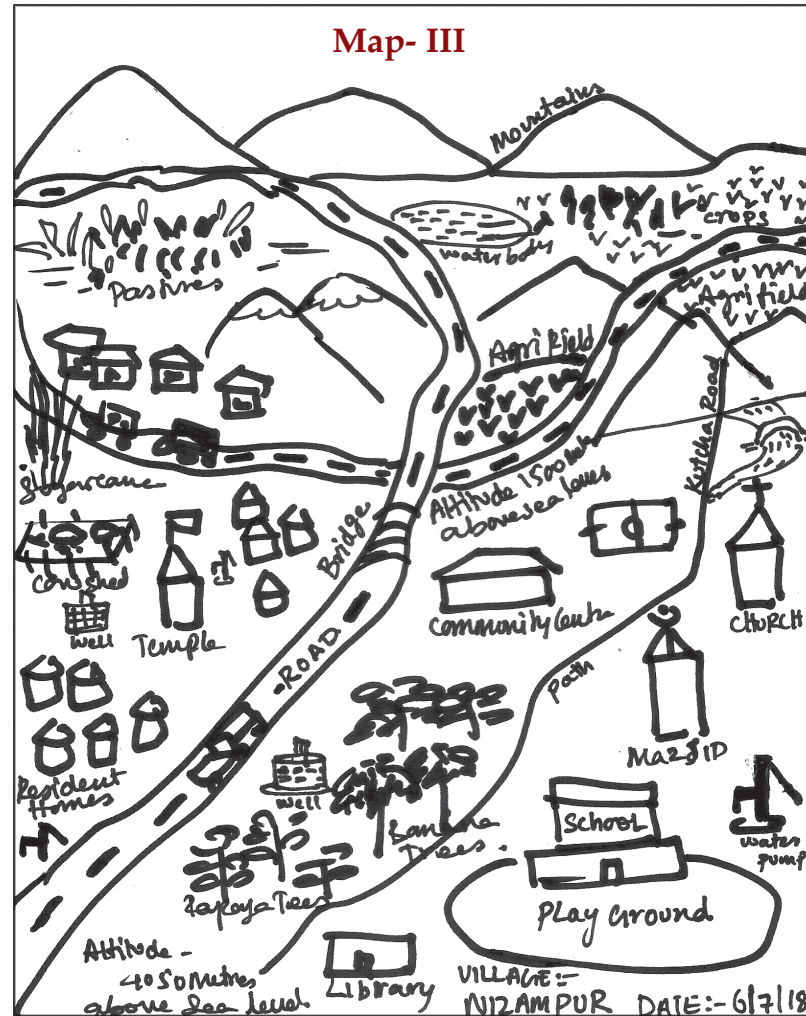
A resource map (Resource maps III & IV) basically portrays a general picture of natural resources of a locality. This includes fields, water sources, trees, forests, ponds, wells, rivers, canals, and dams. It mirrors the resource base of a locality.



Resource Map Highlights:

- ❖ Topography, terrain, slopes.
- ❖ Forest, vegetation, tree species.
- ❖ Soil type, fertility, erosion, depth.
- ❖ Land and land use, command area, tenure, boundaries and ownership.
- ❖ Water, water bodies, irrigation sources, rivers and drainage.
- ❖ Watershed development, various soil and water conservation measures, denuded area.
- ❖ Agricultural development, cropping pattern and productivity, etc.

The student study team, with the help of villagers, can draw a Resource map of the village, setting forth the following features in the Table number : 5



Resource Map



Table No. - 5 Resource Map Features Check list			
• village's boundaries	• habitation areas	• hills, hillocks, plains	• co-operative stores shops, bazaars
• fields, roads	• play grounds	• canals, tube wells	• cinema houses
• orchards	• gram Panchayat	• rivers, watershed and irrigation sources.	• railway station
• school buildings	• bus stops	• hospitals/primary health centers	• electric wires
• godowns	• common facilities like- bathing ghats, ponds, resting place for cattle	• sources of drinking water	• common lands
• rice/flour mills	• irrigation sources - check- dams	• residential quarters	• common property resources like the grazing grounds, pastures, wasteland, forests

Steps in Resource mapping

- ❖ Select a proper place
- ❖ Ensure participation of marginalized groups and women.
- ❖ Explain the purpose of the exercise
- ❖ Listen carefully to the participants' discussions
- ❖ Note down key points.
- ❖ Ask them to explain the map, including symbols, visuals and colors used.
- ❖ Ask them to discuss the problems and opportunities in keeping with the objectives of the resource map.



What ?

- A map of the village as drawn by the villagers themselves, depicting natural resources of the village

Why ?

- To gauge current location and status of resources: land water, water-bodies, forest, trees, crops, and commons.
- To depict land, hills, rivers, fields, vegetation beneficiaries/stakeholders to prioritize interventions

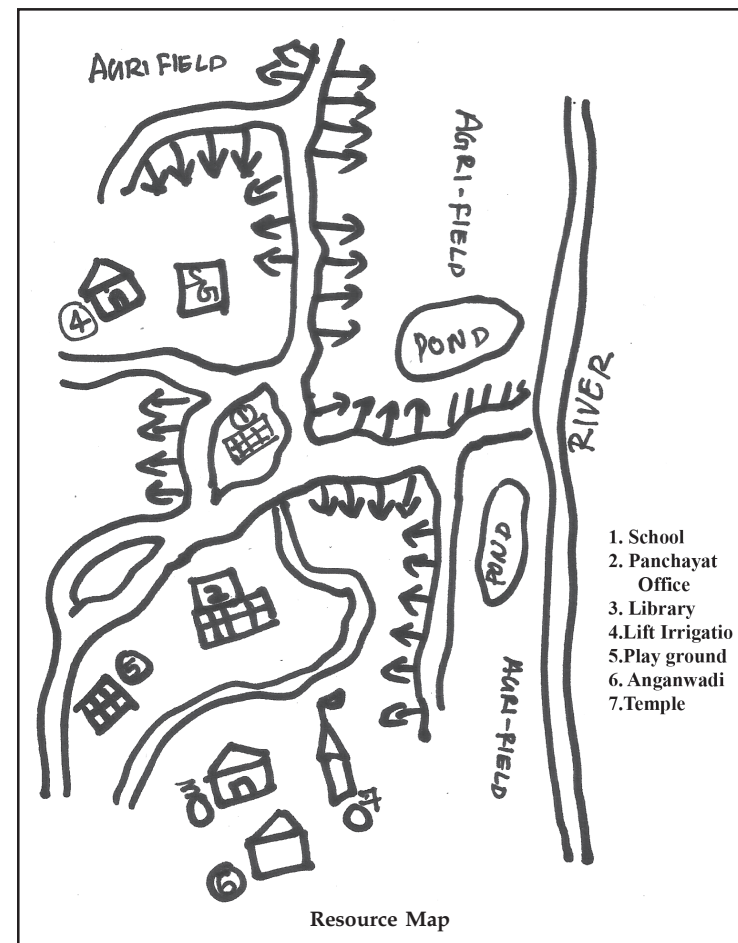
Applied where ?

- To plan, monitor and manage resources

How ?

- Identify participant group(s)
- Fix time and location for the exercise
- Facilitate the participant group drawing the map of their village depicting natural resources, hills, vegetation, water sources.
- Observe, listen and understand from the participant group
- Do not rush the process
- Transfer the map drawn on the ground onto the paper
- Triangulate

Map- IV

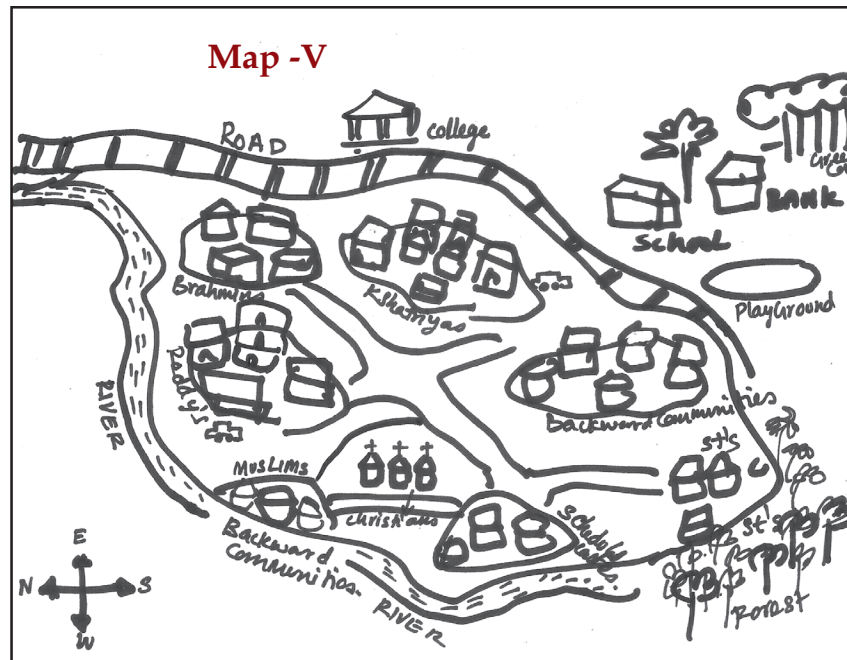


5b) Social mapping

A Social map gives a profile of the village and provides insights into its social aspects and people's social life. These include household structure, social categories, caste, religion, education, occupation, women-headed households, and infrastructure (schools, roads, hospital, post offices, etc.). It helps determine who lives where and how the community members interact with one another. (Map-V).

Social mapping that includes economic dimensions is known as Socio-economic mapping (Map-VI.)

Social mapping can also be thematic, focusing on infrastructure, sanitation, drinking water sources, health facilities and the like. For example, existing infrastructure is an important part of the social profile for say Facility/Social infrastructure mapping, Literacy mapping and Health mapping, etc. General social maps provide an "overview", while thematic ones help to focus on particular aspects.

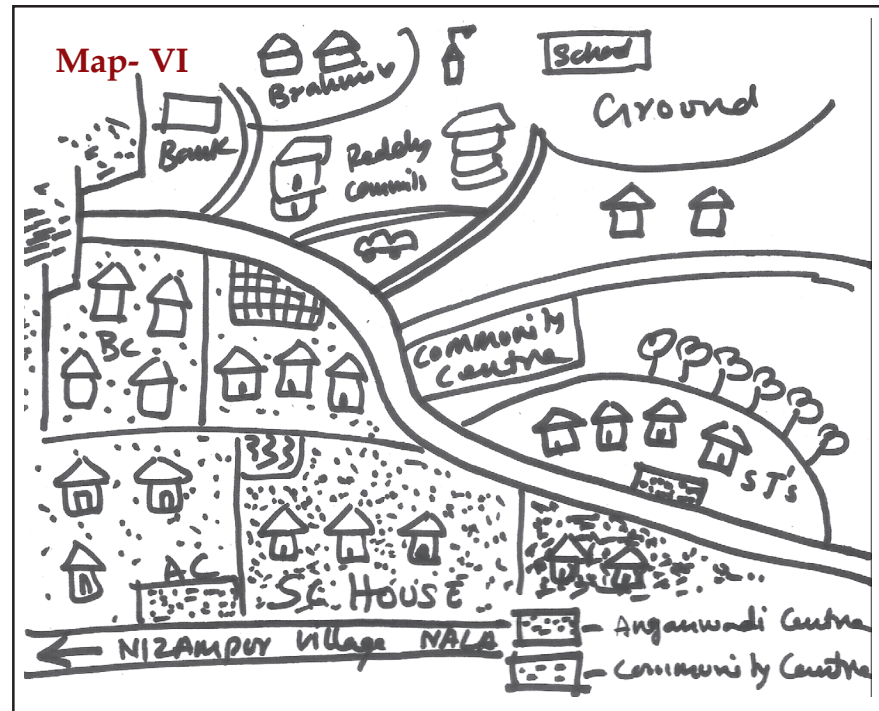


Social Map



The process of Social mapping

- ❖ Students can fix the location and time for the exercise in consultation with the local people and then invite them.
- ❖ Request them to start off by drawing prominent physical features of their locality.
- ❖ Watch the process carefully. Take notes in detail.
- ❖ Do not rush things. Let them have total control and take initiative. Have faith in them and show it too.
- ❖ Take proactive steps to involve those left out in the process.
- ❖ Your role is limited to facilitation.
- ❖ Once the mapping is over, ask some people to identify their houses in the map.
- ❖ Get the households numbered. It would be useful for gathering data later.
- ❖ Copy the map on a large sheet of paper.
- ❖ Triangulate the information generated with others in the locality.
- ❖ Indicate it on the map.



Socio-economic 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. It provides opportunity to the people to physically rank and re-rank their preferences as per the given criteria. This helps in better understanding of rural people's decisions concerning crop mix, employment, migration, storage of fuel, fodder, food, and health, among other things.

Assist or help villagers to identify the issues of interest which needs to be ranked. These issues can be either written down or represented symbolically or sometimes both.

Make sure that all criteria you list are according to the options to be prioritized, formulated from the same perspective, either positive or negative. If not, the quotes will reflect an incorrect basic assumption.

- ❖ List all the identified criteria in 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.

RST takes the following forms:

- 6a. Preference Ranking
- 6b. Matrix Scoring
- 6c. Pair wise Ranking
- 6d. Wealth Ranking

Preference Ranking

Preference ranking involves writing a set of problems/preferences/priorities as put forth and ranked by the participants (see for example Chart-IV). In Chart-V, the illustration depicts the choices made among seven identified causes of poverty. The overall rating reveals that landlessness is the most important cause of poverty.

This technique will help in understanding issues and perspectives relating to different communities and enable comparison of preferences of various groups.

Flow chart- 10

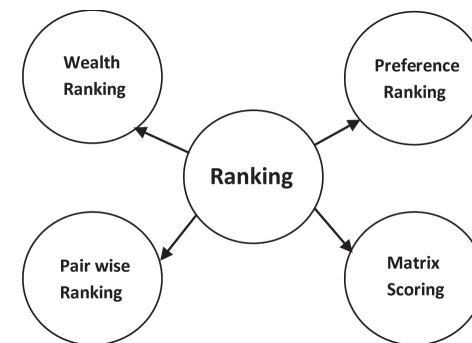


Chart-IV

Problem - Preference Ranking

Village Name District State
 Date

Persons/Problems	V. Prakash Farmer	Mallaiah PRI Worker	Narsaiyyah Farmer	Mallamma H.Wife	Rajaiah Labour	Srinivas Teacher	Rajamma H.Wife	Kumar Un-Emp.youth	Joseph Student	Md.Salim Labour	Total	Rank
D.Water												
Health PHC												
Sanitation Latrines												
Liquor												
Electricity												
Transport facility												
Education												
Grievance handling												
Credit and Banking facility												
Telephone + Telegram												
Marketing facility for Agri-Prod.												
Road Connectivity												

Conducted by: College name

Facilitators: Students group

Students Names 1. 2.
 3. 4.



Chart- V

Causes of Poverty-Preference Ranking

S.No	Causes	Mallaiah	Chandraiah	Narsaiah	Mallesh	Md.Salim	Points	Rank
1.	Landless							
2.	Illiteracy							
3.	Low Wages							
4.	immigration							
5.	Ignorance of schemes							
6.	Indebtedness							
7.	Gambling & Liquor							

Landlessness- Illiteracy- Indebtedness

Conducted by: College name

Facilitators: Students group

Students Names 1. 2.

3. 4.



6b. Matrix Scoring

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 when faced with multiple choices. Matrix scoring is ideal for students or for anybody who wants to obtain precise information on the relationship among different criteria and wish to rank only a few alternatives related to usages, preferences or priorities. For instance, in Chart-VI, there is ranking of various problems of villagers by the different groups/sections of villagers and the problems are prioritized. Matrix Scoring suggests that, contrary to the labels such as “unprogressive”, “backward”, “tradition-bound”, “conservative”, etc. attached to villagers, their choices quite often rational and efficient.

Why ?

- To understand preferences and the basis of preferences
- To identify priorities/relative rankings of various sources/resources

Applied where ?

- To identify key priorities of villagers on critical issues
- To identify key beneficiaries/stakeholders to prioritize interventions

What ?

- A ranking diagram where best option is finalized by the participant villagers by selecting amongst specified alternatives

How ?

- Identify participant group(s)
- Fix time and location for the exercise
- Present the set of items/objects to be rank ordered and also present the usages/criteria set to help decide.
- This will be a matrix of items as columns with usages as rows.
- Rows and columns in the matrix depend on the issues being prioritized.
- Ask the group to specify the ranks for all objects as per each criteria
- Total the no. of selections made against each item and rank order them
- Do not rush the process
- Prepare Matrix scoring diagram
- Triangulate



Chart - VI					
Matrix Scoring					
Species-Usage	Teak	Khair	Bamboo	Mahua	Eucalyptus
Timber	*****	*****	****	**	***
Fuel Wood	Nil	****	Nil	*	*****
Agricultural Implements	*****	****	Nil	**	**
Medicines	**		Nil	***	Nil
Score Total	14	13	4	8	10
Rank	1	2	5	4	3
Conducted by: College name Facilitators: Students group Students Names 1. 2. 3. 4.					

Scoring and Ranking

Assist or help villagers to identify the issues of interest which needs 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 prioritized, formulated from the same perspective, either positive or negative, otherwise the quotes will reflect an incorrect basic assumption.

6c. Pair-wise Ranking

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

In pair-wise ranking, students can ask villagers to simply choose between two given set of preferences or alternatives. This tool can be used to assess the relative importance of problems and solutions. Pair-wise ranking is often used as a means of prioritizing or ranking and is used to compare between two items and decide which one is the bigger problem.

- ❖ List all the identifying items down the column and at the same time across the first row or last row in the line of examples.
- ❖ 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.



Chart No - VII A

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 - VII B

Pair wise Ranking

Species usage	Teak	Sal	Bamboo	Mahua	Eucalyptus	Ranking Order
Teak	X	Teak	Teak	Teak	Teak	
Sal	X	X	Sal	Sal	Sal	
Bamboo	X	X	X	Mahua	Bamboo	
Mahua	X	X	X		Mahua	
Eucalyptus	X	X	X	X	X	

Ranking Order

Teak = 4
Sal = 3
Mahua = 2
Bamboo = 1
Eucalyptus = 0



7. Trend analysis

What ?

- A diagram reflecting the historical perspective of the villagers

Why?

- To identify current and future movements of a specific phenomenon
- To understand people's accounts of the past, of how things close to them have changed

Applied where ?

- Project Planning

How ?

- Identify participant group(s)
- Fix time and location for the exercise
- Facilitate the participants to explain ecological histories, changes in land use and cropping patterns, changes in customs and practices, changes and trends in population, migration, fuels used, education, health, credit.
- Probe them about the causes of these changes and trends.
- Observe, listen and understand from the participant group
- Do not rush the process
- Prepare /copy onto paper the Trend Analysis diagram
- Triangulate

- List all major activities during different seasons or different months, as identified by the communities.
- Relate the problems and benefits of the activity.
- Formulate plan as per the needs assessment.
- Find detail trend analysis in seasonal calendar in Pg -53 & 54.



8. Livelihood analysis

Agriculture, livestock, forests and non-farm activities like traditional skill-based occupations, caste-based occupations and petty business are the main livelihood options of the rural people.

The livelihood analysis comprises:

The focused analysis of livelihood options 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 standpoint of policy intervention. The seasonal and other

variations in employment, wages, market demand and availability of natural resources, raw materials have a significant impact on the well-being of agricultural communities, self-employed artisans and other non-salaried people. The study of coping strategies in times of varied crises is an integral part of livelihood analysis. Although Pie diagrams are very popular for analyzing livelihood pattern, other methods also can be used. For example, seasonal diagramming, wealth ranking, social mapping, trend analysis, livelihood and food availability flow charts helps to draw the total livelihood analysis.

- ❖ Listing of main livelihood options
- ❖ Description of livelihood options
- ❖ Relative share of livelihood options – pie chart
- ❖ Resource base for livelihood options
- ❖ Livelihood constraints, problems and returns
- ❖ Gender issues in livelihood options
- ❖ Livelihood systems and strategies.



a) Pie Chart

Pie diagrams are the most commonly used methods of livelihood analyses for a variety of purposes, which includes, determining 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 and the like.

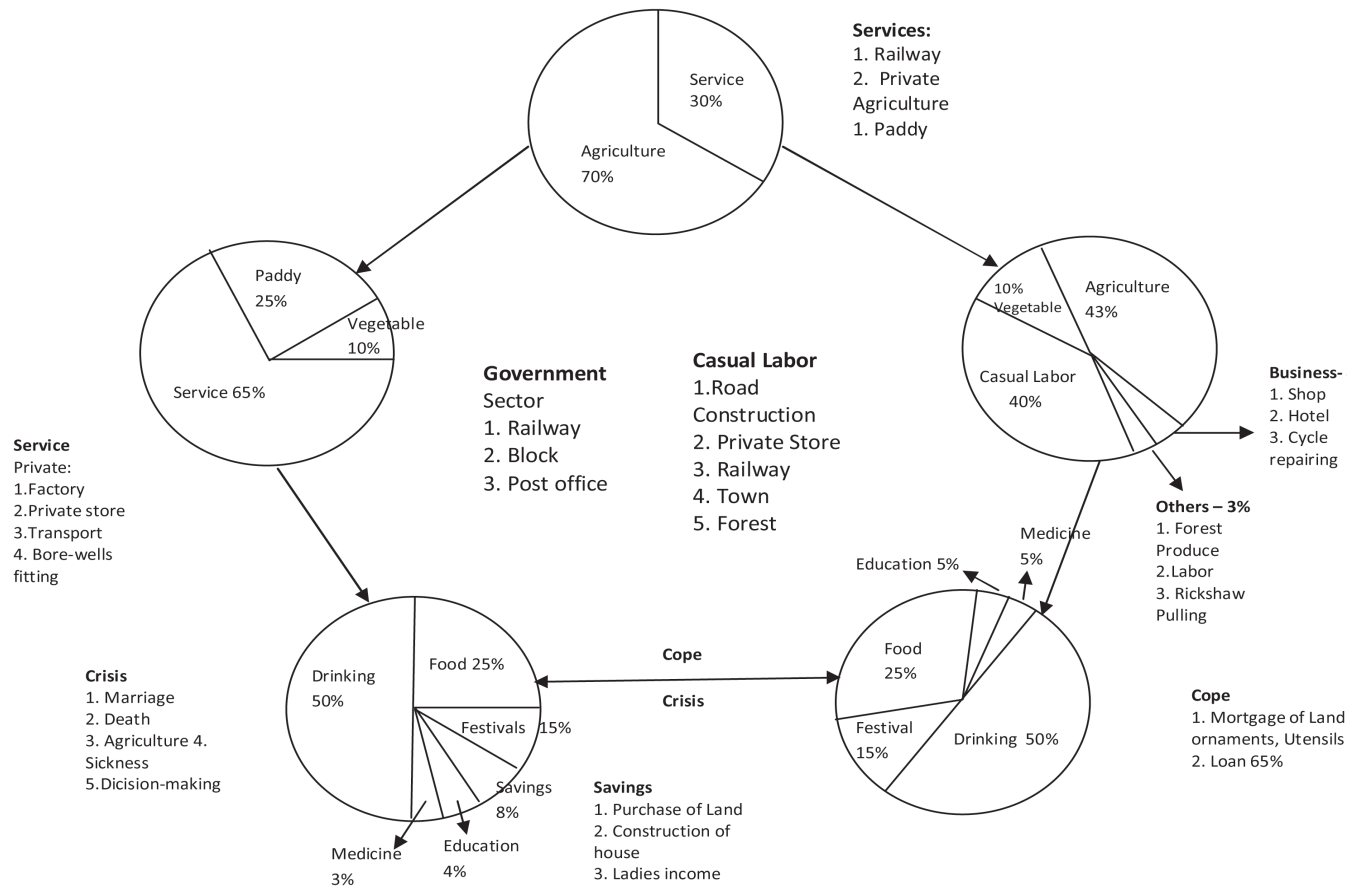
Steps to analyze the livelihood pattern

- ❖ First determine the household(s), individual(s) and group(s)
- ❖ Students can explain the purpose of the exercise and can seek villagers' consent.
- ❖ Making a checklist of issues that students want to probe.
- ❖ Students can help village folks to list sources of income and expenditure, occupational pattern land use, cropping pattern and so on. Also you can Help them to prepare a pie diagram pertaining to the aspect(s) of livelihood analyses that they are examining in that particular village.

Students can ask villagers to discuss their outputs and learning.



Chart - VIII
Pie Chart
Livelihood Analysis



Village Name ----- District ----- State ----- Date -----



b) Seasonal Diagram / Calendar

To assess the product flow, agricultural operations, livelihood options, prevailing diseases, service delivery and various other analyses across different seasons or months, Seasonal Calendar plays a crucial role. This tool can be helpful for students to monitor or evaluate the programme, understand the ways of service delivery, and assess needs.

The livelihood options of the people are connected to the crop cycle, which is linked to the season. Seasonal variations and sudden climatic conditions influence village economics and financial status.

What ?

- A diagram reflecting the perceptions of the local people regarding seasonal variations and their impact

Why?

- To appreciate and learn about seasonality dimensions in village

Applied where ?

- Project Planning
- To decide as to when to provide interventions

How ?

- Identify participant group(s)
- Fix time and location for the exercise
- Facilitate the participants to explain ecological histories, changes in land use and cropping patterns, changes in customs and practices, changes and trends in population, migration, fuels used, education, health, credit.
- Probe them about the causes of these changes and trends.
- Observe, listen and understand from the participant group
- Do not rush the process
- Prepare /copy onto paper the Trend Analysis diagram
- Triangulate



Chart - IX Seasonal Calendar- Work share												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Women												
Cooking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Caring for children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Doing household chores	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Helping in Farming	✓	✓	✓	✓	✓	✓	✓				✓	✓
Men												
Farming	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cattle rearing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Labour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Helping at home	occasionally											
Children												
Going to School	✓	✓	✓	✓				✓	✓	✓	✓	✓
Helping at Home	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Helping in Farming	✓	✓	✓	✓	✓	✓					✓	✓
Analysis												



C. Livelihood Flow Chart

One of the key objectives of the Village Visit activity for students is to develop an understanding of the livelihood options so that their flow can be plotted with the aid of a diagram known as the Livelihood Flow Chart (LFC).

For this, students can involve the villagers. The ground or flip charts supplied can act as the canvas. The villagers may use sand, colors, colored chalk or other locally available material. The students group may help the villagers in drawing.

The Livelihood Flow Chart is primarily a group exercise. Students can help the villagers to form the groups on the basis of educational status, occupation, experience, age, sex and the like. Each group can divide its functions into the tasks of the Anchor, Facilitators I&II and the Observer. Care needs to be taken not to form groups based on social lineage or class.

Table No. - 6

Check list for Livelihood Flow Chart Seasonal variations in Employment	
❖	Availability of food grains.
❖	Buffer stock
❖	Dependency on common properties
❖	Migration
❖	Borrowing of money

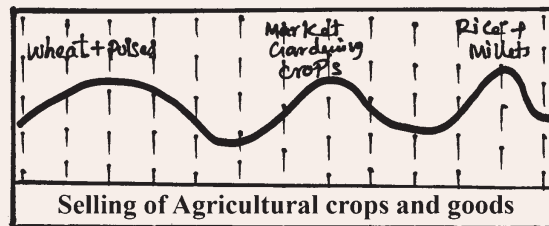
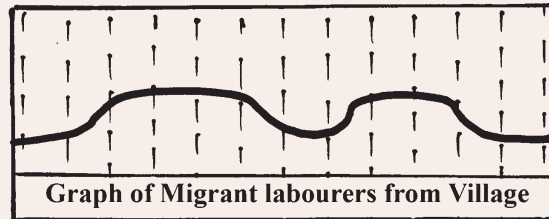
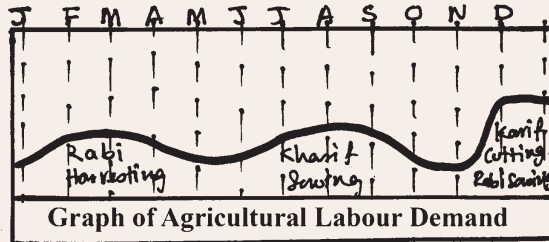
Different kinds of LFC can be drawn in terms of the cropping pattern, seasonal labor demand, non-farm activities, wages in the village, migration to nearby urban areas and the like. Livelihood Flow Chart can, for example, provide a seasonal analysis of diseases in the village.



Chart - X

Livelihood Flow Chart

Village Name District State Date



Conducted by: College name

Facilitators: Students group

Students Names 1. 2.

3. 4.



d. Food Availability Chart (FAC)

There can also be a Food Availability Chart (FAC) of the village which demonstrates the food availability during different seasons. For this, the students can divide the population into those having access to food round the year and those who suffer seasonal deprivations. With FAC students can draw up to show, at a glance, availability of food stocks, staple food in different months, total food grains marketed from this village, food grains supplied through the Public Distribution System, supplemental diets from the produce of the Common Property Resources etc.

Chart - XI												
Food Availability Chart												
Village Name District State Date												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Rice												
Wheat/Godhumalu												
Milo/Jonnalu												
Millet/Sajjalu												
Pulses and cereals												
Fruits												
Wild fruits												
Vegetables												
Conducted by: College name Facilitators: Students group Students Names 1. 2. 3. 4.												



9. Chapati or Venn Diagram

What ?

- A diagram depicting the importance of groups/institutions as perceived by the villagers

Why?

- To identifying individuals and institutions important in and for a community
- To conceptualize the relative strengths and weaknesses of relationships among key stakeholders

Applied where ?

Project evaluation
Institutional analysis

What ?

- Identify participant group(s)
- Fix time and location for the exercise
- Draw a big circle in the centre – standing for the village
- Provide circles (paper) of different sizes to the participants
- Facilitate the participants to select, label and place the circles with ref. to the big circle drawn on the ground representing the community.
- Observe, listen, understand and discuss with the participant group
- Do not rush the process
- Prepare /copy onto paper the Venn diagram (Chapati diagram)
- Triangulate

Chapati/Venn Diagram is very useful and effective visual representation method of the role or presence of individuals or institutions and their importance in the perception of the village participating group describing relationships of institutions/ individuals with the rural community.

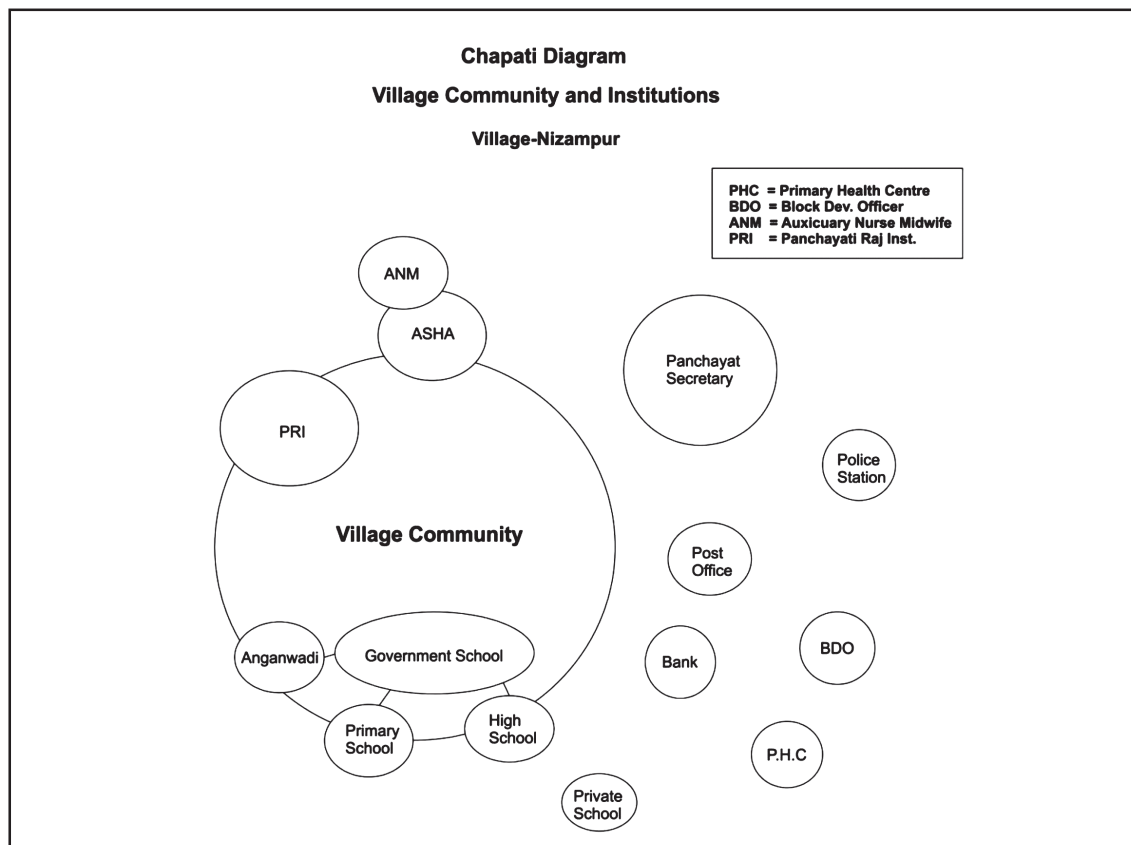
In this, circles of different sizes represent different individuals or institutions. Big circle drawn at the centre represents the participating group or the village community. The different small sizes of the other circles represent the individuals/institutions. According to the importance of their role in terms of decision-making is denoted in the placement of the circle either in distance or near or very close or Overlapped to the main big circle that represents the Village community at large. Large overlapping signifies a greater degree of interaction; whereas, small overlapping denotes lesser interaction. Where it is missing altogether,



there is no interaction. Where the circles are separate and far off, it means that the individuals/institutions are not in contact with one another. Where they merely touch, it means that they are in contact and some exchange of information does take place.

Amongst other things, a Venn representation could show proximity of relations, kind of communication, influence that they exercise 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.

Chart - XII



10. Impact flow analysis

What ?

- A diagram depicting the primary and secondary impacts of any intervention/ asset as perceived by the villagers

Why?

- To assess the impacts (favorable/ unfavorable) of interventions

Applied where ?

- Project Evaluation
- Impact analysis

What ?

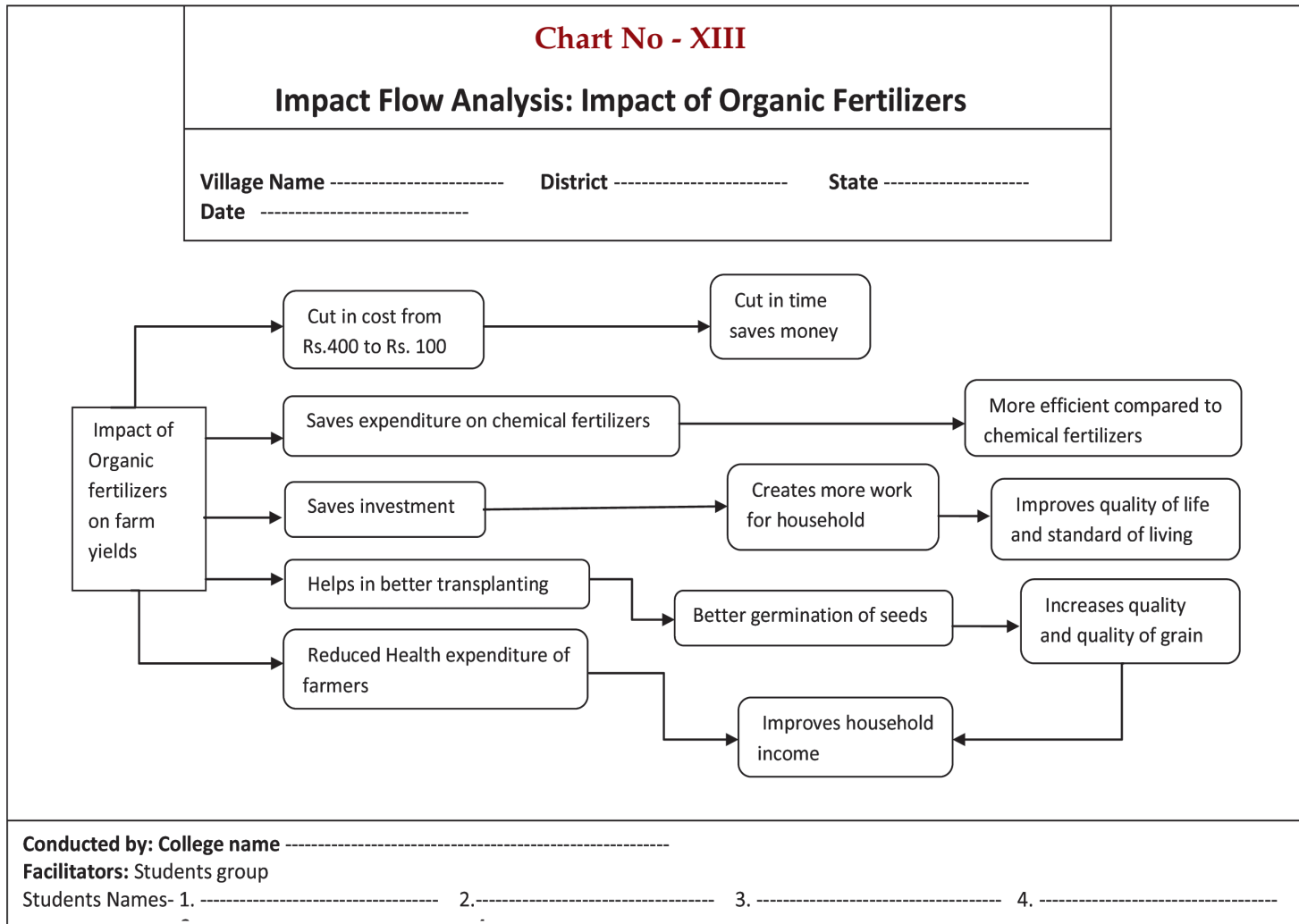
- Identify participant group(s)
- Fix time and location for the exercise
- Probe and draw out responses regarding the impact of an intervention
- Identify both primary and secondary impacts
- Observe, listen and understand from the participant group
- Do not rush the process
- Prepare the Impact flow diagram
- Triangulate

Impact flow analysis is another key type of the flow diagram. It mirrors the effects of any activity, whether favorable or unfavorable on the local communities. It helps in analyzing a chain of impacts of any event, activity, asset, etc by showing the impact point and the linkages established (or disrupted) as a result of interventions made.

The impact of any activity or asset can be determined by asking whether that activity or asset has made any difference in the day-to-day living and livelihood options. Once the impacts are listed, using the lens of “why”, “what”, “which/who”, “how”, and “how much”, “where” and “when” can be used for deeper probing and listing of follow-up impacts, if any.



In Chart-VIII, five beneficial impacts of Organic fertilizers on different aspects of livelihood are listed.



PART-II

Focus Group Discussion

Issue-based study

After completion of general PLA exercises, Students can go to the next level of specific focus areas of study.

Focus Group Discussion is a methodology, whereby small groups are enabled to focus on a subject of their choice, with members articulating their views on it. The idea is to enable the participants to come up with diverse or unanimous opinions.

- ❖ It may be homogenous, heterogeneous or both; depending upon issues taken up. For instance, if it is about wages; an exclusive workers' group would articulate only livelihood support or the adequacy of the wages; whereas, an exclusively landlords' group will link wages to issues like productivity, market prices and the nature of the production process, among other factors.
- ❖ The size of the group is important. The results are best when the group comprises 5-6 persons.
- ❖ The role of the facilitator is limited to keep discussions on the right track.



Illustration No. - 4



Illustration No. - 5

- ❖ Recording of the discussions is very important. At least 2-3 facilitators need to be engaged in taking notes of the discussions.
- ❖ While facilitating the discussion you can also take help or engage the educated youth from the village to take notes. In this way the village youth can also be involved actively. When every member of the village from young to adult and to the elderly understand the problems of the village or the current status of the village in terms of development, it will be more easy for a village to work united towards problem solving approach, solutions and achievement.



The Focus Group Discussion, FGD can be used to analyze an issue, establish the trend, or articulate the viewpoints of particular groups.

For the Village Visit Programme, the themes set in advance are indicative. Other issues or institutions may also be of value. In general, the areas of focus are:

1. Education
2. Health
3. Panchayati Raj Institutions
- and 4. Poverty

1. Education:

Ascertain the literacy level, school attendance, learning curve, teacher attendance, functioning of the mid-day meal programme, condition of school building, facilities in the school, desire among students to pursue higher studies, functioning of the parent-teacher association, etc.

Chart - XIV													
Reasons for Dropout from School (Girl Child)													
Village Name District State..... Date													
Reasons/ Category	Mother			Father			Teacher			Sarpanch	Others	Total	Ranking
	G	B	S	G	B	S	G	B	S				
Work at home													
Early Marriage													
Parents Illiterate													
Difficult to find educated Bridegroom													
To take care of younger siblings													
School Fee													
Reasons for Dropout from School (Boy Child)													
Reasons/ Category	Mother			Father			Teacher			Sarpanch	Others	Total	Ranking
	G	B	S	G	B	S	G	B	S				
Work to earn													
Early Marriage													
Parents Illiterate													
Distance of school													
Economic conditions of Parents													
School Fee													
Conducted by: College name													
Facilitators: Students group													
Students Names- 1. 2.....													
3. 4.....													



Chart - XV

Reasons for Non-enrollment

Village Name District State..... Date

Reasons/Category	Mother	Father	Teacher	Sarpanch	Elderly Persons	Others
Poverty						
Distance						
Child Labor						
No use for Education						
Cost of Schooling						
Household engagement						
Illiteracy of the Parents						
Untouchability						

Conducted by: College name

Facilitators: Students group

Students Names 1. 2.

3. 4.

Suggestive Issues for enquiry

- ❖ Literacy rate
- ❖ Status of enrolment
- ❖ Reasons for non-enrolment
- ❖ Reasons for drop out
- ❖ Learning achievement
- ❖ Girl child
- ❖ Right to education
- ❖ Incentives
- ❖ High school
- ❖ Parents and community



2. Health:

- ❖ Ascertain people’s perception of the government’s health care programme. This includes information about quacks or Registered Medical Practitioners operating in the area.
- ❖ Knowledge of indigenous medical systems
- ❖ Epidemics that have affected the village and attempts made to control them.
- ❖ Treatment provided for major diseases.
- ❖ An account of water-borne and sanitation-induced diseases.

Chart - XVI												
Seasonal Health Calendar												
Seasonality with Scoring												
Village Name District State Date												
Diseases-Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Malaria												
Diarrhea												
Typhoid												
Dengue												
Cold & Whooping Cough												
Skin Diseases												
Conducted by: College name Facilitators: Students group Students Names 1. 2. 3. 4.												



Health: Suggestive Issues for enquiry

- ❖ Perception of health and diseases
- ❖ season related diseases
- ❖ water and sanitation induced diseases
- ❖ about necessary safe drinking water and sanitation
- ❖ access to health care
- ❖ reasons for under utilization of health services
- ❖ health care programs and utilization barriers
- ❖ people feedback on quality of services

3. Panchayati Raj institutions

The functioning of Panchayati Raj institutions (PRI) 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 students sub group can concentrate on a selected few issues like attendance in the Gram Sabha, duration of the meetings, issues covered in the Gram Sabha, Gram Panchayat, participation of Sc, St, OBC, Women and others in the Gram Sabha meetings, domination by interest, groups, and participation of common villager in the decision making process, Training.

PRI's - Suggestive Issues for enquiry

- ❖ Gram Sabha: Number of meetings held during last one year, participation of various socio-economic groups, caste, sex, religion
- ❖ Decision making
- ❖ Domination by various socio-economic groups/individuals
- ❖ Gram Panchayat: Elections, functioning of gram Panchayat, corruption decisions, Panchayat affairs
- ❖ Training, Accountability, planning
- ❖ Role of women



4. Poverty

The essence of village life is its community feeling. Those who are relatively well-off in village can be asked to identify the causes of poverty. For, it will be worthwhile to compare their perception with that of the poor. The glaring deviations will also need to be explained.

The responses provide leads 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 the case of land, the group may be asked to identify the reasons why they do not have land and how the situation could be remedied. Also, know how their land base could be augmented.

Wealth Ranking/Mapping

Students can use Wealth ranking tool to understand relative wealth within a specific area and community. It is also used as a tool to support an analysis of the social standing and conditions of certain groups among 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. However, wealth ranking puts the people into different categories according to their wealth. The overall Wealth ranking will indicate the economic status of the household. 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.

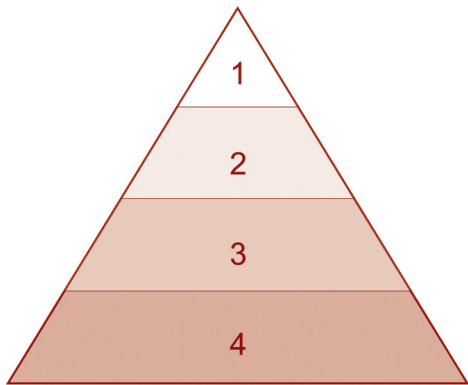
Even among landholders, the quality of land, its irrigation status, distance of the land from the village and a host of other factors play an important role. A non-farm laborer is traditionally better off than the farm laborer. A migrant worker likewise is better off than a resident farm laborer. At the top of the pyramid, stand the service holders or those having proximity to the political structure, traders, businessmen and middlemen.

The villagers' concept of poverty is important for this study and with caste based. land base perspective, gender perspective on poverty is also important.

Among 'poor', there could be a further four-fold classification: indigents, very poor, poor and not so poor. The 'indigent' 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 1,000 calories or less. The 'very poor' are those who are malnourished but not within starvation zone. They would be consuming around 1,000 to 1,400 calories. The 'poor' are those whose consumption varies according to the livelihood flow chart and are definitely not within the starvation zone. They would be consuming at times around 1,400 to 1,800 calories. The 'not so poor' are those who consume around 2,400 as per the LFC. Such persons may not be starving, but they are definitely neglecting vital consumption on other items like clothing, medicine, education.



1. Rich-Landlords, Traders, Businessmen.
2. Middlemen, land owners, Middle income group.
3. Low income group, no land, daily wage labors.
4. below poverty line, very poor, no land and no work

Poverty Suggestive Issues for enquiry

- ❖ Poor people perception of poverty
- ❖ Timeline for village poverty for the last 40-50 years
- ❖ MGNREGA
- ❖ Assessment of the government schemes like NSAP: Pension Schemes of Old age, Widow and Disability pensions family beneficiary Schemes
- ❖ Impact of Public Distribution System
- ❖ Gender perspective on poverty
- ❖ Poverty Alleviation Programs
- ❖ Income profile of a poor person










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



Chart - XVII

Wealth Chart

Village Name District State Date

Socio-Economic Groups	Assets	No. of Households	Other Descriptions
			Large land owners, many costly sarees (Women's dress), gold ornaments, Television, more income and power, eat good food three times a day, lesser no. of family members (2-3).
			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/cart puller.
			No ownership of land, live in others land, eat only once a day, possess one saree, work as daily wage labour or maid.
Better-off Households	Poor Households	Poorest Households	

Conducted by: College name

Facilitators: Students group

Students Names 1. 2.

3. 4.

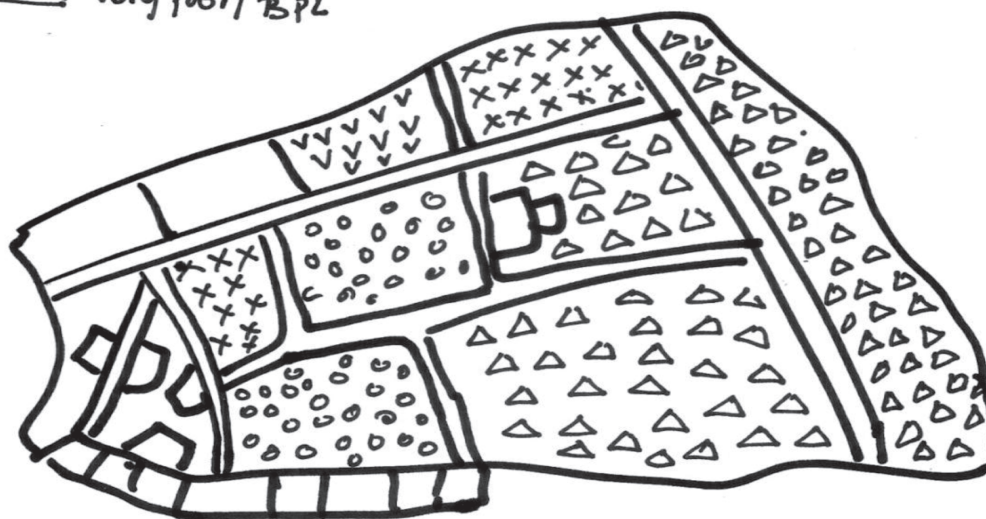


Map No - VII

Wealth Mapping

Village Name District State Date

- △△ - RICH
- - Middle Income Group
- ××× - Low Income group
- ∨∨∨ - Very poor / BPL



FIELDS OF _____

Conducted by: College name

Facilitators: Students group

Students Names 1. 2.

3. 4.



PART- III

The Interview schedule

To understand the rural realities, students can use methods of PLA and Focus Group Discussions for the Interview schedule.

The interviews can take the following forms:

1. The individual interview: Get information about society and various issues of the village from individual informant. Students can ask them one at a time and assemble the whole picture.
2. The key informant interview: Get specialized information from one or group of persons about the community
3. Group interviews: 8-15 people is the Ideal group which is useful for obtaining general information, better for cross-checking information



Illustration No. - 6

Guide to interviews

- Formulate open-ended question and themes for discussion
- Decide in advance, after due consultation with the villagers, whether the Student team will stand or sit on chair with the informant/interviewee/group sitting on the ground
- Start with the traditional, locally popular greeting
- Explain who you are. Describe the purpose of your visit do not imply any promise
- If the potential informant is busy, ask when it would be appropriate to return
- Spend some time in casual conversation
- Use simple questions with simple idea
- Explore what farmers think about the theme
- Allow two-way communication
- Use the six types of lenses: What? Why? How? Who? When? Where?
- Deal with somewhat sensitive issues only after confidence is built.



- Do not interrupt each other
- Ask one question at a time.
- Write things down/record during an interview after taking permission from your informants

Table No. - 7

Do's	Don'ts
Explain properly the purpose of the interview	Start every interview with a customary greeting
Have a mental check-list	Go to where the informants are working sitting/talking
Use local language	Make notes everywhere possible
Don't intimidate people, especially the illiterate	Don't take long interviews so that people get tired/bored
Don't summon people to you	Don't allow discussions to go off-track
Don't ask too many Yes-No questions	Don't ask questions on sensitive/offensive issues

ACTION PLAN

One of the basic objectives of the Student Study Group is to draw a conclusion regarding the issue to be covered as per the Issues Guide. If the villagers feel very strongly about any issue that has not been mentioned in the Issue Guide, the village level sub-group can go into it in detail and include the same within the scope of the study.

The anchor and the facilitators need to try to get the discussion to end up with definite conclusions. Otherwise, the sub group will do well to leave the discussions inconclusive and try to draw their own conclusions.

The Action Plan need to be such that the villagers themselves can implement it. Outside intervention, if needed, can be ensured by handing over a copy of the Action Plan to the district authorities.

The whole village level group/sub-group need to be involved for finalizing the Action Plan and the outcome of the exercise will be written in the consolidated Rural Immersion - PLA report.



Chapter - III

Case Studies

Case studies help students in reviewing their reports and they can draw from them to better understand PLA exercises and their reporting methods. As part of MGNCRE internship studies, several students conducted PLA exercises in villages throughout India.

Case Study 1

Kolavada Village – the Problem of Dropout Students

Introduction: Participatory Rural Appraisal (PRA) helps a researcher to understand the lives of the villagers, their needs and various dynamics related to it. Kolavada village has utilized facilities such as PDS, households, Gram Panchayat, hospital, market, road connectivity, water resources and agriculture facilities etc. The use of these facilities in the village indicates the living conditions of the villagers. A unique feature of the village is that people live in nuclear families. Some of the positive aspects of the village are equality among different castes, respect to women and their position, and unity among villagers. The PRA exercise explored the reasons behind school drop outs in rural areas. The

Table No. - 8	List of PLA Activities
1.	Transect Walk
2.	Social Mapping
3.	Resource Mapping
4.	Services and Opportunity Map
5.	Seasonal Map
6.	Human Resource Map
7.	Daily Activity Schedule
8.	Trend Analysis
9.	Time Line
10.	Participatory Census Method



perception of the parents and the view of their children were studied to find out possible reasons of drop outs of children from school. The main reason given by all respondents for this was poor economic condition of the family which restricts parents from continuing their children in the school. Other reasons were lack of interest on the part of the children, student failure in class, being out of station and migration.

Table No. - 9 SWOT Analysis of Kolavada Village

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> i. Availability of tubewells ii. Public Distribution System (PDS) iii. Ayurvedic hospital facilities iv. 100 bed facilities for patients v. One Public Health Center (PHC) vi. Shops vii. Industrial land for growth viii. Large population ix. Land available in plenty of Forest area 	<ul style="list-style-type: none"> i. Lack of interest of drop out students to go back to school ii. Lack of community involvement 	<ul style="list-style-type: none"> i. Health facilities ii. High rate of job opportunity in Gujarat Industrial Development Corporation (GIDC) iii. High production in agriculture iv. Resources available v. Road connectivity 	<ul style="list-style-type: none"> i. High rate of drop outs of girl students ii. Poor road facilities iii. Job insecurity in Gujarat Industrial Development Corporation (GIDC)



Access to Education

There are four government schools and two private schools in Kolavada. They are all situated in different localities. There are four primary schools, a high school and a higher secondary school. Two schools are for girls with total strength of 354. This means that the village has focused on the priority of girls' education. All schools have all the basic facilities such as toilets, playground, classrooms, blackboard, and teachers etc. All government schools are providing free education, mid-day meals, books, and uniforms under the RTE Act 2009. Some of the schools are located on the village boundary. Chamunda Pura School is underdeveloped compared to the other three government schools. This school, located in a forest area, does not have proper classrooms and proper playground.

Key Findings:

Education is a basic human right and fosters economic development and human development (Okidi et al., 2004). Achieving Universal Primary Education is a common target set out in the Education for All and in Sustainable Development goals. India is also committed to achieving the aim of Universal Education. The government is trying to attempt to achieve the goal but still millions of students remain out of school due to various reasons and do not take advantages of education. There are many reasons for dropping out of school but they may be mostly classified into two categories -

- those internal to the education system and
- those external to the educational system

The external factors are those factors within the child's socio-cultural milieu. Of these, the economic and social condition of the family is the single most crucial variable affecting drop outs along with many other factors. The school itself as an internal factor, its impoverished facilities, and pedagogical methods may affect the child's schooling experiences and influence drop outs.

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Case Study 2

PRA Exercise in Kakarahiya Village, Kashi Vidyapeeth Block, Varanasi District

Introduction: The current study embodies the complete Participatory Rural Appraisal (PRA) exercise conducted in Kakarahiya village, Kashi Vidyapeeth block of Varanasi district in Uttar Pradesh. The study was done with the following objectives -

1. To identify the natural, human and economic resources of the village
2. To identify the village problems and prioritize them with the help of the villagers
3. To prepare an action plan for agricultural development of the village
4. To identify the village amenities available in the village
5. To inquire about the socio-economic status of the families living in the village
6. To assess the status of infrastructural facilities
7. To discuss the demographic profile and way forward for development of amenities and rural communities

Methodology: At the initial stage of Participatory Rural Appraisal (PRA) exercise, a meeting of the men and women of the village along with the Pradhan, Vice-pradhan, and the village secretary was conducted in the village for building rapport.

Tools and Processes Used during the Activity

Ten techniques were used to conduct the Participatory Rural Appraisal of the village.

About the Village: Kakarahiya is a small village located in Kashi Vidyapeeth block in Varanasi district, Uttar Pradesh. It is located 7.8 km from Maduadih, 15 km from District Headquarters Varanasi, and 100 km from the state capital, Lucknow. The village is divided into four hamlets. It is situated on upland and has a total geographical area of 45.45 hectares. Kakarahiya is administrated by Pradhan (Head of Village)



who is the elected representative of village. The village has a population of 1,099 of which 588 are males while 511 are females as per Population Census 2011. The population of children in age group 0-6 is 154 constituting 14.01% of the total population of the village. Average Sex Ratio is 869, which is lower than Uttar Pradesh state average of 912. Child Sex Ratio as per census is 1053, higher than Uttar Pradesh average of 902. The village has higher literacy rate compared to Uttar Pradesh. In 2011, the literacy rate was 76.83% compared to 67.68% of the state. Male literacy stands at 77.55% while female literacy rate was 52.83%. Also, 90.4% and 72.6% of the boys and girls respectively in the age group of 0-18 are literate. This increase in literacy level of girls indicates that the villagers are now concerned about the girls' education. This increase is mainly due to the programs launched by the government. Out of total population, 687 were engaged in work activities. 43.52% of the workers describe their work as main work (employment or earning more than eight months in a year) while 56.47% were involved in marginal activity providing livelihood for less than six months annually.

Table No. - 10

Key Study on

Social Mapping	Social Structure
Resource Map	Composition of Land
Migration	Infrastructure
Roads	Electricity
Communication	Education
Health in the Context of Anganwadi Centre	Sanitation
Defecation	Skill Related Services
Services Related to Credit	Opportunities Available
Livelihood	



Findings of the study: Primary and secondary data was collected which was used for preparing community map, resource map, trend lines for forest cover, population, seasonal calendars, timeline and a list of institutions or groups working in the community.

Recommendations:

- Construction of link road
- Health Centre in Panchayat and nearby Panchayats
- Bore wells for irrigation
- Watershed development and rain water harvesting
- Encouragement to integrated farming system including bee keeping, poultry, fisheries, dairy, horticulture, floriculture and other allied activities
- Encourage farmer-producer organisations and create forward and backward linkage for agricultural produce
- Special provision for crop insurance to beneficiaries of farmers
- Provision for overhead water tank to each household for fresh drinking water
- Better focus on training for encouragement of organic farming and also for use of organic manure
- Construction of Panchayat Bhavan
- Promote SHG training
- Promote microfinance

Conclusion:

The PRA exercise in Kakarahiya identified issues; studied opportunities to generate income and sustain livelihood; uplift living conditions; and improve health, sanitation, employment generation and capacity building of the village community.



- The Resource Map and Transect Walk bring to the fore the unconstructed link road, literacy levels and awareness about different government programmes. The most worrisome aspect is the callous functioning of Gram Panchayat and the absence of Panchayat Ghar, hampering local governance.
- The Social Map emphasizes on village community gatherings. The villagers' lives are interwoven and have harmonised relationships among the different castes as well as with nearby villages.
- The Historical Timeline demonstrated the development of infrastructure in the last five years through proper implementation of different government programmes.
- The Seasonal Calendar reveals that agricultural productivity has come down gradually in the past decade.
- Rice cultivation has been severely affected by diseases, pests as well as stray animals.
- Cultivation of pulses, maize, and also musk melons and water melons has also been battered for ages due to stray animals.
- Non-availability of bore wells and irrigation facilities has been increasing the cost of production and making the farmers part of a vicious cycle of crisis.
- Services and Opportunity Map highlights the absence of a health centre, posing grave concerns about health and lives, especially in cases of emergency.
- High rate of girls' dropout in higher education has been observed owing to the absence of facilities for higher education in the panchayat and nearby localities.
- PDS is in good working condition.
- Opening of a new Union Bank mini branch in the village has helped the farmers and their beneficiaries to experience the different benefits of the different government schemes.

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Appendices

Appendix-I

Consolidated Rural Immersion Report Rural Immersion Program

Date:

State :

District :

Block :

Village Name :

Village Level Sub-Group Leader :

Group Leader :

S.No.	Name of the Student	Roll No.	Topic
1			
2			
3			
4			
5			



Table No. - 11 Students Rural Immersion Report: Structure and Contents

Chapter	Contents
I. Study Methodology and Approaches	<ul style="list-style-type: none"> • Village as part of a Block, Division in the District • Its special features and importance. • Describe village and its surrounds. • Location, history, changes in village time to time • Walk through experience of (Transect Walk and diagram)
II. Village Demography	<ul style="list-style-type: none"> • Population: characteristics (total, caste, tribes and sex-wise) as per 2011 Census and at the time of Rural Immersion, household. • type of residence, castecomposition (Social Map)
III. Village Physical Infrastructure	<ul style="list-style-type: none"> • Network of roads, drinking water sources, Primary Health Centre, sub centre,clinics and Post-Office. • Phone connectivity, connectivity and supply of electricity, school building, Anganwadi building, community centre, Panchayati Building, common property resources, shops, local agriculture market, marketing facilities.
IV. Village Education and Socio-Economic conditions	<ul style="list-style-type: none"> • Education and literacy, status of enrolment, reasons for non enrolment, reasons for drop out, learning achievement, girl child, Right to education, Incentives, High School, Parents and Community.
V. Village Health and Socio-Economic conditions	<ul style="list-style-type: none"> • Profile of Health and diseases season related diseases, access to health care, reasons for under utilization of health services, barriers, and people feedback on quality of services.
VI. Village Leadership	<ul style="list-style-type: none"> • Gram Sabha, Gram Panchayat, participation of SC, ST, OBC, Women and others in the Gram Sabha meetings, domination by interest, groups, and participation of common villager in the decision making process, Training.
VII. Village Economy: Poverty	<ul style="list-style-type: none"> • Villagers perspective of Povert, unemployment, Gender Poverty livelihood of people.
VIII. Village Action Plan	<ul style="list-style-type: none"> • Learning from Participatory Learning and Action exercises. • Action Plan (as per the villagers).



Appendix II

Before embarking on the field study, you can reflect on the following questions to be asked as part of a Rural Immersion Programme. Getting answers for these questions should be taken as a challenge and be considered as vital inputs in the final report findings.

Social Significance of the Village

1. In what respects does configuration of the village under study differ from the surrounding urban areas?
2. What changes have occurred in the structural pattern within the last twenty-five years?
3. What is the social significance of such changes?
4. What are the effects on the people in the area?
5. What is the density of the population?
6. What was the original pattern of settlement? How has it been modified?
7. What social adjustments have the various village groups made to each other?
8. What conflicts have arisen and how have they been met?
9. What rise or decline in population has been noted in the area over the last 10 years? What are the reasons for increase or decrease? What is the significance of this change in the life of the groups in the area?
10. What socio-economic groups occupy the outer fringes of the area?

Social Contracts

11. What contracts are maintained by them? What is the significance of such contracts?
12. What trade centers exist in the area? How adequate are they in serving the local groups?
13. What means of transportation are used by the village?
14. What psychological, sociological traits characterize the village groups?
15. What social relationships are maintained by their members?



16. What changes have occurred in their social contracts over the last 10 years? What are the effects of such changes?
17. What social standards are maintained by the rural people?
18. To what extent is there an attempt to imitate urban standards?

Social Control and Isolation

19. To what extent have conflicting cultural values risen?
20. What are the effects of such conflicts?
21. What are the social attitudes of the younger and older generations towards traditional rural life?
22. What are the social consequences of village conflicts? How are these conflicts reconciled?
23. What changes have traditional patterns undergone? Why?
24. To what extent is the area socially isolated? What factors affect their isolation?
25. To what extent is migration to the city an outgrowth of social isolation?

Social Occupations, Employment

26. What occupations prevail in the village?
27. What formal organizations are maintained? What is their significance?
28. What are the functions of local governmental agencies in the area?
29. What is the role of the various local and national governmental units in the village?

Social Family / Community

30. What is the average size of the rural family in the village?
31. What patterns of family authority are maintained in the village?
32. What are the reactions of the young people to existing family authority?
33. What is the income of the rural families in the area?
34. What types of work do the various members perform?
35. What is the influence of such work on family unity?



Social Education

36. How does the educational system in the village compare with that of the nearby urban area?
37. What steps have been taken to improve the village school?
38. To what extent is the library an educational agency in the area?
39. What is the reaction of the rural families to higher education for their young?
40. How many have secured university degrees?
41. What types of work do they follow upon completion of higher education?
42. How many attend agricultural schools?
43. Rural Places of Worship - What are the roles, challenges, trends, in the religious life of the village?
44. What social challenges prevail in the area?
45. To what extent is migration of young people towards urban areas?
46. What are the motives in such migrations?
47. What are the rates of juvenile delinquency and crime in the area as compared with those of surrounding urban areas?
48. To what extent are educational inequalities a social challenge?

Social Health

49. What health challenges exist in the area?
50. What is the current volume of illness?
51. What rural medical services are available? How adequate are they?
52. What is the cost of medical care? What hospital facilities exist?
53. What are the attitudes of farm workers toward their living conditions?



Socio-economics

54. What is the economic status of the tenant farmer?
55. How much absentee ownership is there in the village?
56. How many of these groups have lost control of their land?
57. What effects do economic fluctuations have on the villagers?
58. What role do the migratory workers play in the social economy of the area?
59. What labor challenges have arisen in the area over the last 10 years?
60. What crop specialties have been developed in the area?
61. What opposition have the cooperatives met from local entrepreneurs? Why?
62. What social institutions have arisen to care for the socially inadequate rural groups? Occupationally handicapped persons?
63. What is the role of rural welfare programs?

