

**DISTRICT TRAINING MANUAL
(IAS 2016-2018 BATCH)**

VILLAGE STUDY ASSIGNMENT



Lal Bahadur Shastri National Academy of Administration

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CHAPTER – I

VILLAGE STUDY ASSIGNMENT- AN INTRODUCTION

The administrative plan, work plan, and necessary decision-making for good governance is closely linked to social, economic, cultural and geographical features; the infrastructure available in the village too affects the quality of life of rural population. Different forms of discrimination, existing at different levels and among different sections of society in the village are identified as one of the major difficulties in achieving ‘inclusive development’.

The Village Study Assignment (VSA) is designed in a way that enables Public Administration professionals i.e. the Officer Trainees (OTs) – to study rural realities very closely. It sensitises them towards the problems faced by the rural population, makes them aware of village level institutions and the impact of their functioning on rural population and facilitates in observing changes in life of rural population. As such learning of rural realities and functioning of different institutions can happen in different ways—through observation, talking to the village residents, conducting meetings with village residents, participating in the events taking place in the village, etc. To make your learning quasi-structured, a set of questionnaires covering almost all aspects of rural India focusing on village level institutions are given to you as tools especially to facilitate field work, data collection, and source of information; all of them together provide a base for administrative planning and execution.

A process of primary data collection provides you an exposure to existing ground reality; village level institutions and implementation of various government programmes as also the life style of the village residents, their immediate concerns and priorities, felt needs, problems and solutions found for these problems, existing infrastructure, administrative decision-making processes and structures in operation for rural development. It is necessary to collect data scientifically without any bias and with an open mind, which passes tests of objectivity, reliability and authenticity. Based on the data collection and analysis, the conclusions that are drawn can help you to think about solving the problems and working towards achieving specific goals.

This assignment is a special kind. Each OT will (re)visit the village that has been visited by her/his seniors (i.e. the OTs who visited the village during 1990s) to capture changes over almost 15–20 years. This is called longitudinal survey¹.

Objectives of the Village Study

1. To provide exposure to OTs to rural realities and enable them to understand the functioning of village level institutions, government programmes and important components of rural economy;
2. To capture experiences, expectations, and views of villagers on the functioning of various institutions and government programs;
3. To assess the public service delivery at the village level and capture perception of villagers in provision of these services, and

¹ A **longitudinal survey** is a type of observational research study that involves repeated observations of the same variables over long periods of time to establish correlations. In this study, each OT will observe changes as mentioned in ‘research questions’.

4. To revisit the village and capture changes over 15–20 years in the areas of socio-economic infrastructure, physical infrastructure and administrative structures.

Research Questions

As this assignment/ village visit focuses on functioning of different institutions and government programmes and capturing changes that may have taken place over 15–20 years, the main research questions will focus on different institutions catering to different sectors in the rural economy as follows:

- (a) Exposure to different components/aspects of each institution and government programme
- (b) Exposure to process, mechanism and outcome of each village level institution
- (c) Capturing people's experiences, expectations and views regarding performance of each village level institution and government programme
- (d) Understanding components of rural economy and their linkages with village level institutions
- (e) Capturing changes over 15–20 years viz. (i) socio-economic conditions of rural people, (ii) demographic features, (iii) infrastructure facilities and different sectors, (iv) assessment of existing poverty alleviation programmes and changes in government plans and schemes

Data Collection, Analysis and Report Writing

The Village Study Assignment covers a range of basic information that provides an overview of the village and the district, and focuses on important sectors such as education, sanitation, health care, land scenario, Panchayati Raj Institutions (PRI), social welfare schemes, Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) and components of rural economy. Moreover, as part of longitudinal survey, you will be looking into changes in infrastructure, laws, policies and administrative structures.

You are facilitated through research tools, methods and sources of information to collect necessary data/information. Two schedules i.e. (i) village level and (ii) for household survey, are prepared in such a way that you will be able to prepare a pen picture at the end of each section/sector related questions. Some questions are close-ended i.e. with options given such as (i) 'yes' or 'no'; (ii) type of soils with 'alluvial' or 'black' or 'red' or 'laterite', etc. From such close-ended questions, you have to select appropriate answers and tick them. There are some open-ended questions. The answers to these questions will be descriptive. In some cases and in order to elicit necessary information, you may need to conduct an interview or a meeting or Focused Group Discussion (FGD). It is at your discretion as to which method is selected for gathering necessary information/primary data.

There are different tools to be used such as interview schedules, check-list/guideline questions, tabular formats, etc.; and the responses of the respondents could be used for analysis, interpretations, and report writing. There are some questions which are self-explanatory and you would be able to collect information directly; some questions will facilitate you to conduct Focused Group Discussion (FGD) for data collection. Some questions will lead to table generation after first level of data collection. While using these schedules you are encouraged to develop critical understanding on

village level institutions and their functioning, government programmes and their outcome and components of rural economy.

The report of the field visits will be prepared based on the first-hand information that you have collected during your village visit through three types of schedules:

(i) **Village Schedule:** One village is to be studied and surveyed. This schedule will help you to collect macro-micro data on the village and its residents covering different sectors, village level institutions and their functioning and components of rural economy. The report of an OT who has visited the village in 1990s is to be collected from the library for your reference and comparison. This will help to you to identify changes in the last 15–20 years.

(ii) **Household Schedule:** Total 20 households are to be surveyed. This will help you to get information about a household/family, its views on different aspects of life and different sectors, assessment of poverty alleviation programmes and social welfare schemes in the village. Out of 20 households, you need to cover at least 3 households that have benefitted from land reforms; 3 households that own land; 2 households having BPL card and 2 having Antyodaya card. One of the households could be covered for preparing a case study of ‘poorest of the poor’. The report of an OT who has visited the village in 1990s is to be collected from the library for your reference and comparison. This will help to you to identify changes in the last 15–20 years.

(iii) **A check list of questions for preparing case studies:** Two case studies to be prepared. This list of questions will help you to understand issues of poverty and agriculture in-depth through a person’s life story. Guideline questions/ check list of questions are provided for conducting group meetings and individual interview.

Based on these schedules, one report with two sections will be prepared. The first section will combine answers of both the schedules to prepare an overview of each sector as well as ground reality of the village under study as well as comparison of two reports i.e. of 1990s and the present in order to identify changes in last 15–20 years. The scheme shows which points to be taken under consideration for preparing case studies as reference points. The second section will present two case studies. Of four poor households (2 with BPL cards and 2 with Antyodaya cards), one household could be selected for preparing a cases study on ‘poorest of the poor’. Similarly another case study on ‘returns from agriculture’ could be prepared based on one of the households owning land covered in the household survey.

The last chapter guides you to use your data for presentation and to prepare a report, which includes a prototype reporting format and also tables as an output as part of this manual. You are encouraged to use photographs, maps, charts, graphs and other visuals for effective presentation of the report. Use of some anecdotes and quotes, especially in the case study, can make the presentation more effective and interesting.

Outcome of the Village Study Assignment

This report will be prepared based on your village visit. At the end of each section, the report will provide a summary of a particular village level institution or a sector (e.g. education, health care, land related, etc.) or a government programme/scheme. This summary will also include changes observed that have taken place during the last 15–20 years in the village as well as at household level in each sector/section; this will be done based on a comparison with the previous report of 1990s.

CHAPTER – II

GUIDELINES & INSTRUCTIONS FOR DATA COLLECTION AND TRIANGULATION OF DATA

Stages of Research

The usual stages of a research are–

- (a) Developing objectives of the study
- (b) Identifying research area and sharpening it with formulation of research questions
- (c) Undertaking survey of literature and summarising secondary data
- (d) Preparing tools viz. schedule, a check list of questions, a list of observation
- (e) Identifying source of information viz. informants, respondents for each schedule
- (f) Collection of primary data
- (g) Exploring possibilities for triangulation of data
- (h) Data entry–based on coding or template
- (i) Generating output viz. tables, charts, graphs
- (j) Analysis and interpretation of primary data and linking this analysis with the points that have emerged from survey of literature
- (k) Evolving framework and structure for presentation/report
- (l) Identifying different forms for presentation, i.e. tables, visuals (charts, maps, etc.), photographs, etc., and anecdotes and quotes
- (m) Presenting data, analysis, interpretation and arriving at conclusions or presenting ‘challenges and way forward’.

Types of Data–Primary and Secondary

Data collection is mainly of two types viz. primary and secondary. The secondary data means it is collected earlier by someone through different sources and methods. The secondary data could be available in quantitative and qualitative forms. For example, Census data is quantitative data whereas District Gazetteer is descriptive as well as quantitative data. Quantitative data is usually expressed by numbers and other statistical methods, such as, per cent, equation and statistical formula, etc. Qualitative data refers to description that reveals ‘quality’ of what is captured as data, i.e. about/of situation/event/views or experiences, which is not expressed exclusively by number.

Primary data collection can take place in various ways; by using research methods and techniques as well as participatory learning methods. The OTs are facilitated through tools and techniques; methods and sources of information etc. to collect necessary data/information, for example,

- Snowball technique (asking one person and then getting names of say four persons who could provide necessary information and those four persons could suggest names

of eight persons and the snow ball gets thickened/number of information providers increases) for rapport building with a person or a community,

- ‘ice breaking’ conversation,
- Interviewing individuals,
- Conducting group meetings,
- Carrying out participatory exercises such as drawing maps of the resources/ common properties / infrastructure available at the village.

With the use of necessary tools, such as interview schedule, check-list/guideline questions, tabular formats, etc. and research or participatory method/technique, the data is considered as ‘objectively collected data’ and ensures reliability, validity, and authenticity. For instance, talking to a villager can be structured through an interview method. Similarly, observation with guideline or a check list of questions can become a tool for detailed analysis. Some participatory learning methods include transect walk, resource mapping, Venn or *Chapati* diagram, Matrix scoring, etc. and help in capturing field realities in a semi-structured manner.

Some basic steps are described here for primary data collection through field visit and also about secondary data–sources including its use and role in understanding the existing scenario. Amalgamation of different data/information and exploring their inter-linkages is generally a part of ‘triangulation of data’.

Sources of Secondary Data

Identifying sources of information is one of the important parts of this assignment. Some information from the secondary sources such as Census data, NSS District Handbook, District Gazetteer, any published literature, etc. will be useful in preparing the report. The primary and secondary information need to be combined for report writing and also for cross-checking and verification of the data received from the field.

Census Data: A complete enumeration of the population that contains information on various variables like gender, age, marital status, sex, occupation, education, distance of residents from main roads etc. This also includes special series on socio-economic situation of the Scheduled Caste and Schedules Tribes; migration series; etc. The District Handbook is also part of this data-set.

National Sample Survey Organisation Data (NSSO): It is the focal agency of Government of India for collection of statistical data in areas which are vital for development planning. This organisation conducts large scale sample surveys on subjects like household consumption and expenditure, employment and unemployment, health care and medical services, etc. It also conducts annual survey of industry and status of estimation of agricultural production in India.

Research Methods for Primary Data Collection

You will be employing mainly six research methods for primary data collection that pass the test of objectivity, reliability and validity of the data and authenticity (authentic sources of information). The methods are–

- (i) Interview
- (ii) Focused Group Discussion
- (iii) Survey
- (iv) Participatory Learning and Action
- (v) Observation
- (vi) Case study

1. Interview Method

The interview could be structured or unstructured. This method helps you to elicit information from a respondent to develop a holistic as well as in-depth understanding about a topic under discussion/study. The information collected through interview could be used for different purposes for example, as background information to the topic, for filling up household survey form, preparing a case study, etc.

An interview involves asking different types of questions–

- (i) Close-ended (for example ‘yes’ or ‘no’, ‘select an option out of four’, etc.), and/or
- (ii) Open-ended questions (without providing pre-selection options),
- (iii) Probing wherever necessary to obtain both types of data i.e. quantitative and qualitative.

Different forms of interview include ‘informal conversational interview’, ‘guided interview’ (with a list of questions), and ‘standardized open-ended interview’. You have been provided with questionnaires and checklists (mostly with open-ended questions), which will help you to extract information about specific topics. One of the major differences between ‘conversation’ and ‘interview’ as a research method is to maintain objectivity (not taking sides, not using value loaded terms, not passing on comments/value judgements, etc.). To ensure success, you are advised to be sensitive to individual situations and allow flexibility in different interviewing situations.

It is important for the researchers to familiarize themselves with questioning techniques before conducting interviews. Individual vary in their ability to articulate their thoughts and ideas. With good questioning techniques, researchers/ interviewers facilitate the respondents/interviewee and obtain quality data from them. In this method, it is assumed that the interviewer wishes to know or get information about the topic under study or behaves as if s/he does not know much about the topic under discussion. This is partly true. The interviewer carries a list of questions, which implies that the ground work on the topic is carried out and the seeker is getting more or in-depth information or confirms some pattern or trends through interview.

Interview Techniques:

(i) **Ask Clear Questions:** Any ambiguous question or a question consisting of a set of questions confuses a respondent and the information provided is vague. In order to get clear information, it is important to use words that make sense to the interviewees (suitable to local contexts, language and cultural usage, etc.) and each question is to be framed in a way that it is short, uses simple language and is easy to understand.

(ii) **Ask Single Questions:** One question at a time should be asked. This way of asking a question facilitates the respondent in thinking and answering it with a proper focus.

(iii) **Ask About Actual Data/Information And Experience Before Opinion and Feeling:** It is useful to ask questions about experience or behaviour before asking questions about opinions or feelings as it helps establish a context for the informants to express the latter. For example, you may ask about drop-out rate in the primary school and reasons for the same but asking a question such as ‘Why would a child come to school where the roof of the class room is leaking?’ is presumptive in nature and value loaded.

(iv) **Avoid Value Loaded Questions:** The ‘adjectives’ should be used sparingly, for example, ‘Why is your village very dirty?’ Instead, it could be asked, ‘What are the reasons for garbage being spread over various places in the village?’ It would certainly could elicit ‘proper reasoning’.

(v) **Don’t put words in the mouth of the Respondents:** Avoid asking questions, such as ‘Don’t you think the Gram Pradhan is collecting money for getting a work done?’ If you wish to know whether a Gram Pradhan is corrupt or not, there are other ways to find out.

(vi) **Combine Close-Ended and Open-Ended Questions and Sequencing the Questions:** In order to avoid confusion, you could ask a mix of close-ended and open-ended questions. This refers to the efficient use of a special kind of questioning technique called ‘Funnelling’, which means asking questions that move from general to specific and from broad to narrow. If you are conversing about ‘poverty alleviation programmes—then and now’, you can sequence the questions according to time. Whether poverty has increased; reasons for it; forms of poverty, etc. could make a mixed set of questions.

(vii) **Probe & Follow-up Questions:** The purpose of questioning is to expand the response to a question; to increase the richness of the data being obtained, and to give clues to the interviewee about the level of response that is desired. In a way, a series of logical questions—factual to opinion based. For example, you could sequence it by just asking, “Please tell me three major changes in the village in last two decades”, and ask the following question “Please elaborate with examples”, also changes, etc. would elicit information that you wish to capture. Sometimes, you may have to repeat significant words of an answer can lead to further elaboration.

(viii) **Interpret Questions:** Throughout the interview, the researchers should clarify and extend the meanings of the interviewee’s statements to avoid misinterpretations on their part. For example, “You mean to say that” or “Does the expression..... cover what you have just expressed”, etc. This way of questioning allows the interviewees to confirm or disconfirm what has been interpreted by you as an interviewer.

(ix) **Avoid Sensitive Questions And Encourage A Free Rein But Maintain Control:** It is advisable to avoid sensitive questions which may irritate or emotionally hurt the respondent, probably resulting in an interruption of the interview. The respondent may feel emotionally uneasy and start avoiding answers if the questioning is too deep. The researchers should be prepared to let the interviewees 'travel' as they like, but a rough checklist of ideas or areas the former only want to explore is useful. This can be achieved by respecting the informants' opinions, supporting their feelings, or recognizing their responses. This can also be shown by the tone of voice, expression or even the gestures of the interviewer.

Techniques for Analysis of the Data Collected From the Interview (s)

- (i) Identifying and clarifying contradictions
- (ii) Creating linkages for deeper understanding of the topic under discussion/ study
- (iii) Separating factual information, experience, views/opinions, and feelings/ emotion based data
- (iv) Identifying points for further dealing and sources of information for acquiring necessary data
- (v) Identifying need for supplementing data (from other sources of information, e.g. secondary sources, other respondents' views, etc.)

You may sometimes have a chance to write or record the interview. You may make a detailed note after the interview is over and then go back to the notes to check/ensure that you haven't missed any information that was provided by the respondent(s).

Before closing the interview, you need to summarise quickly and then ask the respondent whether s/he wants to tell or ask you anything more. There may be something which has been worrying them all along and is associated with vital information. Thank them for their time and cooperation.

2. Survey Method

This method may be planned on paper at an initial stage. The form and type of survey is chosen based on its purpose and use of data collected through this method. The number of respondents to be covered has direct implications on cost and time to conduct the survey.

Usually, a sample of population is chosen as a first stage of survey method followed by data collection from that sample on the different variables. Sampling is simply understood as 'representation of the population' for the topic under study in terms of units, elements, characteristics. The 'representation' and 'generalisation' works two ways for analysing and interpreting the data. Sampling is preferred in order to avoid any bias/ to maintain objectivity. Complete set of population is called 'universe'. From the universe (target population), the study population is identified followed by 'sample', which is to be covered under the survey. There are other types of sampling, such as random sampling, purposive sampling, stratified sampling, etc. Some types of surveys may get better response rate than others, and thus factor into the decision making process.

For Selection of a Village: As the villages are to be revisited after so many years, it becomes a purposive sampling.² In case of a selection of a village (afresh) for this assignment, follow the instructions mentioned here:

Step 1: Get a list of all census villages of the Block with their respective population. This will enable you to get a comprehensive idea of the villages for the study. You may refer to District Handbook, Census as well as Gazetteer of the respective district to do so.

Step 2: Select one village from the list of census villages based on the following criteria:

- The population size of the village should be between 1500 to 2000
- The distance of the village from the main road should be more than 3 Kms
- Existence of Government schools (Primary, Secondary, High schools)
- Existence of Panchayati Raj Institutions
- Implementation of at least one of the Poverty Alleviation Programmes like NLM, MGNREGS, IAY
- Existence of diversity of inhabitants like multiple castes/tribes and religions, APL & BPL families, differently abled persons, out/in migrants, widows, destitute, single women, etc.

For Household Survey

Total number of household schedules to be filled is 20

- It could be a purposive sampling as per your purpose/objectives of the study, that is, you may select a combination of households, that is, different castes/tribes, female headed households, engaged in different economic activities. The sample size also includes three poorest of the poor households, one with differently abled persons, member of self-help group, etc. In order to cover different types of social groups as representatives of the village, irrespective of their number/total population. Take at least 3–5 households that own agriculture land (> 2 acres) and compare their quality of life (including food security, nourishment, education, etc.) with others, in order to understand landlessness and poverty, how process of social discrimination and marginalisation increases multi-fold, in various forms.

- Another method to select household is the one that WHO (World Health Organisation) follows. You stand at the centre of the village or at the Panchayat office/*chaupal* (public place). Then start moving towards the east and take up total five houses, numbered 5, 10, 15, and 20. In the second round, start moving towards the north and select five houses following the previous instruction. Thus you cover 20 houses for the survey in the village, from the four directions.

3. Focused Group Discussion (FGD)

Focused groups discussions take place in a group of about eight to twelve persons, preferably from same social and economic background (caste/community/tribe, religion), educational background and sex/gender to discuss one topic of interest.

² It is more likely that a village which has been visited by your predecessor OT will be selected for your visit.

A group leader/moderator asks questions/ facilitates discussion and tries to maintain complete natural flow of conversation in the group. Each participant is encouraged to express views and sharing feelings and to interact with others in the group while answering the moderator's question. This expression is expected to enable a better understanding of the particular issues and people's behaviour regarding the issues. The participants usually share common characteristics like age, sex, etc.

Before the Discussion, During the Discussion, and After the Discussion

Before discussion, visit different parts of the village; talk to local leaders and village residents; select suitable participants based on the criteria mentioned earlier; select the place of focus group discussion and find out a suitable time to meet. Inform each participant about time, venue and expected time for conducting FGD. Ensure appropriate seating arrangement. It is preferable to sit in a circle.

During discussion, interact with each participant. You are encouraged to ask question, discuss the response motivate every participant to respond to questions and in discussion and take notes. Before starting another question, take a stock whether information received from the participants is adequate. If not so, please probe the question for further information. Before concluding, take a cursory look at the notes to check/ensure that you haven't missed any information that was provided by the respondent(s). Before closing the discussion, you need to quickly summarise and then ask the participants whether they want to tell or ask or clarify anything. Thank them for their time and cooperation.

After discussion, expand the field notes and identify necessary information to be collected from other sources as well as information that needs to be supplemented or checked through secondary data.

4. Participatory Learning and Action (PLA)

This is a method to collect necessary information through different techniques and with use of local materials: people's participation is a key to this method. The repertoire of PLA is large and ever-evolving, such as, preparing maps, time lines (for season and related activities or historical information), transect walks, resource mapping, creating problem trees, Venn (*Chapati*) diagram, ranking activities, creating/preparing matrix, etc.

5. Observation

This is mainly used for generating qualitative data as well as for checking/ verifying and confirming information (time taken for an activity, behavioural pattern of a person i.e. how a person responds to the situation, how a person interacts with others, etc.) from the field. It helps in creating systematic information on events and behaviour of the respondents or the persons/groups under the study as well as to verify certain facts/matters under study. It documents non-verbal expressions, such as, feelings/emotions. Prior to establishing rapport with persons in the field, the observation as a method helps in identifying informants as collaborators. The 'descriptive observation' takes place when it follows pattern of 'what is to be observed, at what time and from which place'. Similarly, 'focused observation' takes place when a particular detail needs to be confirmed. When the researcher participates in some of the activities to observe, it is called as 'participant observation'.

6. Case Study

A case study is an empirical/detailed inquiry on a contemporary phenomenon through a case or event/person. It is also known as 'life-story', when the life of a person under study is observed and investigated within its real-life context. A case study provides descriptive accounts of one or more cases, which is representative in a nature of a phenomenon, for example, poverty. A case study of a poor person can be investigated, documented and understood from different points of inquiry and perspective. Thus, a good case is more than just a description; it is actually an animated description that takes along a reader. It is information arranged in such a way that the reader is put in the same position as the case writer was at the beginning when s/he was faced with a new situation and asked to figure out what was going on. A description, on the other hand, arranges all the information, comes to conclusions, tells the reader everything and the reader really doesn't have to work very hard. This includes perception, emotions, analysis (systemic and situational), interpretation, suggestions for change, and represents a trend/pattern.

Writing a Case Study

There are three basic steps in case writing: research, analysis, and the actual writing. You start with research but even when you reach the writing stage you may find you need to go back and research more information.

Depending on the case you are researching and writing, the sections of the case will need to be organized so that each type of information is in its own section and understandable to the reader. A case study can be structured in the following format:

1. Describe the problem or case question you want the reader to solve.
2. Organize the sections of the case:
 - a. Introduction to the problem
 - b. Background of the matter
 - c. Government Policy – Can policy be changed and by whom?
 - d. Local Opportunities
 - e. Other sections of the case
 - f. Conclusion

Photographs, charts/graphs (e.g. depicting changes over time) may also be uploaded for the case study.

Triangulation of Data for Report Writing

All the information—primary and secondary data—are inter-connected. A household data could be linked to village level data to complement and verify and thus it can be inter-linked/triangulated. A clear picture of the village under visit should emerge at the end of the village visit and also in the report/assignment. A picture that emerges through a 'village schedule' could be linked with household survey, either reconfirming results or bringing out contradictions of village data collected. However, this primary data would help in identifying policy issues, framing of policy/changes in existing policy and institutional mechanism and process implementation.

With the help of these tools, you would be able to collect information, perceive ground reality, make observations, learn to talk to people on different developmental issues and their lives etc. All the questionnaires put together would help you in creating a picture of the village under study mainly on the issues of land use, education, health care, and poverty alleviation programmes in the village. While writing reports you can check back and forth regarding the information that you have collected and check it again in case of discrepancy in the information.

At most places in the questionnaire the source of information or person to be contacted is mentioned. Wherever required, you may modify the questions; add necessary questions in order to get adequate details and precise information. Some inter-linkages are also mentioned in the footnote suggesting possibilities of triangulation of the data collected for report writing.

Some guidelines are provided for report writing by triangulation of data and different forms of presentation, for example table generation, using data for generating charts/graphs, identifying descriptive data, using secondary data/ sources for creating a holistic picture of the village etc.

Village Study Assignment evaluation shall be part of Director's Assessment. The evaluation of report will be based on content, presentation, analysis and quality of data. Separate marks will be given for quality of online data entry.

CHAPTER III

ASSIGNMENTS—VILLAGE SCHEDULE, HOUSEHOLD SCHEDULE AND CHECK LIST OF QUESTIONS FOR PREPARING CASE STUDY

Officer Trainee's Name	:
OT Code	:
Date, Month & Year	:

1. VILLAGE SCHEDULE

1. Name of village:

Block:

District:

State:

2. Demography

2.1 Total population of the village as per 2011 Census

No. of male _____ No. of female _____

2.2 Rate of growth of population over different Censuses:

Year	Population	Rate of Growth	Sex Ratio
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1991

2001

2011

2.3 Language/dialect spoken: _____

3. Location of the Village

3.1 No. of hamlets:

3.2 Distance of the village from:

Place	Distance (in Km)
a. District Headquarters	
b. Block Headquarters	
c. Nearest Bus Stop	
d. Nearest Railway Station	
e. Nearest town	
f. Nearest market	
g. Nearest branch of a bank	
h. Nearest post office	

i. Nearest Community Health Centre	
j. Nearest Primary Health Centre	
k. Nearest fire station	

4. Total Area of the village at present³ (in acres)

5. Land Details (strictly in acres)

a. Types of land

a. Land for cultivation	
b. Land under forest cover	
c. Fallow land	
d. Pasture and grazing land	
e. Wasteland	
f. Land for homestead	
g. Net sown area	
h. Community land	
i. Miscellaneous	

5.1 Are there any *patta* holder? Yes/No

a. *Patta* holder: *Abadi*/Agriculture

b. Write numbers of families as *patta* holders in each category:

5.2 Total land area irrigated

a. Surface water facility for irrigation: Yes / No

b. If yes, get more details* – source of water, how many acres of land are covered, water supply during a year (months), etc.

c. If irrigation through canals, get information—how long, extent of irrigation provided

d. Source of irrigation—number of government tube wells

e. Source of irrigation—number of private tube wells

f. Present condition of the government tube wells (functional/ non-functional)

g. To what extent farmers depend on them

h. Total land area that remain un irrigated

i. What do these farmers (unirrigated land) do for agriculture

³ Record information from *patwari*

* If needed use a separate sheet of paper for writing the note

5.3 Type of soil (write local name of the soil):

alluvial/black/red/laterite/mountain/ sandy

- a. Write numbers of 'Soil Health Card' holders
(Please randomly looks at least 10 cards, and make a note)
 - b. Which are nutrient deficiencies observed
 - c. Find out whether nutrient deficiencies in the soil has affected productivity of certain crops
 - d. Write a note* on the problem of soil erosion and extent of loss (physical and financial)
 - e. Any work regarding prevention of soil erosion undertaken in the village. Yes /No
Get more details if any work undertaken.
- 5.4 Watershed development

- a. Any work on watershed project in the village, either by the government or the villagers themselves has undertaken: Yes /No
- b. If yes, write a note on it.

5.5 Land Reforms

Sl.	Items	Land (in acre)
a.	Land declared surplus in the village	
b.	Land taken possession	
c.	Land distributed	
d.	Land in actual possession of beneficiaries	
e.	Beneficiaries who got possession of land	

Caste Category

Caste	No.	Land area
SC		
ST		
Others		

* If needed use a separate sheet of paper for writing the note.

5.6 Agriculture Land under:

Sl.	Items	Land (in acre)
a.	Ownership cultivation	
b.	Tenancy	
c.	Other	

5.7 Distribution of landownership (household wise)

Sl.	Size of Land Holding	(In acre)
a.	Landless	
b.	< 1	
c.	1-3	
d.	3-5	
e.	5-10	
f.	10-20	
g.	20 >	

5.8 Distribution of operational holdings

Sl.	Size of Land Holding	(In acre)
a.	< 1	
b.	1-3	
c.	3-5	
d.	5-10	
e.	10-20	
f.	20 >	

5.9 Area under cultivation yielding

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

5.10 Tenancy⁴ (including sharecropping)

Write a note* after observing following points: (i) Whether Tenancy is permitted in the state by law; (ii) Nature of Tenancy—wage and rent contract—sharing of inputs and output, whether rent is paid in cash or kind, cost sharing—labour, agriculture implements, capital, water for irrigation, etc.; (iii) Duration of tenancy. Terms may be different for different crops, and (iv) whether oral tenancy/ reverse tenancy prevalent. Also find out about number of tenants, socio-economic background of tenants and reasons for tenancy.

6. Digital India Land Record Modernisation Programme

- a. Computerisation of land records started in the state: Yes / No
- b. If yes, are land owners able to get computerised copy of
 - i) Record of rights (RoR)—Jamabandi or Khatiyani: Yes / No
 - ii) Fees charged to get a copy of RoR: Yes/No
 - iii) Computerised copy of updated maps along with RoR: Yes / No
 - iv) Is manual issuance of RoRs completely stopped: Yes / NoIf not started, find out the status
- c. Modernised survey & resurvey started in the village: Yes / No
- d. If yes, find-out involvement and role of gram sabha/aam sabha
- e. All the provisions of computerised land records are available at which level:
Tehsil/ District Yes / No
- f. Any e-governance scheme regarding land records launched by the state government: Yes / No
- g. If yes, what is the name of the centre: Kiosks/ Sugam Centre/ Tathya Mitra Kendra/Any other

⁴ Tenancy is a form of lease arrangement. The land owner gives land on lease for cultivation. Different variations of tenant arrangements exist, including sharecropping. There exists a large dependency of tenants on the land owners. In most of the states, oral tenancy is practiced. A landowner provides capital, equipment, and other assistance such as fertilisers and pesticides for cultivation of the farm; an agreement is devised for cost of labour, sharing of crops, cost of water provided for irrigation, and other costs. Reverse tenancy or capitalist tenancy is on rise, wherein rich and large farmers participate in the land lease market as tenants. This phenomenon is observed in the areas where irrigation and modern technology for agriculture is available; the rich farmers prefer to take land on lease rather than purchasing it.

* If needed use a separate sheet of paper for writing the note

- h. District administration and NGO for execution of the programme as part of PPP model
 - i. Role of NGO to spread awareness: Yes / No
- 6.1 Computerisation of registration and Mutation
- a. Computerisation of registration started? Yes/ No
 - b. Online mutation started? Yes/ No
7. Common Property Resources⁵

Write a note* on their availability in terms of land area and water source, produces used by the villagers, usage rights enjoyed by sections of the people, average collections of itemised produce per week (e.g. minor forest produce, fuel wood, fodder, etc.), shrinkage of CPR in past 30 years due to various reasons etc. Find out present status, whether it is encroached, if yes, to what extent. Whether the SCs/STs are able to access and avail benefits of the CPRs/face discrimination.

8. Basic Amenities*

Basic amenity	Yes / No
a. Electrification	
b. All weather approach road	
c. Bus stop	
d. Bank	
e. Elementary school (Std. 1–8)	
f. Secondary school	
g. High school	
h. Primary Health Centre	
i. Veterinary dispensary	
j. PDS/Fair Price Shop	
k. <i>Hatt</i> (local market)	
l. Community based safe drinking water sources	
m. Graveyard/ Burial Ground	
n. Public Telephone service	

⁵ Common property resources constitute all such resources which are meant for common use of the villagers, such as village pastures and grazing grounds, village forest and woodlots, protected and unclassed government forests, waste land, common threshing grounds, graveyard land, water resources including drinking water arrangements, watershed drainage, ponds and tanks, rivers, rivulets, water reservoirs, canals and irrigation channels. It is widely held that CPRs still play an important role in the life and economy of the rural population.

* Use a separate sheet of paper for writing the note if needed

* Fourteenth Finance Commission has awarded Rs.2,00,292.02 crore to be devolved to Gram Panchayats alone over the next five years with focus on delivery of the following basic services: Drinking water, Sanitation including solid and liquid waste management, Electricity, Roads, Playgrounds, Parks, Burial grounds/Crematoria, Other services devolved by the State laws.

o. ICDS	
p. Panchyat Bhawan	
q. Street light	
r. PACCS	
s. Other (Specify)	

9. Agriculture and Allied Activities

9.1 Crops grown by the villagers and seasonality of the crops (for all crops)

Sl.	Crops	Months of Sowing	Months of Harvesting
i.			
ii.			
iii.			
iv.			
v.			
vi.			
vii.			
viii.			
ix.			
x.			

9.2 Cropping pattern of major crops:

Sl.	Rabi crops	Area under cultivation (in acre)	% of crop area under irrigation	Source(s) of irrigation
a.				
b.				
c.				
d.				

Kharif Crops

Sl.	Kharif crops	Area under cultivation (in acre)	% of crop area under irrigation	Source(s) of irrigation
a.				
b.				
c.				
d.				

9.3 Nearest grain market where villagers usually sell and purchase grains. Distance from the village (in km): _____

9.3.1 Does any middleman come to purchase grain from the villagers? Yes/No

9.3.2 Does Govt procure any agriculture products? Yes/ No

- 9.4 Nearest place from where villagers purchase farm inputs (seeds, fertilisers, etc.).
Distance from the village (in km):
- 9.5 Is there any co-operative society in the village? Yes / No
- If yes, write name(s) and type(s) of the cooperative(s):
 - What are its main functions:
- 10 Employment
- Write a note on local employment condition including wage rates, extent of unemployment and employment, by peak and lean seasons.
 - What are the non-farm activities currently undertaken by the villagers (specify activities⁶ with number of units and scale of operation)
- 11 Approximate number of **milch animals and other cattle** in village:
- Grazing land actually available in the village: Yes/ No
 - Diseases among livestock and details of veterinary services available at the village/ at nearby location
- 12 Migration
- 12.1 Whether people in or out migrate?
[In migrate -01, Out migrate- 02. Both - 03, None-04]
- 12.2 No. of persons out-migrating:
- 12.3 Places of out-migration: Rural to urban -01, Within district -02, Within the state - 03, Out of state -04
- 12.4 Nature of work they generally out-migrate for:
- 13 Any special product of the village with export potential: Yes / No
If yes, write brief note on it.

⁶ It includes all types of activities like vending, petty trade, traditional trade and craft, cottage industry, food processing poultry, fishery, sericulture, horticulture, etc. If needed use extra sheet of paper.

14 Socio-economically marginalized persons

Sl.	Persons	No. & % to total population	Whether they have necessary Govt. documents to prove their status (Yes/No)	If benefited by Govt. Scheme/Provisions (get details of respective scheme of the State Govt.)
1.	BPL families			
2.	Widows			
3.	Physically challenged			
4.	Mentally challenged			
5.	Visually impaired/challenged			
6.	Child labour			
7.	Destitute			
8.	Others			

- a. Get details of BPL families—number of SC, ST and Female Headed Households among them.

15 **Public Distribution System (PDS)**⁷

- a. How many Fair Price Shops (FPS) in the village
- b. Get total number of ration card holders—BPL, APL, AAY, other (e.g. Pink card, Annapurna card)
- c. Also get details—number of card holder that collects goods from each shop
- d. How much commission each FPS holder get, on each commodity
- e. Visit at least one FPS and find out the following from the register and inspection report given to the FPS holder* : (i) Opening Stock at the beginning of the month, (ii) Allocation for the month, (iii) Wholesale kerosene dealer bill No., (iv) Quantity actually received by FPS dealer, (v) Total Quantity of all items, (vi) Quantity distributed, (vii) Closing stock as per registers, Actual Ground balance at the time of inspection, (viii) Variations, (ix) Whether the stock-cum-price list board exhibited in prescribed format, (x) Whether the FPS dealer is maintaining work hours as per prescribed timings, and (xi) Explanation of the Dealer/ dealer's representation.

⁷ PDS is to ensure food security to all citizens, particularly poor people, by making available essential commodities of good quality at affordable prices every month, through fair price shops which are accessible/in nearby distance.

* If needed use a separate sheet of paper for writing the note

16 Sanitation

- a. Has the village been ever awarded Nirmal Gram Puraskar: Yes / No
- b. Total number of households having toilets in the house. Find out number of households regularly using toilets. Also find out reasons for not using toilet at home.
- c. Extent of open defecation
- d. Garbage disposal system
- e. Existing Drainage System: no. of drains, no. of open drains (*nali*), are they cleaned regularly, etc.
- f. Swachh Bharat Mission promotes cleanliness, hygiene and elimination of open defecation—any plans or measures undertaken by the village? If yes, write a brief note:
- g. Solid and Liquid Waste Management System for overall cleanliness in the village

17 Health Care & Nutrition

- a. Facilities at Sub-centre
- b. Number of private practitioners/dispensaries in the village_____
- c. ANM visits regularly: Yes / No
- d. Are villagers given free medicines from CHC/PHC: Yes / No
- e. Number of functional ICDS (Integrated Child Development Services) in the village:_____
- f. Look at ICDS register of last one year and find out the following:
 - i) Supplementary nutrition given to children below age 6 years and pregnant and lactating mothers— number of beneficiaries
 - ii) Immunisation details— number of children & name of vaccines; and number of pregnant women immunised
 - iii) Health check-up—whether chart of the children’s growth is prepared based, weight & height checked (number of children), nourishment
 - iv) Referral services to pregnant and lactating mothers provided
 - v) Number of children given pre-school education
 - vi) Nutrition & health education given to women aged 15–45 years

- g. Number of *dai* and their role–no. of home deliveries, whether they refer hospitals for delivery, their skill level to handle normal and complicated deliveries
 - h. ASHA (Accredited Social Health Activists): Performance and impact
 - i. AYUSH (Ayurvedic, Yoga, Unani, Siddha and Homeopathy Systems of Health): Status, functioning and impact
- 17.1 Get details about a scheme in the state that takes care of maternal mortality and infant mortality. Assess its performance in light of prevalent maternal mortality rate (MMR) and infant mortality rate (IMR). Get details–number of home delivery, number of delivery at hospitals, number of children born, number of neonatal died, measures undertaken, and its impact.
- 18 Education
- 18.1 Infrastructure facility at one Elementary School (mandatory to visit to a school)
- (a) Compound wall: Yes / No
 - (b) Total no. of toilets: _____ for girls: _____ for boys: _____
 - (c) Availability of drinking water: Yes / No (get details such as source of water, how much drinking water is supplied in a day, is that adequate for no. of students in the school, if not, any alternative to be explored/available)
 - (d) Quality of water available: potable and not potable
 - (e) Total no. of class rooms: _____
 - (f) Total no. of teachers sanctioned : _____ male: _____ female: _____
 - (g) Total no. of technical teachers posted _____male _____female
 - (h) Total number of teachers posted _____male_____ female_____
 - (i) Find out ‘Teacher-student ratio’ in one of the sections of each standard, for example, section A of standard 1, and so on.
 - (j) Shed for mid-day meal (MDM): Yes / No
 - (k) Whether MDM served every day: Yes / No
 - (l) Observe sitting arrangement during MDM⁸ (observe if SC students are segregated, arrangement for differently abled children)

⁸ It is mandatory to visit the school for consecutive 2-3 days to get more details about Mid-Day Meal (MDM)–whether menu is followed, nourishment is taken care of, quality of food, does MDM contribute in retaining students in the school, etc.

- 18.2 Find out whether any campaign was undertaken in last three years for enrolment in the primary school by local administration, village panchayat, and village residents. Find out its impact on enrolment rate and children continuing in the school.
- 18.3 Collect information about number of enrolment, drop-outs in last three years and find out reasons for non-continuation of schooling of the dropouts*.
- 19 Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
- Since when the scheme being implemented in the village? Write month, year:
 - Total number of job card holders in the village⁹:

19.1 Verification of Registers at Village Panchayats

Register	Remarks
Register No.1 (Registration of Job Cards Register) (Is it updated periodically & photos of all beneficiaries taken?)	
Register No.2 (Receipt & Expenditure Register)	
Register No.3 (House hold employment Register) (Is it updated manually or using computerised data?)	
Register No.4 (Job card stock Register)	
Register No.5 (NMR Stock Register)	
Asset Register	

19.2 Verification of Job cards (at least 10 Job Cards have to be randomly verified for each work)

Sl.	Job card No.	Name of the worker	Whether entry details given up to date		Remarks
			Attendance	Payment	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

* Use a separate sheet of paper for writing the note

⁹ In many states, job cards are not being maintained in physical forms. In that case, this data can be accessed from MGNREGS website (MIS) and the details can be verified physically.

19.3 Differently abled persons/workers

- a. Whether all the differently-abled workers have been formed into separate groups of 5 or 10 members for earth work activities or they have been given specially assigned work (care of children, supply of water, writing of NMR etc.): Yes / No
- b. Whether all the differently-abled have been paid the full wage rate as notified by the State: Yes / No

20 Poverty Alleviation Programmes¹⁰

- a. Is there any special project previously sanctioned under SGSY financed by MoRD running in the village: Yes / No
- b. If yes, mention details—name of the project, name of the implementing or nodal agency, provisions of the scheme/ programme, etc.
- c. Is the village cover under National Livelihood Mission? If so, from which year?
- d. Total number of SHGs exist in the village:

20.1 Get details of all the SHGs in the village and choose one of them, which is engaged in economic enterprise/income generation activity

Sl.	Name of SHG	Years of existence	Directly linked to Govt. scheme (if yes, write name of the scheme)	Details number of members			Total collection (in Rs, on last date of the previous month, year)	Revolving fund (loan given to the members, other details)	Major activities undertaken in the last financial year
				T	M	F			

¹⁰ Major poverty alleviation programmes National Livelihood Mission, focus on self-group group and micro-finance.

20.2 Study of a SHG* – outcome and achievements:

- a. Date of formation: _____ (derive years of existence)
- b. Is this Group of mixed membership (males & females): Yes/No
- c. Periodicity of meetings: weekly/fortnightly/monthly (see register)
- d. Social composition of the Group: no. of SC, ST, OBC, general category, Muslims, other (specify)
- e. Monthly contribution by members: _____ (in rupees)
- f. Get details about financial performance: (Study these details to understand economic development that has taken place–Details of bank account, Income and expenses, profit or loss, Details of Profit/loss sharing)
- g. Which income generation activity is undertaken
- h. Number of members trained for income generation activity
- i. Marketing facilities available to the SHG (shops, market sheds, transportation, etc.)
- j. Find out about infrastructure facilities available to the SHG (manufacturing, processing, packaging, etc.)
- k. Find out about availability of raw materials (which material–if more than one, mention all the names of the materials, is it necessary that the SHG has to buy the material from open market or the members can develop, in case material has to be bought, its market price, availability–regular/seasonal, etc.)
- l. Availability of Skilled Labour– through trained members, in case skilled labour hired–proportion of trained members and hired skilled labourers, cost of hiring, etc.
- m. Management aspects–who manage manufacturing, ensuring supply of raw materials, availability of labour, marketing, etc. need to be studied in detail

* Use a separate sheet of paper for writing the note, if needed

21 Panchayat

- a. Last panchayat election held (year):
- b. *Gram Pradhan/Mukhiya* of the Panchayat: Male/Female_____ Age:_____
- Caste: _____ (SC/ST/OBC/General/ Others)

c. Members of the Panchayat

Sl.	Name	M/F	Age	Caste	Land Ownership* (in acre)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

- d. Which committees have been formed: Executive, Water, Education, Social Justice, Building, Other (specify)

- e. Which committees are functional (write names) and what tasks are undertaken, performed well, and outcome:

- f. Whether this panchayat is assigned tasks by higher authorities and performed by the gram panchayat:

1. Functions assigned by Government Orders
2. Functions assigned by District Collector/District Development Agency/Block Development Officer
3. Functions entrusted by higher tiers of Panchayat

g. Finance

- a. Own resources of Gram Panchayats

- Tax and Non-tax revenues assigned by law – source-wise
- Tax and Non-tax revenues actually assessed and collected – source-wise
- Donations/Voluntary contributions

* If landless, kindly write not applicable

- b. Scheme funds transferred to Panchayats
- Centrally Sponsored Schemes
 - State Schemes
- c. Productive assets under the control of GPs—mention total annual income of the gram panchayat based on these assets: Rs_____
- Ponds and water bodies: Yes/No
 - Buildings, including markets: Yes/No
 - Village common land including grazing land: Yes/No
 - Burial grounds/crematoria: Yes/No
 - Playgrounds/parks: Yes/No
- h. Role played by *Gram Pradhan/Mukhiya*: (i) whether S/he proactive in solving problems of the village residents, (ii) is this problem solving process inclusive in nature, (iii) observed transparency and accountability related issues, (iv) whether necessary certificates are issue in time, (v) coordination between Panchayat secretary and Mukhiya (Sarpanch), etc.
- i. Also try to understand sociological profile of the village, that is, feudal characteristics, caste issues, etc. Find out whether the Gram Pradhan and panchayat members are able to bring in some progressive trends and change or they enhance the sociological profile of the village.
- j. Get details about **Nyaya panchayats** (Its formation, composition, whether functional at present, activities undertaken, how do they deal with the social issues, etc.)
- k. Governance of the gram panchayat
- (i) Regularity of meetings of panchayat members: regular/irregular
 - (ii) Maintenance of minutes: regular/irregular
 - (iii) Follow-up: regular/irregular
 - (iv) Maintenance of records with special reference to –
 - Cash book
 - Registers relating to collection and spending of own revenues
 - Asset registers
 - Registers prescribed under MGNREGA
 - Accounts

- (v) Grievance redressal–formal and non-formal
- (vi) E-governance:
 - Level of use of Panchayat Enterprise Suite (PES) of Ministry of Panchayati Raj or similar state level applications
 - Awareness/Knowledge of elected representatives/officials in use of e-applications
- (vii) Partnerships
 - With different departments and agencies
 - With Civil Society Organizations

HOUSEHOLD SCHEDULE

Officer Trainee's Name	:	
OT Code	:	
Date, Month & Year	:	

1. Name of the Head¹¹ of the Household:

2. **Caste** status: SC/ ST/ OBC/ Gen /Others Sub-Caste:

3. Which **type of card** the family has: APL/BPL¹²/Antyodaya¹³

4. **Adhar card**: Yes/No (of each family member)

4a. Do you/your family have a bank account? Yes/No

5. **MGNREGA job card holder**: Yes/No/Not applicable

6. **Educations Status** of the family members:

Sl.	Name	Age	Sex	Education	Employment

(a) Number of school going children: _____ boys: _____ girls: _____

(b) If young children are not going to school, find out reasons:

7. **Housing Status**: Hut/ Kachcha house/ Pacca House/ Haveli

8. Is any family member physically challenged /mentally challenged/ visually impaired or challenged: Yes/No

8.1 If yes, get details

¹¹ In case of woman headed household, compare this household with other households and find out differences, especially on counts of income, social status and participation in public political activities.

¹² Cover at least 2 households having BPL card in the household survey.

¹³ Cover at least 2 households having Antyodaya card in the household survey.

9. Land Status of the household¹⁴: (tick appropriate answer)

- (a) Self-owned land and cultivated land Irrigated / Unirrigated
- (b) Land of the others cultivated on contract, rent etc. Irrigated / Unirrigated
- (c) Land leased out
- (d) Crops with area of cultivations:
- (e) Yield per acre
- (f) Net Income from land
- (g) Any land was surplus and taken over by the Government?: Yes/No

10. Have you received computerised land records for the land owned: Yes/ No/ Not applicable How much money paid for getting these records (in Rs.)?

11. Benefits to this household from Land Reforms¹⁵: Yes/No

- (a) Whether surplus land (public or Government land/ belong to Gram Samaj) has been assigned: Yes / No
- (b) Quality of the land
- (c) Is it under the possession of the family?
- (d) Are the credit facilities forthcoming? Yes/ No

12. Cattle Owned:

- (a) Milch cattle– no. and yield/ income:
- (b) Goats / Sheep etc., income:
- (c) Other animals and income:
- (d) Total income from cattle:

13. Occupations and incomes of the household members

Sl.	Occupation	No. of days employed	Wage Rate	Monthly Income (in Rs.)

¹⁴ Cover at least 3 households that own land in the household survey

¹⁵ Cover at least 3 households that have been beneficiaries of Land Reforms in the household survey

14. **Asset owned** by the family (tick appropriate answer)
Land/house/cattle/vehicle/other (television, refrigerator, jewellery, cell phone, goods)

15. **Debt status of the household:**

Sources of credit	Amount	Interest	Security
(a) Moneylender			
(b) Bank			
(c) Other Sources			

- 15.1 Which source of credit is easy to handle?

16. Any calamity or exigency in the past few years: Yes/ No

- 16.1 How did the family cope with it?

17. **SHG membership:**

- (a) Are you a member of any SHG? Yes/ No
- (b) If yes, get details—since when (month, year), for which purpose, how much savings, loan taken, loan used for, activities undertaken by the SHG, outcome, achievements (if any), etc.
- (c) If no, why haven't you become a member: never felt the need/do not find SHG relevant/migrate for a longer time in a year/other (specify)

18. **Social participation**

- (a) Panchayat Meetings/Gram Sabha: Yes/ No
- (b) Cooperative (credit, agriculture, milk, other): Yes/ No
- (c) Other Institutions (get details)

19. **Access to common property resources**

- (a) Forest lands, Government lands, Infrastructures, Community facilities and village water resources
- (b) Change over last 5 to 10 years

20. **Public Distribution System**

- (a) Do you buy items from Fair Price Shop: Yes/ No
- (b) Which items you buy: food grains/kerosene/other goods/all of them
- (c) Do you get regular supply of items: every month (regular)/frequently irregular/ irregular
- (d) If the supply is irregular, find out reasons:
- (e) Their overall experience of the FPS (make a note):
- (f) Suggestions for effective functioning of FPS:
- (g) Annapurna¹⁶
 - i. Are you beneficiary of this scheme: Yes/ No
 - ii. How much grains are provided every month:
 - iii. Which grains are provided:
 - iv. Is the monthly provision provided regularly: Yes/ No

21. **Perception of priorities for development of the village:**

22. Perception about the welfare of his/ her family and Government's role in it:
Complete dependence on Government/ one time help / Government keep away

23. Problems in getting Government help

24. **Modern market penetration**

- (a) Marketing of the produce :
- (b) Price received, difference compared to market price in the nearest town:
- (c) Contract with the buyer, middle men:
- (d) Any member is employed in the factory/ trading house near the village:
Yes/ No
- (e) Wages and benefits due to the employment:

¹⁶ Under the scheme, 10 kg of food grains per month are provided free of cost to those senior citizens who, though eligible, have remained uncovered under NOAPS.

- (f) Did the family ever sell or got deprived of its land, cattle or other assets:
Yes/ No
- (g) Has the family ever thought of leaving the village and settling elsewhere?
Y/N
If yes, get details/reasons.
25. How they view the help of the Government to SC/ ST?
- (a) Is it benefitting the people?
- (b) How is present position about untouchability?
26. Any other aspect, the head of the household would like to mention either as a problem or suggestion.

Working of individual beneficiary oriented government scheme

27. **Indira Awas Yojana (IAY)**

- (a) Are you beneficiary of this scheme: Yes/ No
- (b) If yes, which year:
- i) Name of the beneficiary:

28. **National Social Assistance Scheme (NSAP)**

- (a) Indira Gandhi National Old Age Pension Scheme (IGNOAPS)
- i) Are you beneficiary of this scheme: Yes/ No
- ii) How much pension you get (in Rs):
- iii) Are you receiving pension regularly: monthly/quarterly/yearly
- iv) Mode of payment: Deposited in Bank/Postal money order/Other
- (b) Indira Gandhi National Widow Pension Scheme (IGNWPS)
- i) Are you beneficiary of this scheme: Yes/ No
- ii) How much pension you get per month (in Rs):
- iii) Are you receiving pension regularly: monthly/quarterly/yearly
- iv) Mode of payment: Deposited in Bank/Postal money order/Other
- (c) Indira Gandhi National Disability Pension Scheme (IGNDPS)
- i) Are you beneficiary of this scheme: Yes/ No
- ii) How much pension you get per month (in Rs):

- iii) Are you receiving pension regularly: monthly/quarterly/yearly
- iv) Mode of payment: Deposited in Bank/Postal money order/Other

(d) National Family Benefit Scheme (NFBS)¹⁷

- i) Are you beneficiary of this scheme: Yes/ No
- ii) What amount did you get for the death of head of the family (in Rs):
- iii) Mode of payment: Deposited in Bank/ Postal money order/Other

28.1 Health

(a) Janani Suraksha Yojana (JSY)¹⁸

- i.) Are you beneficiary of this scheme: Yes/ No
- ii.) For how many children did you get this benefit:
- iii.) What amount did you get for each birth (in Rs):
- iv.) Mode of payment: Deposited in Bank/ Postal money order/Other

(b) Immunisation details:

- i.) Are all your children below 6 years immunised free of cost: Yes/No
- ii.) Where did you get them immunised:
- iii.) Do you get medicines free of cost from CHC/PHC: Yes/No

29 Beneficiary of MGNREGS

- (a) Have your family members registered under MGNAREGA? Yes/No
- (b) If yes, how many you have worked under MGNREGS (in last one year):
- (c) Which are the works undertaken
- (d) Have you ever worked at a site which is away from the village (more than 5 km): Yes/ No/ Not applicable

If yes, how many days you have been working away from village (more than 5 km):

Have you received extra wage for working at a distance (more than 5 km away from the village): Yes/ No/ I'm not aware of this provision/ Don't know

¹⁷ Under the scheme a BPL household is entitled to lump sum amount of money on the death of primary breadwinner aged between 18 and 64 years. The amount of assistance is Rs. 10,000/-.

¹⁸ This is a scheme under National Health Mission. Under this scheme, Rs 1400/- is provided per pregnancy up to the first two live births to all women in Low Performing States and Rs. 700/- is provided to the BPL families in High Performing States.

- (e) Have you ever checked muster roll for your employment details: Yes/ No/ I'm not aware of this provision
- (f) Payment of wages: Regularly/ Somewhat regularly/ Irregular
- (g) Mode of payment: Through Bank/ Cash/ Post Office/ Other
- (h) Participation in Social Audit: Yes/ No/ I'm not aware of this provision/ It has never taken place in our village
- (i) Have you ever received unemployment allowance: Yes/ No/ I'm not aware of this provision
- (j) Problem faced (get details): Yes/ No
- (k) Suggestions for improving work under MGNREGS:

3. TWO CASE STUDIES

Officer Trainee's Name	:
OT Code	:
Date, Month & Year	:

Note: These are guiding questions and general in nature. You may need to modify these questions as per the existing situation.

I. POOREST OF THE POOR

The poverty is not only an economic concept; it includes socio-cultural, political and systemic/situational analysis. As poverty has become 'chronic poverty' in some cases, the analysis needs to go beyond poor living conditions and consequent deprivations. The following questions could be addressed in writing the case study.

- (a) Why a poor (an individual/a family) remain poor? Understand the cycle of poverty and its characteristics, what makes a person living with a problem of chronic poverty Bring in human aspects of her/his life.
- (b) Impact and effectiveness of systemic efforts for poverty alleviation
- (c) Impact of social security programme on poor family
- (d) Differentiate economic factors from the social, political and other factors that are at play for keeping the poor in poverty.
- (e) Not having land as an asset (landlessness)–homestead and for cultivation–how it make poverty difficult and chronic.
- (f) Poverty created different types of vulnerabilities. Whether social discrimination and marginalisation (in form of physical challenges/social stigma) make these poor more vulnerable and a victim of chronic poverty. Bring in human aspects of her/his life.

Based on this case study, poverty alleviation measures could be suggested.

II. RETURN FROM AGRICULTURE – PERFORMANCES IN THE LAST DECADE

The farmers in the country faces insecurities on many counts–uncertain weather, lack of safety net, soil degradation, availability of quality seeds, fertilizer, etc., concerned policies, market linkages, etc. In a given context, you need to explore sustainability of agriculture. The following points are relevant to write the case study:

- (a) Overview–Area (district) related details, productivity, procurement policy of the government, major issues raised by the farmers, etc.
- (b) Major crops grown
- (c) Level of technology used

- (d) Availability and accessibility to irrigation facilities and its linkages with productivity/consequent deprivation and negative impacts, farmer's suicides,
- (e) Awareness level of the farmer
- (f) Yield rates, cost of cultivation, marketing of agricultural produce and net benefits to the farmers over the last decade
- (g) Safety net available, compensation policy in case of natural calamity/climate change/crop insurance
- (h) Whether cropping pattern changed over the decade. If so, the reasons?
- (i) Analysis of rates of return in agriculture
- (j) Interventions possible to improve returns

CHAPTER – IV

GUIDELINES FOR REPORT WRITING

While collecting data—primary and secondary, the report writing is planned. Which part of the schedule will give what type of output and how that information is to be used, etc. are a few of the points that are taken into consideration. Therefore, it is important to look at each question of the schedule; identifying source of information (selection of informant / respondent) as well as quality of data collection is equally important. All these factors are closely related to each other and any researcher has to work back and forth for these linkages.

After data is collected, analysis and interpretation of data are two critical stages. Which information will be used for which issue to be appropriately presented needs constant attention while analysing and interpreting data. Simultaneously the structure of the report is prepared.

Data Analysis and Interpretation

- Both the schedules—village and household—are organised in such a way that at the end of each section/question, you can present a pan picture of each sector/village level institutions and its functioning. Each question is section in itself with necessary sub-questions (see example table 3).
- The close-ended questions are codified and then quantified for presentation in form of numbers followed by per cent. The interpretation is based on the per cent, which indicate proportion and composition.
- The answers of the open-ended questions will be descriptive; they need to be either used as quotes (presented in to inverted comma) or could be quantified. Some quotes need to be identified which conveys necessary meanings/ interpretations about the situation or issue under study.
- Triangulation of data and cross-verification between village schedule and household schedule will help you in interpreting data—to describe status, identify trends or pattern regarding change over 15–20 years, newly emerging challenges, and success/failure of the initiatives taken by the government as well as non-government agencies. Based on this analysis, you would be able to draw learning, experiences and policy related issues.
- Some questions presented in the table form could be filled and presented in tabular form or chart/graph. Some output tables are presented here as an example.

Example of Output Tables

- You may begin with brief introduction/background of the village. This will be descriptive, based on District Gazetteer or as you have heard from the village residents.
- Some questions/tables of the Schedules could be replaced in your report, as presented below:

Example table 1: Location of the Village (Q. 3.2 of Village Study Assignment)

Sl.	Location	Distance (in kms)
a.	District Headquarters	
b.	Block Headquarters	
c.	Nearest Bus Stop	
d.	Nearest Railway Station	
e.	Nearest town (could be more than one places)	
f.	Nearest market place (could be more than one places)	
g.	Nearest branch of a bank (could be more than one places)	
h.	Nearest post office	
i.	Nearest Sub-centre for health care (mention if not within village)	
j.	Nearest Community Health Centre	
k.	Nearest Public Health centre	
l.	Nearest grain storage facility	
m.	Nearest Fire Station Office	

Similarly you can present tables of ‘information about land’ (Q. 5), ‘details of basic amenities in the village’ (Q. 8), and ‘socio-economically marginalised persons/families’ (Q. 14) of the *Village Schedule*.

To present an overview of the village on its social and economic situation, the following table could be generated.

Example table 2: Social composition (Q. 19)

Sl.	Community/Social classification	No. & % to total population of households	Population	No. & % of households to total population having BPL card
1	SCs (Name of sub-castes)			
2	STs, if any (Name of tribe/there may not be a tribe)			
3	Other Backward Classes (write name of caste/communities)			
4	General category (write name of caste/communities)			
5	Muslim			
6	Christian			
7	Sikh			
8	Jain			
10	Any other (Some sects, etc.)			

- If you wish to write about ‘impact of non-availability of infrastructure facilities in the village’, you can combine data from the *Village Schedule (VS)* and *House hold Schedule*. The question number 8 of the VS and respective question of HHS can be combined to show availability, accessibility and utilisation of these amenities.
- If you wish to present educational facilities in the village (Q. 18 of VS) in a tabular form, you can use the table shown below.

Example table 3: Educational facilities in the village

Facility in Elementary School	Available (Y/N) Write numbers	Condition (good/ok/poor)
Compound wall		
Class Room		
Toilet		
Water tank		
Drinking water facility		
No. of Teachers		
Shed for mid-day meal		
MDM served regularly		

Below this table, you can present your analysis regarding functioning of an elementary school and educational scenario in the village by adding necessary data collected through question number 18.2 and 18.3.

- As there is a section on poverty alleviation programmes (Q 20 of VS) through SHG and micro-finance as a strategy, you may give an overview of existing SHGs related details, as shown in the table below. Detailed analysis could be written based on question number 20.2 of the VS. For triangulation of data, you can combine question number 17 of HHS. This would be quantitative as well as qualitative information. Some quotes of the family members (respondents of HHS) could also be incorporated.

Example table 4: Overview of SHGs in the village

Sl.	Name of SHG	Years of existence	Directly linked to Govt. scheme (if yes, write name of the scheme)	Details number of members			Total collection (in rupees, on last date of the previous month, year)	Revolving fund (loan given to the members, other details)	Major activities undertaken in the last financial year
				Total	Male	Female			
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Format for preparation of report

Details of report are presented here.

I. Arrangement of contents:

The sequence in which the village study report material should be arranged and bound should be as follow:

1. Cover Page & Title Page
2. Abstract
3. Table of Contents
4. List of Tables
5. List of Figures
6. List of Symbols, Abbreviations and Nomenclature
7. Chapters
8. Appendices
9. References

The table and figures shall be introduced in the appropriate places.

II. Page dimension and binding specifications:

The dimension of the village study report should be in A4 size. The cover should be printed in black letters and the text for printing should be identical.

III. Preparation format:

Cover Page & Title Page– Title, details of assignment, name of the presenter and cadre, to whom the report is submitted, month and year of submission.

Abstract – Abstract should be one page synopsis of the village study report (including research methodology, important findings, suggestions for policy) typed double line spacing, Font Style Times New Roman and Font Size 14.

Table of Contents – The table of contents should list all materials presented in the report in a chronological manner. Respective page numbers are to be mentioned. One and a half spacing should be adopted for typing the matter under this head.

List of Tables – The list should use exactly the same captions as they appear above the tables in the text. Respective page numbers are to be mentioned. One and a half spacing should be adopted for typing the matter under this head.

List of Figures – The list should use exactly the same captions as they appear below the figures in the text. Respective page numbers are to be mentioned. One and a half spacing should be adopted for typing the matter under this head.

List of Symbols, Abbreviations and Nomenclature – Each of these items is mandatory with necessary explanation. Standard symbols, abbreviations etc. should be used. One and a half spacing should be adopted or typing the matter under this head.

Chapters – The chapters may be broadly divided into five parts:

- (i) Introductory chapter with basic information about the village and district
- (ii) A chapter on socio-economic profile of the village
- (iii) A chapter on assessment of poverty alleviation programmes
- (iv) Land reforms/ land administration
- (v) Conclusions and Policy Suggestions from the perspective of ‘good governance’ and ‘inclusive development’, people’s participation.

- The main text will be divided into several chapters and each chapter may be further divided into several divisions and sub-divisions.
- Each chapter should be given an appropriate title.
- Tables and figures in a chapter should be placed in the immediate vicinity of the reference where they are cited.
- Footnotes should be used sparingly. They should be typed single space and placed directly underneath in the very same page, which refers to the material they annotate.

Appendices – Appendices are provided to give supplementary information, which is included in the main text may serve as a distraction and cloud the central theme.

List of References –The listing of references should be typed 4 spaces below the heading “REFERENCES” in alphabetical order in single spacing left – justified. The reference material should be listed in the alphabetical order of the first author. The name of the author/authors should be immediately followed by the year and other details.

IV. Body of the Report

Introduction

Focus on the issue you identified for the in-depth study, its objectives and relevance. Organize your ideas.

Locale of the study

It should contain location, demography, socio-political and cultural significance of area if any and rationale for selecting the area.

The problem/Issue

The nature and extent of the problem

Its impact on public administration or service delivery

If problem is concerned with availability of fund/infrastructure, don't bury it.

If the concern is service delivery, highlight them

Consequences of lack of infrastructure facilities and identifying implementable policy measures from the perspective of ‘good governance’ and ‘inclusive development’

Data Analysis

Analyse the data collected and arrive at central theme through data interpretation. Synthesize your ideas along with role of State.

Use single theme paragraphs. This technique will increase the clarity of your Report. Analyse the theories and concepts involved.

No one has time to read long reports, so keep it as short as possible.

Conclusion

The details of the solutions if any you are proposing

Highlight your Learning and its probable application.

Appendices

Appendices should be numbered using Arabic numerals, e.g. Appendix 1, Appendix 2, etc.

Appendices, Tables and References appearing in appendices should be numbered and referred to an appropriate place just as for chapters.

Appendices shall carry the title of the work reported and the same title shall be made in the contents page also.

List of References

The listing of references should be typed 4 spaces below the heading “REFERENCES” in alphabetical order in single spacing left – justified. The reference material should be listed in the alphabetical order of the first author. The name of the author/authors should be immediately followed by the year and other details.

A typical illustrative list has given below relates to the citation example quoted above.

REFERENCES (Example)

1. Aripnammal, S. and Natarajan, S. (1994). ‘Transport Phenomena of Sm Sel – X Asx’, Pramana – Journal of Physics Vol.42, No.1, pp.421-425.
2. Barnard, R.W. and Kellogg, C. (1980). ‘Applications of Convolution Operators to Problems in Univalent Function Theory’, Michigan Mach, J., Vol.27, pp.81–94.
3. Shin, K.G. and Mckay, N.D. (1984). ‘Open Loop Minimum Time Control of Mechanical Manipulations and its Applications’, Proceedings of Conference, San Diego, CA, pp. 1231-1236.

GUIDELINES FOR THE ASSIGNMENT

TWO IMPORTANT INSTRUCTIONS:

1. The village for this assignment should be selected within one month of district training.
2. Various district training assignments/attachments like land revenue, MGNREGS, IAY, NLM, SSA, PDS should be attached with data collection for village survey.

Contact Centre for Rural Studies

- **For Submission of Report**

Shri C. Sridhar, IAS

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- **For any Further Clarification** in the process of preparing reports, case studies or any other issue related to village study assignment

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LIST OF ABBREVIATION

ANM	Auxiliary Nurse Midwife
APL	Above Poverty Line
BA	Bachelor of Arts
BBA	bachelor of Business Administration
BPL	Below Poverty Line
BSc	Bachelor of Science
CHC	Community Health Centre
CS	Case Study
DPEP	District Primary Education Programme
DWACRA	Development of Women and Children in Rural Areas
FGD	Focus Group Discussion
FHH	Female Headed household
HH	Household
HHS	Household Schedule
IAY	Indira Awas Yojana
IRDP	Integrated Rural Development Programme
LPG	Liquid Petroleum Gas
MoRD	Ministry of Rural Development
NRLM	National Rural Livelihood Mission
NSSO	National Sample Survey Organisation
MDG	Millennium Development Goal
MDM	Mid-Day Meal
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
OBC	Other Backward Classes
OT	Officer Trainee
PCO	Public Call Office
PHC	Public Health Centre
PLA	Participatory Learning and Action
RCC	Roller Compacted Concrete
SC	Scheduled Castes
SGSY	Swarnajayanti Gram Swarajgar Yojana
SHG	Self Help Group
ST	Scheduled Tribes
TRYSEM	Training Rural Youth for Self-Employment
VSA	Village Study Assignment
WHO	World Health Organisation