



B N Yugandhar Centre For Rural Studies
Lal Bahadur Shastri National Academy of Administration
Mussoorie — 248 179 (Uttarakhand)

IAS Professional Course Phase-II

DISTRICT TRAINING MANUAL

(2023 -2025 BATCH)

VILLAGE STUDY ASSIGNMENT



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(2023-2025 BATCH)**

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LAL BAHADUR SHASTRI NATIONAL ACADEMY OF ADMINISTRATION
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PART – 1

Chapter – I

An Introduction of the Village Study Assignment (VSA)

A Brief about VSA

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. Land, and the interaction of the human society with it, result in many issues of economic, social, political and environmental concern. Therefore, appropriate and effective land administration is of crucial importance for sustainable development. The land administration schedule is designed to sensitize Officer Trainees towards the problems faced by the villagers and local revenue administration on a day to day basis. It also helps to understand the ground reality of land records, pattern of land disputes, issues of service delivery and public grievances, etc. 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 to facilitate field work and data collection.

The process of primary data collection provides you an exposure to existing ground realities; 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, 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.

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 programmes;
3. To assess the public service delivery at the village level and capture perception of villagers in provision of these services;
4. To revisit the village and capture changes over 5–20 years in the areas of socio-economic infrastructure, physical infrastructure and administrative structures;
5. To study the ground level scenario of land administration and its functionality;
6. To understand of land related issues, success and failures of government programmes, capturing real time status of land records and allied activities.

Selection of a Village

(a) Case-1: Village allocation to be done by BNYCRS

This assignment is of 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 the years 2001-2019) to capture changes over almost 5–20 years. This is called Re-Survey.

You will be allocated a village by BNYCRS in the District, where you are posted for District training. This will usually be a village which was studied previously, enabling you to conduct Resurvey for preparing the Socio-Economic Report. As the villages are to be revisited after 5-20 years, it becomes a purposive sampling.¹

(b) Case-2: Selection of villages by OTs (Village not Allocated by BNY-CRS)

Sometimes it might happen that OTs are posted in a district or allocated a village in which no Officer Trainee of past batches was ever trained. This may happen due to creation of newer state/ district, extending urban limits etc. as well. In such cases the OTs will select Villages in their respective Districts (Allotted for the District Training) as per the criteria mentioned below. The OTs are requested to inform the name of the village to BNY-CRS by e-mail (e-mail ID crs.lbsnaa@nic.in) on or before 30th September 2024.

Step 1: Get a list of all census- 2011 villages of a Block (Block may be finalised in consultation with the District Collector) 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 (in case of hilly areas, the size of population can be lesser than the plain areas)
- The distance of the village from the main road should be more than 3 Kilometers
- Existence of Government Primary school
- Existence of Panchayati Raj Institutions
- Implementation of at least one of the Poverty Alleviation Programmes like NLM, MGNREGA, PMAY

¹ It is more likely that a village which has been visited by your predecessor OT will be selected for your visit.

- Existence of diversity of inhabitants like multiple castes/tribes and religions, APL & BPL families, *divyang* persons, out/in migrants, widows, destitute, single women, etc.
- Diversity in size of land holding.

Thereafter discuss the details with your District Magistrate and shortlist a village which fulfils the above criteria. Intimate the same immediately to BNYCRS.

Note: *After the allocation/selection of a village is finalised as on 30th September 2024, no change shall ordinarily be entertained.*

Important Note:

Selection of village (in both cases) to be completed by 30th September, 2024. In case there is any change in the selection of Village, please, inform the same to BNY-CRS.

Research Questions

As this assignment focuses on functioning of different institutions and government programmes and capturing changes that may have taken place over 5–20 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 5–20 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
- (f) Capturing the status of land related activities viz. (i) computerization status, (ii) public service delivery, (iii) grievances redressal, (iv) assessment the role of Revenue Inspector (or an equivalent) as a local authority
- (g) Assessment of annual income is essential for understanding the socio economic status of Households. This may be made based on observation on assets, occupation, employment, sources of income and productivity of crop and cattle etc.

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 and land records scenario, Panchayati Raj Institutions (PRI), social welfare schemes, Mahatma Gandhi National Rural Employment

Guarantee Act (MGNREGA) and components of rural economy. Moreover, as part of resurvey, 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. Schedules 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 Focus Group Discussion (FGD). It is at your discretion as to which method is selected for gathering necessary information/primary data.

Different tools are 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 Focus 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 following types of schedules:

(a) **Village Schedule**

This schedule will help you to collect macro/ micro data of the village and its residents covering different sectors, village level institutions and their functioning and components of rural economy. This will enable you to analyse the socio economic background of the village and development over a period of time.

(b) **Household Schedule for Surveying Households**

Total 30 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. A combination of purposive sampling and random sampling is being adopted as per your objectives of the study. You must ensure that you select a combination of households, representing, different castes/tribes, female headed households, engaged in different economic activities. You are required to survey 30 households from same village as indicated below for preparing both Reports (Socio-Economic & Land Administration):

Households (HHs) to be surveyed	No. of HHs
(a) Beneficiaries of Social Welfare Schemes	05
(b) BPL Card Holder	02
(c) Antyodaya Card Holder	03
(d) Households owning land (for preparing Land Administration Report)	08
(e) Randomly selected Households	09
(f) Landless Households	03
Total Households	30

Note: Data of total 30 households will be utilized for writing the Socio-Economic Report and a sub-set of 8 households owning land will be utilized to write the Land Administration Report (Please see the Village and Household Schedules specially designed for this purpose at Chapter III and Chapter IV).

One of the households could be used for preparing a Case Study on ‘Poorest of the Poor’ among the 5 households that have benefited from social welfare schemes, 3 households having BPL card and 3 having Antyodaya card i.e. (a), (b) and (c) above.

Case Study on suggestive/ any topic on Land can be based on household(s) owning land that have been surveyed i.e. (d) above, and if required or needed or desired, any other household engaged in agriculture may also be included.

The B N Yugandhar Centre for Rural Studies will share (if available) with you the report of an Officer Trainee who has visited the village **during the years 2001-2019** for your reference and comparison. This will help you to identify changes in the last 5–20 years.

(c) **Checklists and Schedules**

Village Schedule for Socio-Economic Study	Page No. 18
Household Schedule for Socio-Economic Study	Page No. 38
Village Schedule for Study of Land Administration	Page No. 44
Household Schedule for Study of Land Administration	Page No. 49
Guidelines for Report Writing	Page No. 54

The list of questions will help you to understand issues of poverty and agriculture in-depth through a person’s life story and conducting group meetings and individual interview. 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.

Chapter – II

Data Types and Data Collection Methods for Preparing Reports and Case Studies

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 and report by OT of past batches (comparative analysis)
- (k) Identifying any specific problem of the village/individual(s) and/or persisting gaps/lacuna of the system
- (l) Evolving framework and structure for presentation/report
- (m) Identifying different forms for presentation, i.e. tables, visuals (charts, maps, etc.), photographs, videos, newspaper cuttings/ coverage, etc. and anecdotes and quotes
- (n) Presenting data, analysis, interpretation and arriving at conclusions or presenting ‘challenges and way forward’ and outcomes of the intervention by the OT

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 through execution of the Schedules/ Questionnaires,
- 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. Some participatory learning methods include transect walk, resource mapping, Venn or *Chapati* diagram, Matrix scoring, etc. 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 Scheduled Tribes; migration series; etc. The District Handbook is also part of this data-set.

Data of Socio-Economic Surveys (SE Surveys are conducted by the National Sample Survey Office in various Rounds)

NSSO is the well known survey agency of the 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 (ASI) and Crop-cutting Surveys which help in estimating 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, validity and authenticity of data (authentic sources of information). The methods are:

- (i) Interview
- (ii) Survey Method
- (iii) Focus Group Discussion
- (iv) Participatory Learning and Action
- (v) Observation

(i) 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–

- a) Close-ended (for example ‘yes’ or ‘no’, ‘select an option out of four’, etc.), and/or
- b) Open-ended questions (without providing pre-selection options),
- c) 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 get 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. Individuals 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

- a) *Ask Clear Questions:* Any ambiguous question or a question consisting of a set of questions which confuses a respondent may be resulted in getting vague information. 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.
- b) *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.
- c) *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.
- d) *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’.
- e) *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.
- f) *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.

- g) *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.
- h) *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.
- i) *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)

- a) Identifying and clarifying contradictions
- b) Creating linkages for deeper understanding of the topic under discussion/ study
- c) Separating factual information, experience, views/opinions, and feelings/ emotion based data
- d) Identifying points for further dealing and sources of information for acquiring necessary data
- e) 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.

(ii) 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.

(iii) Focus Group Discussion (FGD)

Focus group 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.

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 take part 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.

(iv) 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.

(v) 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' took place when a particular detail need to be confirmed. When the researcher participates in some of the activities to observe, it is called as 'participant observation'.

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 house hold 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.

The issues covered in Sl. No. 19, 20, 21 and 22 of the Village Schedule for Socio-Economic study are to be studied Cadre-wise. Officer Trainees are instructed to cover only ONE Issue mentioned against their Cadre (details can be seen at Page No. 28).

PART – 2

Chapter – III

Village and Household Schedules for Socio-Economic Report

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

(A) VILLAGE SCHEDULE

1. Village Specifications

1.1 Name of village with census code*:

1.2 Block with census code*:

1.3 District with census code*:

1.4 State with census code*:

2. Demographic Profile

2.1 Total population of the village

Demographic	2011 Census	During Survey Period ²
Total No. of Households		
Total Population		

No. of male _____ No. of female _____ Others _____ (Census 2011)

SC _____ ST _____ OBC _____ Gen _____ (Census 2011)

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 Male Literacy _____ Female Literacy _____ Literacy _____ (Census 2011)

* For census code please visit <http://censusindia.gov.in>

² Source: records maintained by the Panchayat and other sources, this may be an approximate figure also

3. Location of the Village & Basic Amenities

3.1 No. of hamlets:

3.2 Distance of the village from:

Place	Distance (in Kms.)
a. District Headquarters	
b. Block Headquarters	
c. Nearest Tehsil/ RI Office/ Patwari Office	
d. Nearest Bus Stop	
e. Nearest Railway Station	
f. Nearest Town	
g. Nearest haat (held on a regular basis in rural areas)	
h. Nearest market	
i. Nearest branch of a bank/ Primary Agricultural Co-operative Society (PACS)	
j. Nearest post office	
k. Nearest Primary Health Centre/ Community Health Centre/ District Hospital	
l. Nearest Auxiliary Nurse Midwife Sub-Centre	

3.3 Basic Amenities *

Basic amenity	Yes/ No
a. Electrification	
b. Street light	
c. All weather approach road	
d. Mobile Connectivity	
e. Community based safe drinking water sources	
f. Primary school (Class 1-5)	
g. Primary Middle school (Class 1 - 8)	
h. Secondary school (Upto Class 10)	
i. Higher Secondary school (Upto Class 12)	
j. Primary Health Centre	
k. Integrated Child Development Services (Anganwadi)	
l. Veterinary dispensary	
m. PDS/Fair Price Shop	
n. Panchyat Bhawan	
o. Graveyard/ Burial Ground	
p. Primary Agricultural Cooperative Credit Society	
q. Grain market	

* Fifteenth Finance Commission (2021-2026) has recommended devolving Rs. 2,36,805 Crore to the Gram Panchayats (Rural Local Bodies) alone for delivery various basic services, such as Drinking Water, Sanitation including solid and liquid waste management, Electricity, Roads, Playgrounds, Parks, Burial grounds/Crematoria, Other services devolved by the State laws.

r. Shop of seeds/ fertilisers, etc.	
s. Community Toilets	
t. Other (Specify)	

4. Details of Land and Irrigation

4.1 Total Area of the village at present³ (in hectare):

4.2. Land use (strictly in hectare)

a. Forest	
b. Area under non-agricultural uses	
c. Barren and uncultivable land	
d. Permanent pastures and other grazing land	
e. Land under miscellaneous tree crop	
f. Cultivable waste land (5+ years)	
g. Fallow land other than current fallow	
h. Current fallow (<1 year)	
i. Net area sown	

4.3 Write number of landless families to whom government has given land in last five years in following categories:

- a. Residential/Abadi _____
- b. Agriculture _____

4.4 Net Irrigated Area (NIA)

- a. Surface water (pond/ lake/ river etc.) facility for irrigation: Yes/No
- b. If yes, get more details* – source of water, how many hectares of land are covered, water supply during a year (months), etc.
- c. Irrigated Area (in hectare) _____ Unirrigated Area (in hectare) _____

4.5 Type of soil (write local name of the soil):
alluvial/black/red/laterite/mountain/sandy

4.6 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.

4.7 Give a brief status of Pradhan Mantri Krishi Sinchayee Yojana (PMKSY)

5. Agriculture Systems

³ Record information from *Patwari/ Lekhpal*

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

5.1 Cultivable Land under:

Sl.	Items	Land (in hectare)
a.	Ownership cultivation ⁴	
b.	Tenancy ⁵	
c.	Other (encroached/ contract farming etc.)	

5.2 Distribution of operation (land) holdings

Sl.	Size of Holding	(in hectare)
a.	< 1	
b.	1-2	
c.	2-4	
d.	4-10	
e.	More than 10	

5.3 Area under various cropping system (in hectare)

a.	Monocropping or Monoculture	
b.	Two crops	
c.	Multiple cropping	

5.4 Coverage under various Agri-Insurance Schemes (Period Year 1 to Year 2):

No. of Beneficiaries	No. of Beneficiaries who claims	No. of Beneficiaries who received compensation

5.5. Cropping pattern of major crops:

Major Crops	Crops Grown	Area under cultivation (in hectare)
Rabi crops		
Kharif crops		
Cash crops (Tea, Rubber, Cotton, Sugarcane etc.)		
Horticulture		

5.6 Any instances of conflict over land (caste/community, over land acquisition, wild animal menace etc.). If yes, give a short brief.

⁴Land cultivated by those in whose name the land is or legal heirs of such person

⁵ Land cultivated by anyone other than in whose name the land is or legal heirs of such person

6. Tenancy⁶: Law, practice & field observation

- i. Whether Tenancy is permitted in the state by law? Yes/ No
- ii. Is oral tenancy practiced? Yes/ No

6.1 Write a short note on tenancy situation in the village:

7. Agriculture Marketing:

7.1 Does Government procure any agriculture products? Yes/ No

7.2 How many farmers got minimum selling price in last year (MSP)? Number:

7.3 Is there any co-operative society in the village? Yes/No

- a. If yes, write name(s) and type(s) of the cooperative(s):
- b. What are its main functions:

7.4 How many farmers have enrolled for PM Kishan Nidhi? Number:

7.5 Give a brief status of PM-Kisan Samman Nidhi (PMKISAN), Pradhan Mantri Fasal Bima Yojana (PMFBY) and Soil Health Card Scheme.

7.6 How many central flagship programmes related to the agriculture are running in the village? Give details and also mention if there are any conversing schemes/ programmes?

8. Employment and Migration

Nature of Jobs	Number of Households
Government Service	
Private Service	
Shopkeeping	
Others (Poultry, Fishing, etc.)	

8.1 Whether people in or out migrate?

[In migrate-01, Out migrate-02, Both-03, None-04]

8.2 Places of out-migration: Rural to urban-01, Within district-02, Within the state-03, Out of state-04

⁶Tenancy 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.

- 8.3 Nature of work they generally out-migrate for:
- 8.4 Give a brief status of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) and Pradhan Mantri Kaushal Vikas Yojana (PMKVY) schemes
9. Approximate number of livestock in the 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
10. Is there any Micro/ Small Scale/ Cottage Industries in the village? Yes/ No
- If Yes, number and type of Micro/ Small Scale/ Cottage Industries
11. Socio-economically marginalized persons

Sl.	Persons	Total Population		
		SC	ST	Others
1.	BPL families			
2.	Widows			
3.	Divyang			
4.	Mental Illness			
5.	Visually challenged			
6.	Child labour			
7.	Destitute			
8.	Orphan			
9.	Others			

12. Public Distribution System (PDS)⁷
- No. of Fair Price Shops (FPS) in the village
 - No. of ration card holders
 - How many ration card are linked with Aadhaar?
 - 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, (xi) Explanation of the Dealer/ dealer's representation, (xii) Whether the FPS dealer distribute ration by biometric authentication, and (xiii) Point of Sale (PoS) machine is used or not.

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

13. Sanitation: An Overview
- Existing Drainage System: number of drains, number of open drains (*nali*), soak pits, leach pits etc. and are they cleaned regularly, etc.
 - Garbage disposal system.
 - No. of households having access to toilets. Find out number of households regularly using toilets. Also find out reasons for not using toilet at home.
 - Solid and Liquid Waste Management System for overall cleanliness in the village.
 - Extent of sanitation in the village.
 - 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.
 - Manual scavenging present – y/n? If yes, please briefly mention on nature of practice, extent, population affected/involved in continuing the practice, steps taken by administration etc.

14. Health Care
- Number of ANM vacancy _____ Filled-up _____
 - Facilities at ANM Sub-centre
 - Number of private practitioners/dispensaries in the village _____
 - Number of practitioners: Legal _____ Non-Legal _____
 - Number of dispensaries: Legal _____ Non-Legal _____
 - ANM visits regularly: Yes/No
 - Are villagers given free medicines: Yes/No
 - Facilities of deliveries: Yes/ No
 - If Yes, number of institutional deliveries in the sub-centre in last one year ____
 - Integrated Child Development Services: Number of functional ICDS units (Integrated Child Development Services) in the village: _____
 - Give a brief status of Ayushman Bharat-Pradhan Mantri Jan Arogya Yojana (PM-JAY), National Rural Health Mission (NRHM) and Pradhan Mantri Matru Vandana Yojana (PMMVY) schemes.

- 14.1 How many central flagship programmes related to health care are running in the village? Give details and also mention if there are any conversing schemes/ programmes?

15. Education
Name of School with UDISE code⁸:

- a. Number of sections by class (if the class is stand alone, has no section then enter 1)

Classes	Number of Sections
Pre-Primary	
I	
II	
III	
IV	
V	

⁸ For UDISE code of the School please visit www.src.udiseplus.gov.in

- b. Whether pre-primary section (other than Anganwadi) attached to School? Yes/ No
If Yes, Total students in the pre-primary section:

Student	LKG	UKG
Boys		
Girls		

- c. Status of the school building?: Private-1, Rented-2, Government-3, Government school in a rent free building-4, No Building-5, Building under Construction-6, School running in other Government Building-7

- d. Whether land is available for expansion of school facilities? Yes/ No

- e. Number of Non-teaching/ Administrative and Support staff in-position

Staff Designation	No. of Staff in-position
Library Assistant	
Laboratory Assistant	
Peon/ Multi Task Service	
Night Watchman	
MDM Cook	

- f. Number of Teaching staff in Position

Teaching Staff in-position	Number
Teaching Staff (Regular Teacher)	
Teaching Staff (Contract Teacher)	

15.1 Detail of infrastructure facility at Elementary School (mandatory to visit to a school)

- (a) Compound/ Boundary wall: Yes/No

- (b) Detail of toilets:

Sl.	Description	Boys		Girls		Total	
		Total	Functional*	Total	Functional*	Total	Functional*
1	Number of toilet seats available excluding CWSN friendly toilets						
2	Number of CWSN friendly toilet seats						
3	Total number of toilet seats including CWSN friendly toilets						
4	Total number of Urinals available						

Note: *Definition of functional toilet: water available in the toilet, minimal odour (no foul smell), unbroken seats, regularly cleaned, dry, with working drainage system, accessible to users, closable door

- (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, safe for drinking)
- (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 teachers posted: _____ male: _____ female: _____
- (h) Total number of technical 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) Teacher absenteeism/proxy attendance prevalent? Y/N? If yes, give a short brief.
- (k) Whether MDM served every day: Yes/ No
- (l) Observe seating arrangement during MDM⁹ (observe if SC students are segregated, arrangement for differently abled children)
- (m) Shed for mid-day meal (MDM): Yes/ No
- (n) Availability of free Textbooks, Teaching Learning Material (TLM) and play material (in current academic year)

Details	Pre-primary	Primary
Whether complete set of free textbooks received: Yes/ No/ Not Applicable		
Whether TLM available for each grade: Yes/ No		
Whether play material, games and sports equipment available for each grade: Yes/ No		

- (o) Whether electricity connection is available in the school? Yes/ No/ Yes but not functional
- (p) Whether the school have library facility/ Book Bank/ Reading Corner?
- (q) Whether school is approachable by all-weather roads? Yes/ No

Facilities	Available (Yes/ No)	Total number of books	Total number of books from NCERT, NBT or any other Government publisher
Library			
Book Bank			
Reading Corner			

- (r) Whether Playground facility is available? Yes/ No
- (s) Whether Medical check-up of students was conducted in last academic year? Yes/ No
- (t) Is menstrual hygiene taught in the school? Yes/ No
- (u) If Yes, prepare a brief note
- (v) Distribution of sanitary pads: Yes/ No
- (w) Which Computer Lab is available in the School? ICT/ CAL/ Both/ None

⁹It 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.

- 15.2 Collect information about number of enrolment, drop-outs in last three years and find out reasons for non-continuation of schooling of the dropouts* .
16. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
- Since when is the scheme being implemented? Mention month, year:
 - Number of job card holders in the village¹⁰:
 - Number of works sanctioned in last financial year _____
 - Number of people employed in last financial year _____
 - Number of people completed 100 days of work _____
- 16.1 Verification of Job cards (at least 10 Job Cards have to be randomly verified)

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

- 16.2 Divyang workers
- Whether all the Divyang 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
 - Whether all the Divyang have been paid the full wage rate as notified by the State: Yes/ No
 - Vulnerable Groups:
 - Disabled
 - Old age people (65+ with no one to take care)
 - Women in special circumstances
 - Primitive/ Nomadic tribal
- 16.3 What are the schemes conversed with MGNREGA? Prepare a brief note.
17. Poverty Alleviation Programmes
- Is there any special project previously sanctioned under Deendayal Antyodaya Yojana National Rural Livelihoods Mission (DAY-NRLM) financed by MoRD running in the village: Yes/ No
 - If yes, mention details—name of the project, name of the implementing or nodal agency, provisions of the scheme/ programme, etc.
 - Total number of SHGs in the village:
 - Give brief of National Social Assistance Programme (NSAP), Pradhan Mantri Awas Yojana (PMAY), Deen Dayal Upadhyaya Gram Jyoti Yojana (DDUGJY) schemes.

* Use a separate sheet of paper for writing the note

¹⁰ In many states, job cards are not being maintained in physical forms. In that case, this data can be accessed from MGNREGA website (MIS) and the details can be verified physically.

18. Get details of all the SHGs in the village and which of these are 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)	Detail 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			

- 18.1 What are the schemes conversing with SHG programme/ movement? Prepare a brief note.

The issues covered in Sl. No. 19, 20, 21 and 22 are to be done Cadre-wise. Officer Trainees are instructed to cover only one issue mentioned against their Cadre. The details are as follows:

Sl. No. 19: Integrated Child Development Services (Anganwadi Centre)

Cadre: Gujarat, Assam-Meghalaya, Himachal Pradesh, Manipur, Tamil Nadu, West Bengal, Delhi

Sl. No. 20: Malnutrition

Cadre: Chhattisgarh, AGMUT (Except Delhi), Jharkhand, Madhya Pradesh, Odisha

Sl. No. 21: Study of a Self Help Group (SHG)

Cadre: Andhra Pradesh, Kerala, Telangana, Tripura, Uttarakhand, Bihar

Sl. No. 22: Panchayat

Cadre: Haryana, Karnataka, Maharashtra, Punjab, Rajasthan, Sikkim, Uttar Pradesh

19. **Integrated Child Development Services (Anganwadi Centre)/ Auxiliary Nurse Midwife (ANM)**

(a) 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

(b) Number of home deliveries in last year

(c) ASHA (Accredited Social Health Activists): Performance and impact

(d) Number of ASHA workers

- (e) 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.

Please analyse the functioning and effectiveness of the Integrated Child Development Services as a system and write a report on the basis of your analysis in 1000 words.

20. **Malnutrition**

Malnutrition Audit: Taking a deep dive into the causes of malnutrition in rural India.

Malnutrition comes in many forms – some more visible than others. Although stunting (low height for age) affects many more children in India than severe wasting (extreme thinness for height), the visible nature of wasting makes it more conducive to undertake a nutrition audit. Basically, in an audit, you should keep asking “why?” till you reach the root of the problem. Accordingly, the purpose of this exercise is to identify the root of the issue and not just a superficial glance/ analysis.

The malnourished child has to be the focus of your investigation, and you should be able to find out what went wrong, and how that can be redressed? Following are the broad guidelines for conducting a malnutrition audit:

(i) NRC: Visit a Nutritional Rehabilitation Centre (NRC) and interview at least 3 parents/ caregivers and 2 staff of children undergoing treatment for severe acute malnutrition (SAM). Decide which child’s story you are going to look at in detail. Gather information on that child and the factors leading to that stage of malnutrition. Use a conversational style, and get the parents/ caregivers to tell you how these listed drivers of malnutrition unfolded for their child. Also collect information on the family circumstances of the child such as income, education, assets, number of children, age of mother at delivery, etc.

Collect information from the NRC registers to obtain information on how children are identified and screened into the NRC, how long they typically stay and how many come back? Identify patterns, e.g. if some villages send more children, and whether there are some villages from which no children even come. Ask the NRC staff what mechanisms they employ to follow up the child in the village after discharge and what role the PRIs play in that?

(ii) Village: After interviewing the parents/ family members who is accompanying the child at the NRC, identify the child’s village and then make a visit to the village to assess the conditions related to the functioning of key supportive services for nutrition – the ICDS, the health centre, ASHA, ANM, ration shop – and also assess the overall situation with respect to social structures, panchayat functioning, sanitation and hygiene and employment opportunities. You can use the nutrition intervention framework* given below as a reference. Find out if there are earlier/ current instances of malnutrition in the mother or siblings, whether there are any special circumstances (like migration, single parent headed household, any persons with disability, landlessness,

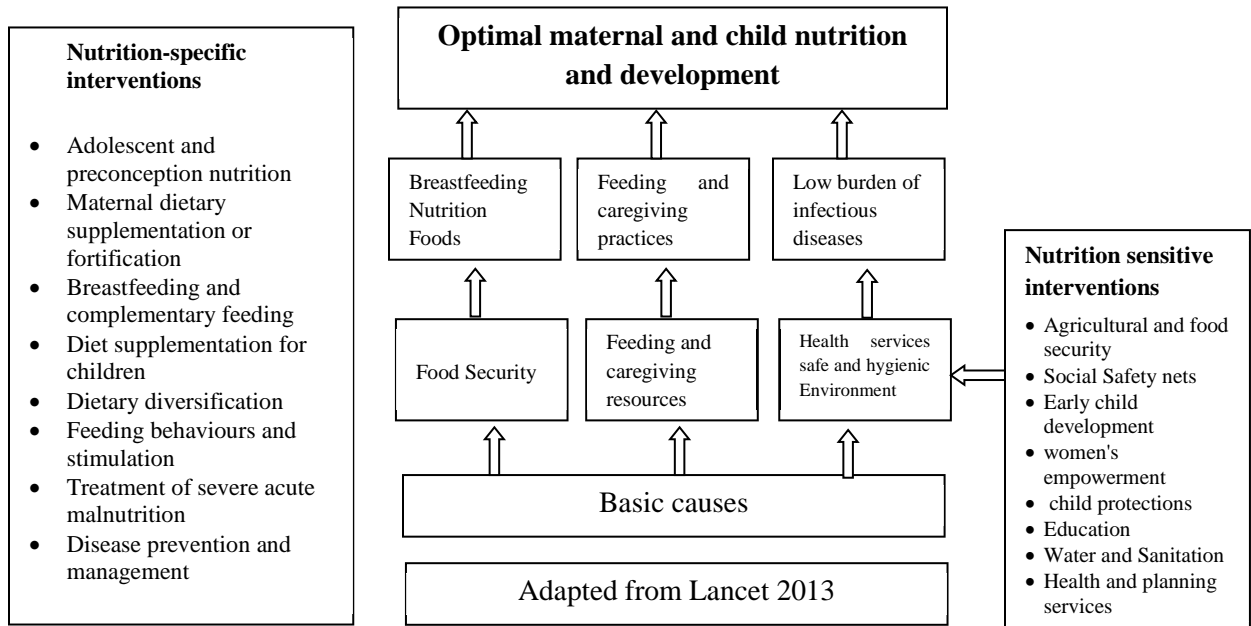
early marriage or any other factors) that make the family vulnerable. Also assess if there could be other such households in the village.

(iii) Analysis: After you have completed the interviews, the NRC visit and the village visit, come back and review the data from the NRC and the village you visited. Also find out overall what proportion of children in that district are severely wasted as per the NFHS-4/5 data, and whether in your analysis it emerges that there are certain areas from where SAM children are not being sent to NRCs. Find out if there are some systematic causes behind this.

Broadly, your analysis based on the NRC data, the district and block level MIS data, your visit to the children's villages, and the data on the household should bring out the following insights in your report:

1. What are the major immediate and long term causes behind the child's severe acute malnutrition? Examine both the immediate and peripheral causes and identify the most critical ones in this case.
2. How can some of the causes/ risk factors be addressed to prevent malnutrition? Are the concerned government agencies doing this effectively in the village?
3. How could preventive services and programmes be strengthened at village and GP level? Can vulnerable families be identified a priori and concerted action done to help them? What would be the criteria for the identification and how could the identification and response by local agencies be ensured?
4. What insights did you gain into how effectively systems at all levels coverage and deliver in ensuring that malnutrition is prevented, and if it happens, is effectively addressed? What are your suggestions for system strengthening at all levels such as village, GP, Block and district in this context?
5. Any death due to malnutrition/ hunger has happened in the recent past. If Yes, reasons lead to hunger death.

*Nutrition Intervention Framework



The report on Malnutrition including the analysis of the above questions should be of minimum 1000 words.

21. Study of a Self Help Group (SHG)

Study of a Self Help Group (SHG) – outcome and achievements:

- Date of formation: _____ (derive years of existence)
- Is this Group of mixed membership (males & females): Yes/No
- Social composition of the Group: no. of SC, ST, OBC, general category, other (specify)
- Periodicity of meetings: weekly/fortnightly/monthly (see register)
- Monthly contribution by members: _____ (in rupees)
- 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)
- Which income generation activity is undertaken
- Marketing facilities available to the SHG (shops, market sheds, transportation, etc.)
- Find out about infrastructure facilities available to the SHG (manufacturing, processing, packaging, etc.)
- 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.)
- Availability of Skilled Labour– through trained members, in case skilled labour hired–proportion of trained members and hired skilled labourers, cost of hiring, etc.
- Number of members trained for income generation activity

- m. Management aspects—who manage manufacturing, ensuring supply of raw materials, availability of labour, marketing, etc. need to be studied in detail

Please analyse the functioning and effectiveness of the Self Help Group as a system and write a report on the basis of your analysis in 1000 words.

22. Panchayat

(a) Structure and working of the Gram Panchayat

- ❖ Population of Gram Sabha:
- ❖ Number of elected members and their composition

Sl.	Name	M/F	Age
1.			
2.			
3.			
4.			
5.			
6.			
7.			

- ❖ Committees under the Gram Panchayats
- ❖ Other Gram Panchayat level committees which the head of the Gram Panchayat leads or participates in
- ❖ Functioning of Gram Sabha –

- (i) Regularity of meeting: Yes/No
- (ii) Attendance in the last meeting:
Total Members Attended Not Attended
- (iii) Participation of women: Yes/No
- (iv) Are all decisions implemented? Yes/ No
- (v) How is accountability enforced?

- ❖ Relationship with the SHG network ¹¹

(b) Infrastructure

- ❖ Buildings and facilities including water supply, electricity and their adequacy and shortcomings
- ❖ IT infrastructure
- ❖ Assets of Gram Panchayats – including land – and how they are utilized?

¹¹ Instructions of Ministry of Rural Development in the Master Circular on DAY-NRLM – Part II – Page 283 to 294 (See Annexure-1)

(c) Human Resources

❖ Permanent Staff:

Name of Permanent Staff	Qualification	Recruitment process	Remuneration	Job description

❖ Contract/casual staff

Name of Contract/ Casual Staff	Qualification	Recruitment process	Remuneration	Job description

- ❖ Whether support is received from higher tiers?
- ❖ Is strength of staff sufficient?
- ❖ Vacancies in permanent and temporary staff – since when, why?

(d) Functions of the Gram Panchayats (as devolved and as really exercised as per law, government orders, tradition, etc.)

❖ Civic functions

Amenities	Functions
Solid and liquid waste management	
Water Supply	
Electricity Especially Street Lights	
Crematoria/ Burial Grounds	
Parks	
Play Grounds	
Others (if any, specify)	

- ❖ Regulatory functions including licensing, protection of commons
- ❖ Human development functions related to health, nutrition, education and poverty reduction
- ❖ Economic development functions related to agriculture, animal husbandry and livelihoods
- ❖ Provision of infrastructure within the village, like roads
- ❖ Operation and maintenance of public assets and facilities
- ❖ Ecological development functions like protection of water-bodies, trees, commons, etc.

❖ Social development functions

Issues	Functions
Peace and harmony	
Rights of the aged and children	
Rights of the <i>Divyang</i>	
Combating practices like substance and use	
Dowry	
Promotion of voluntarism	

❖ Governance functions

- Functioning of the Gram Panchayats and their Standing Committees
- Maintenance of registers and records
- Functioning of the Committees in which head of the Gram Panchayat is a member
- Level of e-governance
- Effectiveness of Gram Sabha in terms of participation, inclusion, decision making, monitoring, etc.
- Different public institutions in the Gram Panchayat area:

Institutions of Gram Panchayat	Functions
Anganwadis	
Health Centres	
Krishi Vigyan Kendras	
Veterinary Centres	
Any others	

- Role of Gram Panchayats in the delivery of different services to the citizens
- Role of Gram Panchayat during COVID lockdown and post lockdown
- Convergence of schemes, resources
- Accountability
 - * Maintenance of accounts
 - * Regularity of audit, who audits, frequency of audit, follow up of audit
 - * Processes followed in selection of beneficiaries, location of assets, etc.
 - * Social accountability measures like transparency, pro-active disclosure, social audit, etc.
 - * Grievance redressal
 - * Monitoring of activities of the Gram Panchayats – internal, external
 - * Participatory process in the Gram Panchayat, formal and informal, and their functioning

(e) Resources available with the Gram Panchayat

- Resources of Gram Panchayat

Type of Resources	Rate	Collected Amount	Amount Actually Collected	Own Taxes

- Non-tax sources:

Type of Non Tax Sources	User Charges	Rate	Collected Amount	Amount Actually Collected

- Grants from the State Finance Commission norms for devolutions; due, actually received.
- Other grants from the State Government norms for devolution; due, actually received.
- Fifteenth Finance Commission grants (since 2016); due, actually received.
- Schemes transferred to Gram Panchayats by the State Government; including central schemes:

Name of Schemes	Type	Amount

- Flow of funds from state, how accessed?
- MGNREGS (since 2016); labour budget proposed, accepted, actually implemented.
- Other resources mobilized by Gram Panchayats including shramdan, donations in cash and kind, etc.

(f) Autonomy

- ❖ The level of real autonomy of the Gram Panchayat may be assessed especially in expenditure decisions, issue of administrative and technical sanction, final selection of beneficiaries and choice of works under different programmes. Also the control over the elected body by officials may also be highlighted.

- (g) Effectiveness of planning and implementation of MGNREGA vis-a-vis guidelines
 - ↳ with special reference to processes, inclusion, transparency, effectiveness
- (h) Effectiveness of planning and implementation of Gram Panchayat Development Plan (GPDP) vis-a-vis guidelines
 - ↳ with special reference to processes, inclusion, transparency, effectiveness
- (i) Capacity building:
 - Number of capacity building/training organized Yes/No, Number-
 - Quality and impact
- (j) Work flow of the functioning of elected representatives, especially elected heads with special reference to empowerment of SC/ST, women representatives.
- (k) Assessment of the functioning of the Gram Panchayat as an institution
 - ❖ Carrying out devolved functions and responsibilities and delivery of local level development
 - ❖ Technical support available
 - ❖ Resource mobilization
 - ❖ Coordination with other departments and agencies
 - ❖ Activeness of Gram Sabha
 - ❖ Synergy with SHGs and other people's groups
 - ❖ Accountability especially social accountability
- (l) Perception of following key stakeholders on the functioning of the Gram Panchayats:
 - SHGs
 - Citizens especially those belonging to marginalized groups
 - Local officials, senior officials
 - People's groups and civil society organizations
 - Elected representatives of the Panchayat especially women, SC/ST, etc.
- (m) Special Factors to be Studied in Respect of Vth Schedule Areas
 - ❖ Panchayats (Extension to Scheduled Areas) Act, 1996 is applicable in the Vth Schedule areas. In such places the operationalisation of PESA needs to be studied in detail with special reference to the functioning of Gram Sabha and its exercise of powers conferred under Sec. 4 of PESA. Also how different State Laws and Rules especially relating to Excise, Mining, Revenue, Tribal Land Alienation, etc., have been made PESA compliant and actually implemented may be assessed? The implementation of Forest Rights Act (FRA), 2006 with special reference to the control over Non Timber Forest Produce (NTFP) may also be examined in detail.

Please analyse the functioning and effectiveness of the Panchayat as a system and write a report on the basis of your analysis in 1000 words.

23. Any specific issues/ best practices in the village? If yes, find out the reasons behind it and analyse.
24. Other Observations

(B) HOUSEHOLD SCHEDULE

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

Profile of Household: General

1. Name of the Head ¹² of the Household:
Household size (No. of family members _____)
2. Caste status: SC/ST/OBC/Gen/Others Sub-Caste:
3. Which type of card the family has: APL/BPL ¹³/Antyodaya ¹⁴/ NFSA/ SFSA/ PRI/ AAY
4. Educational 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, specify reasons:

5. Intoxication:
 - Consumption Yes/No
 - If yes, how much expenditure in a month (in Rs.) _____
 - Sources to meet the expenditure:
6. Housing Status (tick appropriate answer)
 - (a) Kutcha House: (i) Grass/ Thatch/ Bamboo (ii) Plastic/ Polythene (iii) Mud/ Unburnt Brick (iv) Wood (v) Stone not packed with mortar
 - (b) Pucca House: (i) Stone packed with mortar (ii) GI/Metal/Asbestos sheet (iii) Burnt Brick (iv) Concrete (tick appropriate answer)
- 6.1 Number of Rooms: 1 Room/ 2 Room/ 3 Room/ More than 3 Room (tick appropriate answer)

¹²In 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.

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

¹⁴Cover at least 2 households having Antyodaya card in the household survey.

7. Fuel/ energy used for cooking food (tick appropriate answer)
LPG/ Kerosene/ Wood/ Bio-gas/ Others
8. Are you beneficiary of Ujjawala Yojana? Yes/ No
- If yes, how often are you able to refill gas cylinder
9. Is any family member *divyang* /mentally challenged/ visually impaired or challenged: Yes/No
- 9.1 If yes, get details
10. Any calamity or exigency in the family in the past few years: Yes/ No
- 10.1 How did the family cope with it?
11. Number of livestock/poultry owned: Milch _____ Others (Poultry, fisheries/others livestock)
- (a) Monthly/ Annual income from livestock/Poultry: Milch _____
Others _____
12. *Aadhaar* card: Yes/No (No. of family member _____)
- 12.1 Updation of *Aadhaar* of the family members done? Yes/ No
- 12.2 Do you/ any family members has a bank account? Yes/No
Bank/ Mini Bank/ Cooperative Bank/ Post Office
- 12.3 If Yes, is it linked with *Aadhaar*? Yes/ No
- 12.4 Details of total outstanding loan (in Rs.):
13. Occupations, incomes and finances of the household members

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

14. Debt status of the household:

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

14.1 Sources from where credit is easily accessible (Perception of the Household)?

15. 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) Did the family ever sell or get deprived of its land, cattle or other assets?
Yes/ No
- (e) Has the family ever thought of leaving the village and settling elsewhere?
Yes/No

If yes, get details/reasons.

16. Assets owned by the family (tick appropriate answer)
Land/ House/ Vehicle/ Others (television, refrigerator, jewellery, cell phone, goods)

Socio-Economic Participation

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. Major problems of the village (get them prioritized):
21. Perception about the welfare of his/ her family and Government's role in it: Complete dependence on Government/ one time help/ Government keep away
22. Public Distribution System
- (a) Do you buy items from Fair Price Shop (FPS): 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) Is bio-matric authentication mandatory? Yes/ No
 - (g) Suggestions for effective functioning of FPS:
23. How they view the help of the Government to SC/ ST?
- (a) Is it benefitting the people?
 - (b) How is present position about untouchability?
24. Any other aspect, the head of the household would like to mention either as a problem or suggestion.
25. Prevalence of farmer suicide in close or extended family.
- (a) If yes, what was the reason for suicide? (Heavy loan/interest, failed water source, caste/community conflict etc.)
 - (b) Whether benefits were received as compensation from State govt.?
 - (c) What were the reliefs obtained? (loan/interest waiver, education for children, lumpsum amount, employment to legal heir etc. depending on what State has provided etc.)
26. Pradhan Mantri AwasYojana (PMAY)
- (a) Are you beneficiary of this scheme: Yes/No
 - (b) If yes, which year:
 - i) Name of the beneficiary:
 - (c) If no, rank in the waiting list:
27. Beneficiary of MGNREGA
- (a) MGNREGA job card holder: Yes/No/Not applicable
 - (b) No. of family members having MGNREGA job card _____
 - (c) If yes, how many days you have worked under MGNREGA (in last one year):
 - (d) If less than 100 days, note the reasons for not availing full 100 days employment:

- (e) Which are the works undertaken? Mention broad categories like check-dams, cattle sheds, individual works by SC/ST households, afforestation, soil conservation measures etc.
- (f) Have you ever worked at a site which is away from the village (more than 5 kms): Yes/ No/ Not applicable

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

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

- (g) Have you ever checked muster roll for your employment details: Yes/ No/ I'm not aware of this provision
- (h) Payment of wages within: 15 days/ One month/ More than one month¹⁵
- (i) Mode of payment: Through Bank/ Cash/ Post Office/ Other
- (j) Participation in Social Audit: Yes/ No/ I'm not aware of this provision/ It has never taken place in our village
- (k) Have you ever received unemployment allowance: Yes/ No/ I'm not aware of this provision
- (l) Problem faced (get details): Yes/ No
- (m) Suggestions for improving work under MGNREGA:

28. Social Security Schemes (Pension schemes)¹⁶

29. Health

- (a) Total number of beneficiaries of Ayushman Bharat Pradhan Mantri Jan Arogya Yojana/any other equivalent States Schemes:

- Benefits taken and share your experience

- (b) Janani Suraksha Yojana (JSY)¹⁷

- i.) Has any member of your family benefitted from 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

¹⁵ Clarify to the beneficiary that cash withdrawal is not the same as payment of wages. Cross-verify with passbook/account statement in case of doubt.

¹⁶ Under these schemes BPL/other eligible households are entitled to lump sum amount of money per month as pension. Also there are schemes for compensating family for loss of bread-winners, famers' suicides etc. You may enquire and record findings on these.

¹⁷ 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.

(c) Immunisation details:

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

29.1 Nutritional Status

- i. How many children below the age of 6 years are there in the family
- ii. Is any child identified as malnourished? Yes/ No
 - a. If Yes - How many? Indicate Name, age and gender
 - b. Who identified the malnourished child – Asha/ ANM/ Doctor/ Anganwadi/ Others (specify)
 - c. Has the child be given any remedial treatment? Yes/ No
 - d. If yes, indicate what treatment has been given, where and by whom and how long?
 - e. Has the child become normal? Are there any signs of relapse?
 - f. Has the mother been trained in cooking methods which preserve nutritional status?

30. Sanitation

- a. Do you have access to a toilet?
- b. What is the type of toilet- Single Pit/ Twin Pit/ Septic Tank
- c. Do all members of the household toilet use the toilet?
- d. How do you dispose the waste water of the House- Kitchen Garden/ Soak Pit, Community soak pit, Drain
- e. How do you dispose the solid waste- Individual Compost Pit/ Community compost pit/ Vermi compost?

31. Drinking Water

- (i) What is the source of drinking water for your Household- Handpump/ PWS/ Tap stand/ Well/ any other
- (ii) If from Piped Water Supply scheme, then do you have a Household connection for drinking water
- (iii) Has any water conservation measures undertaken in your village? Yes/No
- (iv) If Yes, then what type of conservation measures have been undertaken
- (v) Do you pay for operation and maintenance of water supply scheme? If yes, then how much?

32. Income Transfer Scheme

Are you beneficiary of any Income Transfer Scheme (Pradhan Mantri Kisan Samman Nidhi/ Any other)? Yes/ No

- If yes, how many instalments you have received till date
- What was the total amount received

33. Any other Schemes

Chapter – IV

Village and Household Schedules for Land Administration Report

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

(A) VILLAGE SCHEDULE

1. Basic information
 - a. Name of the Village:
 - b. Lekhpal/ Patwari Circle:
 - c. Tehsil:
 - d. District:
- 1.1 No. of Revenue Villages in the Tehsil/ Mandal:
- 1.2 Has Land Re-survey been conducted: Yes/ No
 - (i) If 'yes', when was the resurvey conducted?
 - (ii) If 'no', year of last Cadastral survey conducted
2. Structure of Revenue Administration at Tehsil (Write a note about functions and provisions for each level. You can get it from the State's Revenue Manual/ Revenue Code/ Survey and Settlement Manual and compare it with ground realities).
 - a. Discuss with Revenue Inspector (RI) regarding his/ her role and append your observations and provisions under which s/he performs his/ her various functions?
 - b. Study the role of RI in various land related activities. Visit the spot for each of these activities and prepare detailed note:
 - i. Demarcation of property/ measurement of parcel
 - ii. Enquiry regarding land dispute/ role of RI in land dispute matter
 - iii. Role in updating/ preparation of records for granting government land (Patta) to the needy people/landless
 - iv. Others (Specify)

- c. How is the interaction of RI with *Lekhpal/ Patwari* and *Tehsildar*?
 - d. Apart from the revenue works, what are the other works s/he deputed in last 6 months (An assessment of workhood)?
 - e. What steps need to be taken for better revenue and land records management by the Revenue Inspector (RI)?
 - f. Write a successor note on role and responsibilities of RI/ *Tehsildar* with respect to the concerned revenue unit. It shall cover specific aspects of problems of the revenue villages including vulnerability to disaster, pendency, service delivery and any aspect that needs personal attention.
 - g. Your overall evaluation and assessment on the institution of Circle Officer/ *Tehsildar*, efficiency of the system, need for speedy delivery and better definition of rule, devolution of authority and responsibility.
3. Common Property Resources (CPR) of the Village¹⁸

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? Various types of CPR (grazing land/pasture land, forest land, village sites, common water resources, forest land classified/unclassified) are available in the village and where encroachments were maximum. Comment on socio-economic status of encroachment.

4. Women's Land Rights

- 4.1 Are the Land Rights/ Laws prevalent in the State [Includes District/ Village(s)] providing equal rights to Women? [the appropriate] **YES/ NO**
- a) If **YES**, please specify in short in your Report about those Rights/ Laws, and comment critically on their implementation in safeguarding Women's Rights to access, control, use, own and inherit land.
 - b) If **NO**, is there any provision/practice to promote/protect and encourage land registration/ ownership on the name of Women? [the appropriate] **YES/ NO**
 - i) If **YES**, kindly elaborate them in your Report. Also comment on the ways these have helped/ impacted Women.
 - ii) If **NO**, kindly specify if there is any such thought in the process/ pipeline. Also comment on the ways Women are getting impacted in the absence of these Laws/ Provisions.

¹⁸ 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 unclassified 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.

- 4.2 What are the Number and Percentage of Women Land Owners to Total Land Owners in the Village (All Types of Land Holdings)? [Also get similar information about the District and the Tehsil]

Sl. No.	Category	All Owners		Women Owners	
		Number	Size (in Acre)	Number	Size (in Acre)
(1)	(2)	(3)	(4)	(5)	(6)
1	Sole/ Individual Ownership				
2	Joint Ownership				

Note: Get the maximum information. Specify reason when any information is missing.

- 4.3 What are the Number and Percentage of Women Land Owners to Total Land Owners in the Village (Only Agricultural Land Holdings)? [Also get similar information about the District and the Tehsil]

Sl. No.	Category	All Owners		Women Owners	
		Number	Size (in Acre)	Number	Size (in Acre)
(1)	(2)	(3)	(4)	(5)	(6)
1	Sole/ Individual Ownership				
2	Joint Ownership				

Note: Get the maximum information. Specify reason when any information is missing.

- 4.4 Are Women SHGs or other Groups of Women allocated any Land in the Village for any type of Tiling/Cultivation or Joint-venture? [√ the appropriate] **YES/ NO**

- a) If **YES**, what is the Size & Type of Land and the activity proposed/started on such land?
- b) If **NO**, is there any such demand pending? Reasons thereof.

- 4.5 Overall comment on whether Women in the Village enjoy access, control and decision making in usage and sale-purchase of Land.

- 4.6 Collect 'Year-wise No. of Relinquishment Deeds' registered in the District since the start of Computerised Registration.

Year(s)	No. of Relinquishment Deeds

5. Digital India Land Record Modernisation Programme (DILRMP)
 - 5.1 Computerization of land records:
 - a. Computerisation of land records completed in the Village: Yes/ No
 - b. If yes, are land owners able to get computerised copy of
 1. Record of rights (RoR)–*Jamabandi* or *Khatiyani*: Yes/ No
 2. Fees charged to get a copy of RoR: in Rs.
 3. Is manual issuance of RoRs completely stopped:
If not stopped, find out the reasons:
 4. Is digitally signed Computerised copy of RoR provided to the villagers:
Yes/ No
 5. If Yes, how they get the copies? Online/ Tehsil Offices/ e-seva centres/
panchayat office
 - 5.2 Digitization of Maps:
 - a. Digitization of maps completed in the Village: Yes/ No
 - b. If No, find out the reasons:
 - c. If Yes, is spatial data (maps) verified with textual data (RoR): Yes/No
 - d. Are digitized maps available online: Yes/No
 - e. Are computerized maps and RoR integrated: Yes/No
 - f. Are computerized spatial records automatically updated after partition of land parcels? Yes/ No
 - 5.3 Re-survey under DILRMP
 - a. Modern survey started in the village: Yes/ No
 - i. If yes, find-out involvement and role of *gram sabha/aam sabha*/land-owners
 - ii. If No, find out the reasons.
 - 5.4 Computerization of Registration
 - a. Is registration process computerized or manual?
 - b. How much time does it take to complete registration?
 - c. How many days does it take to get the registered copy of deed?
 - d. Who does data entry in registration office? PPP model/ department people/
hired agency/ directly employed from the market
 - e. Is stamp paper used or there is online facility available to pay registration fees?
 - f. Is SRO linked with mutation department? Yes/ No
 - i. If No, then find out reasons; If yes, how (Manual/Stand alone/Automated)

5.5 Integration of Land Records and Registration

- a. Is registration department integrated with land record office? Yes/ No
- b. Is online mutation available? Yes/ No
- c. If No, then how mutation takes place?
- d. Is mutation and survey department integrated? Yes/ No

5.6. e-Governance Initiatives

- a. Any e-Governance scheme regarding land records launched by the state government: Yes/ No
 - i. If yes, what is the name of the centre: Kiosks/ Sugam Centre/ Tathya Mitra Kendra/ Any other
 - ii. If Yes, what are the revenue services being provided by these e-Centres?
- b. Is it under PPP? Who are the partners?
- c. Are any CSOs involved with District Administration in spreading awareness about computerised and online services: Yes/ No
- d. Are the villagers aware about computerized system of land records management: Yes/ No
- g. From where the villagers are accessing all kind of land related services: Panchayat/ RI Office/ Patwari Office/ Tehsil

(B) HOUSEHOLD SCHEDULE

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

1. Name of the Head ¹⁹ of the Household:
2. Caste status: SC/ ST/ OBC/ General/Others Sub-Caste:
3. Which type of card the family has: APL/BPL ²⁰/Antyodaya ²¹
4. Ownership of land and type of use:

Type of Land (Agricultural/ orchard/grassland/ fallow/ built-up)	Ownership (self- acquired/ joint family property/ settled by govt.)	Area in hectares	Facility for Irrigation (Canal/ Tube Wells/ Sprinkler/ Drip/ Rainfed)

5. Cropping pattern on Agricultural land

Season	Crop	Area under cultivation (in hectare)	Yield per hectare	Estimated Income from the crop
Kharif	1			
	2			
Rabi	1			
	2			
Other	1			
	2			

¹⁹In 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.

²⁰ Cover at least 2 households having BPL card in the household survey.

²¹ Cover at least 2 households having Antyodaya card in the household survey.

6. Assets owned by the family (tick appropriate answer)
Land/ House/ Cattle/ Vehicle/ Other (television, refrigerator, jewellery, cell phone, goods) and estimated annual income if any from assets
7. Total Annual Income of Household (in Rupees) - Rough estimate based on your visit and interaction:
8. Information about land records
 - (a) Do you have the land record of land owned by you in your own name?
Yes/No
If not, then why you are not interested in mutation of your property by your own
 - (b) Do you know when the last survey was conducted? (year)
 - (c) Should any other details be included in the format of RoRs ? Yes/No
Specify if any
 - (d) Did you get the computerized copy of RoR (ownership records)? Yes/ No
 - (e) What is the average time (in days) taken for getting copy of RoR? What is the user fee charged for getting computerized RoR?
 - (f) Do you know the processes followed by the officials to update land records after buying or selling?
 - (g) Are your plots are well depicted in the village revenue maps? Yes/ No
If no, then find the probable reasons.
 - (h) Is there any conflict between RoR and maps (Area or plot no etc.)?
Yes/ No
 - (i) Any problem with boundary fixation? Yes/ No
if yes, find out the reason.
9. Processes of land record updation
 - (a) Is registration process computerized or manual?
 - (b) How many days does it take to complete registration?
 - (c) What is the average time taken for normal mutation? Is it longer than the prescribed deadline for the state if any? If it takes more time, then find out the reasons for delayed mutation process.
10. Grievances Redressal
 - (a) Did you find any errors in your land records? Yes/ No
If yes, did you apply for correction? Yes/ No
To whom it is applied?
 - (b) If Survey/ Settlement has been completed recently in the village, did you had any role in that as owner?
 - (c) Do you have any grievances on land records management, Patwari/ Tehsildar/ district administration, land titles, cadastral maps and boundary fixation etc.? If so specify.
 - (d) Did you approach any revenue official – when and whom?
 - (e) Is your grievance redressed? If yes, how long (in days) did it take? If No, how long has it been pending now?

11. E-governance/ service delivery

- (a) From where do you get any kinds of records related to land? Panchayat Office/Tehsil Office/e-Seva Kendra
- (b) Are e-governance centres available in your locality? Yes/ No
If Yes, How far from your place?
If 'Yes', then find out the questions from '3-7'
- (c) Do you have trusts on the e-governance services provided in the centre? Yes/No
If no, then find out the reasons.
- (d) How much time does it take to get services? Half day/ Within a Day/ 5 day/ Within a Month/ More than a month
- (e) If the village still follows manual system, how many days it took to get any copy of a Certificate from nearest Tehsil office? In a week/ In a month/ More than a month
- (f) Do you feel that the e-governance services are better/ convenient than the earlier manual systems? Yes/ No
- (g) Did you encounter middlemen or rent seeking? Yes/ No
How did you deal with it?

12. Women's Land Rights

12.1 What is the Ownership Type (Sole/Individual or Joint) and Size & Type of Land Owned by your Household?

Sl.	Ownership Type	Agriculture (in Acre)	Non-Agriculture (in Acre)			
			Land for Livestock Rearing	Barren/ Waste Land/ Low Land etc.	Home-stead Land	Other (Specify)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Sole/ Individual					
2	Joint					
Total						

12.2 Are Women of the Household Sole/Individual or Joint Owner of Land? [the appropriate] **YES/ NO**

a) If **YES**, have they got it by [the appropriate] **Inheritance/ Purchase/ Transfer/ Gift?**

Sl.	Source of Ownership	Sole Ownership		Joint Ownership	
		Agriculture (in Acre)	Non Agriculture (in Acre)	Agriculture (in Acre)	Non Agriculture (in Acre)
(1)	(2)	(3)	(4)	(5)	(6)
1	By Inheritance (Parental)				
2	By Inheritance (Marital)				
3	Purchase				
4	Transfer (Government)				
5	Gift				
6	Others (Specify)				
Total					

12.3 Are you aware of the legal provisions protecting Land Rights of Women in your State? (*If there is such a Law in the State*) [the appropriate] **YES/ NO**

12.4 Whether the Household's ancestral land/property ever shared or distributed with sisters/ other female members with ownership rights? [the appropriate] **YES/ NO**

a) If **YES**, did they leave their Rights because of '*HaqTyag*' or through Relinquishment Deed or similar legal/ customary provisions?

b) If **NO**, reasons thereof.

12.5 Collect and summarise Households' general views on Women's being given equal or coparcenary rights on Land/ Property. They may comment on plausible advantages/ dis-advantages and constraints/ barriers thereof.

PART – 3

CHAPTER – V

Guidelines for Report Writing & Case Study and Submission of Reports

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 pen 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 5–20 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

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	

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

Example Table 2: Social Composition

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 Household Schedule.
- If you wish to present educational facilities in the village 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.

- As there is a section on poverty alleviation programmes through SHG and micro-finance as a strategy, you may give an overview of existing SHGs related details, as shown in the table below. For triangulation of data, you can combine questions from 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)	Detail 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 Reports

Required reports be presented in indicative format given below:

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
 - 7.1 Chapters of Reports
 - 7.2 Case Studies
8. Appendices
9. References

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

II. Page Size

Village study reports are to be prepared and produced/ uploaded in A4 size pages. Cover should be properly designed and the title of the report be printed in black colour. The text in subsequent pages should be in the font prescribed as under.

III. Content Format

1. 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.
2. Abstract – Abstract should be one page synopsis of the village study report (including research methodology, important findings, suggestions for policy) typed in Times New Roman Font (Size 14) with double line spacing.
3. Table of Contents – The table of contents should list all materials presented in the report in the order of appearance. Respective page numbers are to be mentioned. One and a half spacing should be adopted for typing the matter under this head.
4. 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.

5. 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.
6. List of Symbols, Abbreviations and Nomenclature – Each of these items be mandatorily explained. Standard symbols, abbreviations etc. should be used. One and a half spacing should be adopted or typing the matter under this head.
7. Chapters of Reports and Case Studies – 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.

(A) Chapters of Socio-Economic Report

The chapters may be broadly divided into seven parts:

- (i) Introductory chapter with basic information about the village and district
- (ii) A chapter on socio-economic profile of the village. It should include the following:
 - Agriculture and agrarian situations
 - Employment
 - Public Distribution System
 - Sanitation
 - Health
 - Education
 - MGNREGA etc.
- (iii) A chapter on **Any ONE** of the following issues as per Cadre allocation (details can be seen at Page No. 28):
 - Integrated Child Development Services (Anganwadi Centre)
 - Malnutrition
 - Study of a Self Help Group (SHG)
 - Panchayati Raj Institution(s)
- (iv) A chapter on assessment (impact in the village) of poverty alleviation programmes
- (v) A chapter on intervention by the OT (Refer box ahead)
- (vi) A chapter on Resurvey study (when previous report is made available)

(vii) Case Study on ‘Poorest of the Poor’ (Please see page no. 61)

Coverage of all the topics is important alongwith Data Entry of village schedule and household schedules. Marks will be allocated for each of the chapter and data entry. When previous report is not made available, marks allocated for Resurvey study will be adjusted with the other chapter(s).

One of the important features is to describe and cover the intervention by the OT during her/ his District Training to resolve problem of the village/ individual(s) or fill any persisting gaps/ lacuna of the system in order to help and support villagers or improve their living conditions. (a) The Topic of intervention should be one that is allocated for respective Cadre (see page number 28) or any or all of the poverty alleviation programmes (see page number 27). (b) Such an intervention needs to be done in early months of district training so that a revisit is also done after two months to examine/ capture the change/ impact/ consequence of the same. The intervention and the said revisit needs to be done at the earliest i.e. within 2 months of getting posted in the district. The intervention and its impact is to be narrated briefly in the report (nearly 800 – 1000 words) clearly stating the problem/ gap/ lacuna and the way it was addressed, the outcome (if it worked well), comment on its sustainability & scalability, and the reasons if it did not work well.

Example of an intervention

Suppose that during first visit of the OT s/he observes or reported by villagers that *Anganwadi* workers are irregular/ reporting late/not available. OT may intervene to get the biometric device installed in order to take attendance of the *Anganwadi* staff. During her/ his next visit after two months s/he should check whether or not her/his intervention really solved the issue/ problem/ lacuna. A brief report of the same is to be prepared.

(B) Chapters of Land Administration Report

The chapters may be broadly divided into five parts:

- (i) Land Administration²², Acts and Laws
- (ii) Role of Offices (especially RI) and revenue services
- (iii) Status and challenges of Land Records Modernization (broadly covering various components of DILRMP in the village).
- (iv) Comments about ownership (including women land ownership) and tenancy (particularly in the village)
- (v) Conclusions and way ahead
- (vi) Case Study on select topic on land (please see page no. 62)

Coverage of all the topics is important alongwith Data Entry of village schedule and household schedules. Marks will be allocated for each of the chapter and data entry.

²²A brief coverage of history of Land Reforms but extensive coverage of Land Administration is desirous

(C) Case Studies

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. In that case study 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.

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.

(a) Case Study on 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:

- 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.
- Impact and effectiveness of systemic efforts for poverty alleviation
- Impact of social security programme on poor family
- Differentiate economic factors from the social, political and other factors that are at play for keeping the poor in poverty.
- Not having land as an asset (landlessness)–homestead and for cultivation–how it make poverty difficult and chronic.
- 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.

One of the household could be used for preparing a case study on ‘poorest of the poor’ among the 3 households that have benefited from social welfare schemes, 2 households having BPL card and 2 having Antyodaya card. You may also ask the Pradhan/ Sarpanch of the village, make local enquiries from the households through visits to Tola/ Hemlet and physically verify the following issues of poverty:

- Assets
- Education/ Skills
- Health history
- Debt
- Caste/ Social issues
- Access to Government Schemes
- Disputes
- Climate/ Natural
- Reasons for poverty
- Opportunities for coming out of poverty
- Role of Government

Based on the above information/ observation prepare a case study.

(b) Case Study on Select Topic on Land

The suggestive topics for preparing the Case Study are as follows:

- i) Returns from Agriculture (This should be Village Specific; covering at least a progressive farmer, mid-level farmer and a subsistence cultivator. Case Study should be focused on assessment of costs of inputs/outputs and intermediary costs etc.)

- ii) Improving/ Improved Irrigation Systems (Coverage of irrigational facilities, how these have improved over the time, the way agricultural productivity of the Village has changed etc.)
- iii) Impact of DILRMP
- iv) Agriculture and Horticulture Schemes (Awareness, knowledge and access of farmers, noticeable change in agrarian economy, change in agri pattern, technological advancements etc.)
- v) Changes in Land Survey Methodology
- vi) **OR** any other topic related to Land

Note: An appropriate title of the Case Study would be given by the OT

Example:

Return from Agriculture (Case Study) Format

The farmers in the country face 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. Case Study on ‘Returns from Agriculture’ can be based on households owning land which will include the 5 households owning land that have been surveyed and any household among the others involved in 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

Note: Above format is just an indicative, you may write case studies creatively

8. Appendices – Appendices should be numbered using 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.
9. 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.

REFERENCES (Example)	
1.	Ariponnammal, 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.

Word Limit of Report Writing & Case Studies

Sl.	Report	Word Limit
1	Socio-Economic Report	10000-12000 words
	Cadre-wise Issues [Integrated Child Development Services/ Malnutrition/ Self Help Group/ Panchayati Raj Institution(s)]	800-1000 words
	A Report on Intervention	800-1000 words
2	Case Study: Poorest of the Poor	800-1000 words
3	Land Administration Report	6000-8000 words
4	Case Study: Select Topic on Land	800-1000 words

Guidelines for Submission of Village Study Assignment

Data [Village Schedule (01 each of Socio-Economic and Land Administration) and Household Schedules (30 households for Socio-Economic and a sub-set of 8 households owning land for Land Administration)] and Reports (Socio-Economic Report, Land Administration Report and Two Case Studies) will be submitted through “GYAN” Portal. Last dates for various submissions are as follows:

- (a) Data Entry of all Schedules by **31st January, 2025**.
- (b) Submission of both the Reports alongwith Case Studies by **28th February, 2025**.

Evaluation Criteria

Various Reports and Case Studies submitted will be evaluated for following sub-components and activities:

Report Type, its Sub-Components and related Activities	
(A)	Socio-Economic Report
(i)	Data Entry of Village Schedule
(ii)	Data Entry of Household Schedules
(iii)	Introductory Chapter with basic information about Village & District
(iv)	A Chapter on socio-economic profile of the village. It should include the following:
(a)	Agriculture and agrarian situations
(b)	Employment
(c)	Public Distribution System
(d)	Sanitation
(e)	Health Care
(f)	Education
(g)	MGNREGA
(v)	A Chapter on any ONE of the following issues as per Cadre allocation (details given at Page No. 29 of District Training Manual):
(a)	Integrated Child Dev. Services (Anganwadi Centre)
(b)	Malnutrition
(c)	Study of a Self Help Group (SGH)
(d)	Panchayati Raj Institution
(vi)	Assessment of Poverty Alleviation Programme
(vii)	A Chapter on Intervention by the OT
(viii)	Comparative Analysis with previous Report (if available)
(B)	Case Study on “Poorest of the Poor”
(C)	Land Administration Report
(a)	Data Entry of Village Schedule
(b)	Data Entry of Household Schedules
(c)	Land Administration, Acts, Laws and Role of Offices
(d)	Status and Challenges of Land Records Modernization
(e)	Comments about Ownership, Tenancy and Revenue Services
(f)	Conclusions and Way Ahead
(D)	Case Study on “Select Topic on Land”
(E)	Deduction for Plagiarism (All 4 Reports together)

IMPORTANT NOTE: In case of substantial plagiarism *more than 14%* (Excluding quotes from Acts, Rules etc. or due to referencing or OT’s own work or her/ his original work or submissions in LBSNAA appear in Similarity Index) ‘0 (Zero)’ marks may be allocated.

Kindly note that the BNY-CRS will do the Plagiarism Test of the Reports through “Turnitin” software before evaluation. **Thus, it is suggested that a priori Plagiarism Test should not be done at your end.**

Important Contact Details

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List of Abbreviations

PMAY	Pradhan Mantri Awas Yojana
ANM	Auxiliary Nurse Midwife
APL	Above Poverty Line
ASHA	Accredited Social Health Activists
AYUSH	Ayurvedic, Yoga, Unani, Siddha and Homeopathy Systems of Health
BA	Bachelor of Arts
BBA	Bachelor of Business Administration
BPL	Below Poverty Line
BSc	Bachelor of Science
CHC	Community Health Centre
CS	Case Study
DAY-NRLM	Deendayal Antyodaya Yojana National Rural Livelihoods Mission
DILRMP	Digital India Land Record Modernisation Programme
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
ICDS	Integrated Child Development Services
IRDP	Integrated Rural Development Programme
LPG	Liquefied Petroleum Gas
MoRD	Ministry of Rural Development
NFHS-4/5	National Family Health Survey
NRC	Nutritional Rehabilitation Centre
NRLM	National Rural Livelihood Mission
NSSO	National Sample Survey Organisation
MDG	Millennium Development Goal
MDM	Mid-Day Meal
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
OBC	Other Backward Classes
OT	Officer Trainee
PACCS	Primary Agricultural Cooperative Credit Society
PCO	Public Call Office
PES	Panchayat Enterprise Suite
PHC	Primary Health Centre
PLA	Participatory Learning and Action
PMFBY	Pradhan Mantri Fasal Bima Yojana
PMKISAN	Pradhan Mantri Kisan Samman Nidhi
RCC	Roller Compacted Concrete
SC	Scheduled Castes
SHG	Self Help Group
ST	Scheduled Tribes
TRYSEM	Training Rural Youth for Self-Employment
UDISE	Unified District Information System for Education
VSA	Village Study Assignment
WHO	World Health Organisation

Guidelines on Partnership between Gram Panchayats and SHG Networks

Background

Panchayati Raj was given a constitutional mandate in 1993. Around the same time SHGs of women started emerging, mostly supported by NABARD. But, over the years not much synergy has developed between the institutions of local government and the institutions of the poor. As panchayats have been assigned the twin functions of economic development and social justice, performing these functions, naturally requires a close partnership with community based organizations, particularly of the poor.

Recognizing that there is need for an effective and functional working relationship between Panchayats, especially Gram Panchayats and SHGs of women, in particular, the Village Organizations (VO), the NRLM framework was amended to incorporate provisions for bringing about a formal relationship between local governments and the organizations of the poor.

Since the nature, powers and authority of Panchayats vary vastly across the country a single set up prescriptions would not be valid to operationalize the partnership. Therefore, NRLM launched pilots in six States to work out the modalities based on field trials in different situations. The initial results of the pilots have shown that while the contours of the partnership would be context specific, it is mutually beneficial and results in positive outcomes.

Immediate Context

On realizing that, though MGNREGA has been beneficial to the poor, the involvement of the poor in deciding their priorities and demanding work and planning for assets directly enhancing their livelihoods was limited, the Intensive Participatory Planning Exercise (IPPE) was launched. This for the first time, gave the central role to SHGs and its federations in the preparation of the Labour Budget. Since bulk of the works under MGNREGA are being planned for and implemented by Gram Panchayats, this has brought about an operational linkage.

With the devolution of substantial funds to the Gram Panchayats by the Fourteenth Finance Commission (FFC), States have embarked on the preparation of Gram Panchayat Development Plan (GPDP), converging of the resources over which Gram Panchayats have command in different State situations. And MGNREGA provides

substantial resources to Gram Panchayats. As the focus is on participatory planning, it is necessary to bring in the SHG networks so that the poor get their due in local development.

Objectives

The objectives of the partnership between Gram Panchayats and the SHGs are:

- To empower the poor to know, to demand and to access their rights and entitlements.
- To include the poor and vulnerable sections of the community in the local development process and enable them to benefit from it.
- To strengthen local democracy making the Gram Panchayats responsive and accountable.
- To engender local level development and make it participatory and inclusive.
- To strengthen Gram Panchayats through citizen engagement.

The Rationale for the Partnership

- Strategically, the SHGs and their federations would learn the workings of democratic power and influence decisions through participatory planning. This would make them aware of their rights, entitlements and enable them to avail of opportunities. It would help them develop locally relevant norms for collective decision making, especially in the Gram Sabhas, which in turn could promote public action for common good.
- Practically, it would help the SHGs get direct benefits from the local plan, particularly work and livelihoods from MGNREGS, basic services from the FFC grant, basic needs from Pradhan Mantri Awaas Yojana, Swachh Bharat Mission, National Social Assistance Programme and so on.
- From the point of view of Panchayats, it will broaden and deepen democracy by enhancing participation and strengthen direct democracy. Engaging closely with the poor on equal terms will enhance the legitimacy and status of the Gram Panchayats.
- Further, Gram Panchayats, can utilize the SHG networks to strengthen Gram Sabha, particularly to improve local level planning, use them for outreach, extension and service delivery as well as feed-back.

Thus, the partnership would be mutually beneficial and needs to be pro-actively facilitated.

Principles Underlying the Partnership

The partnership between Panchayats and the SHGs should be on the basis of clear principles. They include:

- Acceptance of Panchayats as institutions of local self-government.
- Recognizing SHGs and their federations as autonomous institutions of the poor with clear rights and functions. Their autonomy should not be infringed in

- any manner by the Panchayats under any circumstance.
- Both panchayats and the SHGs have a strong right to know the details of functions, responsibilities and activities of each other through sharing of information and holding consultations and dialogues.
- It is mandatory to work together but on a transparent and rule based system, on the basis of norms and criteria.
- To make the partnership functional and smooth, linkages need to be worked out – structural linkages, financial linkages, development linkages and so on.

Planning Process to Realize the Partnership

SHGs may be formally involved in and integrated into the process of Gram Panchayat level planning as suggested below:

- SHGs and their federations should discuss their poverty and livelihood status on the basis of SECC data and participatory assessments. They should develop a profile of poverty in the Gram Panchayat.
- Thereafter they may develop a matrix indicating the main causes and solutions.
- Based on this, in consultation with the Gram Panchayat a poverty reduction plan may be prepared as part of the GPDP, drawing resources from MGNREGS, FFC grants and other funds mobilized by the Gram Panchayat. This plan could also converge with other antipoverty programmes being implemented within the Gram Panchayat area. This could be further strengthened by persuading the Gram Panchayat to locate basic services and infrastructure in the poorer areas.
- In addition, SHGs and their federations should be pro-actively involved in the costless development components of GPDP, like access to nutrition, health and education, providing the last link in delivery of different public services and addressing social evils.

Role of Gram Panchayats

1. Facilitate and support in the conduct the participatory identification of the poor, their social mobilization and then the institution building as SHGs and Village Organizations.
2. Use the SHGs and their federations consciously and formally to strengthen Gram Sabha through informed participation after prior discussions within SHGs on needs and priorities.
3. Use the SHGs and their federations actively in the local level planning process, specifically in matters related to poverty reduction. Their services may be utilized:
 - for social mobilization;
 - for dissemination of information;
 - as members of participatory planning teams;
 - for conduct of PRA exercises;
 - for consideration of the Participatory Assessment of Entitlements (PAE), Participatory Poverty Assessment (PPA) and Participatory Identification of Poor (PIP) as baseline information for planning;

- for incorporation of the Micro Credit Plan (MCP) and vulnerability reduction plan in the Development Report presented to gram sabha;
 - for participation in the mahila sabhas and ward sabhas preceding gram sabha.
4. Gram Panchayats should be encouraged to prepare a poverty reduction plan as part of their development plan and in this, the demands of the SHGs need to get priority.
 5. Assign specific roles to SHGs and their federations in MGNREGS - identification of workers, demanding work, preparing Labour Budget, etc.
 6. Use the SHGs for out-reach, particularly in behaviour change communication, dissemination of technologies for development, transmission of development messages and conveying information on developmental programmes and schemes to the target groups.
 7. Utilize the SHGs for community based monitoring, especially of service delivery and performance of developmental interventions with specific reference to Sustainable Development Goals (SDGs).
 8. Entrust responsibilities for implementation of programmes to SHGs and their federations through community contract as locally appropriate.
 9. Use SHGs, as agencies for operation and Maintenance (O&M) of utilities and assets with freedom to collect reasonable user charges.
 10. Develop Community Resource Persons (CRPs) from among the SHGs to carry out different developmental tasks on proper remunerations.
 11. Lease out ponds, common lands, etc. to the SHGs for livelihood activities.
 12. Use SHGs participatory assessments and studies like gender status, status of children, poverty analysis, status of destitutes, etc.
 13. Use SHGs for local campaigns for health, education, sanitation, etc.
 14. Use the social capital of SHGs for launching drive against social evils like alcohol and substance abuse, manual scavenging, child marriage child labour, trafficking of women, etc.
 15. Use the SHG to run Common Service Centers, especially to deliver IT based services and for financial inclusion.
 16. Allow SHGs to conduct a social audit.
 17. Facilitate SHGs work closely with elected women representatives.
 18. Outsource tasks related to governance to SHGs on proper payments.
 19. Build capacity of SHGs to perform the tasks assigned to them.
 20. Provide space in the Panchayat Office to the Village Organization.
 21. Provide funds to support SHG activities.
 22. Take-up advocacy on behalf of SHGs with different developments.
 23. Involve SHGs and their federations in Functional Committees and other Gram Panchayat level committees.
 24. Prepare a partnership plan with SHGs and their federations.
 25. Facilitate joint meetings of the Panchayat with SHG federation for discussing the demands of the SHGs, at least once in a quarter.

Role of SHGs and their Federations

1. Access support from Gram Panchayat into the social mobilization of SHG formation and for identifying the left out and vulnerable sections of the community to bring them into SHGs.

2. Work with Gram Panchayats for conducting Participatory Identification of Poor (PIP) and get the process endorsed in gram sabha.
3. Participate actively in gram sabha with consolidated demands as agreed beforehand in SHGs and SHG federation especially in accessing work and assets under MGNREGS and benefits from GPDP.
4. Help Gram Panchayats to conduct the Gram sabha by helping them in publicity, facilitating discussions and documentation.
5. Perform the tasks suggested by Gram Panchayats, which are beneficial and acceptable.
6. Participate in all Functional committees of Gram Panchayats.
7. Take up the service delivery responsibilities entrusted by Gram Panchayats such as midday meals, house to house collection of taxes, solid waste management, operation and maintenance of piped drinking water supply, e- services, etc. by claiming appropriate fees
8. Participate in community based monitoring mechanisms of Gram Panchayat project implementation.
9. Work with Gram Panchayat for accessing the common resources of Gram Panchayats (like fish ponds, vested land, common properties, market yards etc.,) as livelihood base for SHGs.
10. Help GPs to conduct gender status study and ensure the gender needs of the community are reflected in the local Plan.
11. Access information from Gram Panchayat and disseminate amongst SHG members on issues related to available government services and schemes.
12. Conduct Participatory Assessment of Entitlements (PAE) in each SHG and consolidate at VO and GP level and prepare the Entitlement Access Plan (EAP) at Gram Panchayat.
13. Actively involved in GPDP process to get the demands of SHGs included.
14. Take the lead for preparing Gram Panchayat Poverty Reduction Plan in association with Gram Panchayat and other stakeholders and ensure the adequate resources from Gram Panchayat and other line departments for implementing it.
15. Prepare a plan of action to implement the partnership.
16. Coordinate the joint meeting with Gram Panchayats on fixed dates.
17. Enrol elected Women representatives as members of SHGs and groom them as Community Resource Persons.
18. Hold regular interaction with Panchayats on developmental issues.
19. Provide information on the functioning of SHGs in respect of joint projects.
20. Co-ordinate with Gram Panchayats while preparing micro plans and seek formal financial support.
21. Add Panchayat-SHG Partnership as a separate agenda in all regular meetings of SHGs and Federations to discuss, review and monitor participation in planning and implementation and obtaining of benefits by members. The agenda items may include - Gram Sabha, GPDP, Poverty free Gram Panchayat, MGNREGS, Swachh Bharat Mission, work in Functional Committees of Gram Panchayats, Village Health Plan, ICDS, etc.

Facilitation of the Partnership

Role of State Government

State Governments have to actively facilitate the partnership as suggested below:

1. Bring about geographical congruence between VOs and Gram Panchayats i.e. a single Gram Panchayat should contain one or a whole number of VOs.
2. Instruct Gram Panchayats to provide office space for VO within the Panchayat office. If existing space is not sufficient MGNREGS could be used to create the space.
3. Issue order enabling SHGs to benefit from common property under the control of Gram Panchayat like ponds grazing lands, etc.
4. Lay down procedure, as part of Gram Panchayats level planning, to get a poverty reduction plan prepared in which SHGs are given the central role.
5. Co-opt CRPs from the SHGs into planning teams for Gram Panchayat level development plan which would include MGNREGS.
6. Formally assign responsibilities to SHGs in assisting Gram Sabhas to beneficiaries of anti-poverty programme on the basis of clear norms.
7. Ensure that all eligible elected women representatives are made members of SHGs.
8. Utilize elected women representatives especially, as internal CRPs, to focus on developing the partnership between the Gram Panchayat and the SHGs and their federations.
9. Conduct joint campaigns of Panchayats and SHGs for health, sanitation, etc.
10. Include functionaries of the SHGs and their federations in the Functional Committee of the Gram Panchayat dealing with poverty reduction and women issues.
11. Give formal membership in all the Village Level Committees to the VO.
12. Create a forum for regular interaction of the VO with the Gram Panchayats at least twice a year in which the VO would explain the needs and Gram Panchayat would formalize its developmental support. This should be before the finalization of the Gram Panchayat Development Plan.
13. Set up Joint committees consisting of the leaders of the VO and Gram Panchayat to oversee the Partnership.
14. Conduct joint training of elected representatives and VO leaders to explain the need for partnership and the modalities.
15. In the Schedule V areas, SHGs may be especially involved in strengthening Gram Sabhas and their capacity suitably built up.
16. A Committee may be set up at the Block level for trouble shooting if required.

Role of SRLMs

In addition to supporting the State Government in the roles indicated above, SRLMs needs to do following;

1. Task an officer of the BMMU, DMMU and SRLM specifically to facilitate and

- oversee the partnership.
2. Develop capable Community Resource Persons or Local Resource Groups at Federation/Gram Panchayat level to provide necessary training to all stakeholders.
 3. Develop Block level Master Trainers.
 4. Put in place a common State Resource Team for GPDP and MGNREGS.
 5. The consolidated Entitlement Plan at block level needs to be kept in MIS for its periodic verification and monitoring.
 6. Conduct necessary training and capacity building to the SHG leaders and GP leaders with the help of well-developed IEC materials.
 7. Train all elected representatives (especially elected women representatives) on NRLM and its functioning and importance on working together with SHGs.
 8. The BMMU may review and monitor the partnership activities and report to DMMU and SMMU periodically. The State Level Steering committee may examine the report and guide and advice the SRLMs and the Panchayat Raj department.

Follow-up Action by State Governments

1. States may issue detailed guidelines to actualize the partnership. This may be operationalized immediately in all the Intensive/Resource Blocks. In the new Blocks which are brought under NRLM, this activity should start from the beginning. While the institution building of SHGs take place the relationship with the Gram Panchayats should be clearly explained to work out a meaningful and symbiotic relationship.
2. States are free to take technical support from the National Mission Unit of NRLM and/or the National Resource organization, viz., Kudumbashree of Kerala.
3. States may develop Beacon Panchayats in Resource/Intensive Blocks where the partnership is actualized as envisaged. They could function as Schools of Practice for other Gram Panchayats and VOs to learn from.
4. The State level Steering Committee constituted for the GPDP may be tasked with the responsibility of coordinating this exercise as by suitably incorporating SRLM.

Expected Outputs and Outcomes

1. Expected Outputs

Gram panchayat-SHG Partnership initiatives taken up should lead to clear and measurable outputs. Following is an indicative list of outputs:

- i. Increased access of SHG families and communities to individual entitlements, community services, public goods and social security.
For example: MGNREGS job card, MGNREGS work and assets, access to social security pensions, proper functioning of schools and anganwadis, mid-day meals, ensuring entitlements under Right to Education Act and Right to Food Act, increased immunization, reduced incidence of communicable diseases, etc.
- ii. Regular functioning of partnership platforms and active community cadres. For Example: Regular meeting of Functional Committees and the level of participation of SHG members in the committees, number of SHG members

- working as community cadre for Gram Panchayat, etc.
- iii. Increased participation of women in Gram Sabha and various institutional and development committees like Anganwadi Mothers. Committee. School Management Committee, Village Health Committee, Water and Sanitation Committees. etc.
- iv. Gram Panchayat Poverty Reduction Plan, jointly prepared by the Gram Panchayat with VO, in every Panchayat.
- v. Services entrusted by the Gram Panchayat to the SHGs for delivery.
- vi. Number of Elected Women Representatives as CRPs.
- vii. Funds provided by the Gram Panchayat to SHGs and their federations.

2. Outcomes

In the medium to long term, certain outcomes are expected. These include:

- i. Increased contribution from Gram Panchayat to local economic development, reduction of poverty and antyodaya.
- ii. Increased ability and sensitivity of elected representatives on issues of poverty and to work with community institutions.
- iii. Sustainable functioning of joint institutional platforms to plan and monitor partnership activities.
- iv. Enhanced ability and confidence of women to access public institutions and offices, including elected positions in the local governments.

