

**DISTRICT TRAINING
(2025-2027 BATCH)**

VILLAGE STUDY ASSIGNMENT MANUAL



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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 the socio-economic aspects of villages and rural development schemes/programs closely and to understand the process of reaching the unreached—ensuring that vulnerable individuals eligible under various schemes but who have not yet availed benefits are included—thereby driving rural areas towards Viksit Bharat. 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 to the land records related 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 ground realities and functioning of different institutions can happen in different ways—through examining the quality of land records, discussing with the land owners and conducting meetings with village level revenue functionaries.

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, data collection and report preparation.

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. 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 village level development and enable them to understand the functioning of village level institutions, government programmes/rural development schemes 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 analyse last-mile service delivery in the context of rural development schemes;
4. Assessing Digital India Land Records Modernisation Programme (DILRMP) in terms of progress across digitization of textual records, Web enabled land records in the state, digitization of spatial records and linking Record of Rights (RoRs) to the cadstral map, modern survey methods, computerization of registration process and integration between these three components (Revenue Court, Registration and land revenue department);
5. To study whether any change in ownership, possession, classification, extent, encumbrances of a given land parcel is leading to record updation and whether the on-ground situation is 'mirrored' in the records;
6. To prepare two case studies on (i) the poorest of poor and (ii) the case study/best practices and issues related to land records management and modernisation.

Selection of a Village

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 update the name of the village in **Gyan Portal** on or before **30th September 2026**.

Step 1: Get a list of all census 2011 villages of a Block (Block may be finalised in consultation with the District Magistrate/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 Statistical Handbook, District 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 as per 2011 census (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 flagship rural development schemes- DAY-NRLM, MGNREGA/Viksit Bharat–Guarantee for Rozgar and Ajeevika Mission Gramin (VB–G RAM-G), PMAY-G, Swachh Bharat Mission-Gramin (SBM-G), PMJAY, Jal Jeevan Mission (Rural), etc.
- Diversity in size of land holdings and having a minimum of 300 land parcels in plain areas and minimum 100 land parcels in hilly areas (If, land records are not maintained by the Revenue Department in certain North-Eastern states, this criterion may be ignored.)

Thereafter discuss the details with your District Magistrate and shortlist a village which fulfils the above criteria. Intimate the same to BNY-CRS latest by **30th September 2026**.

Note: After the selection of a village is finalised as on 30th September 2026, no change shall ordinarily be entertained.

Important Note:

In case there is any change in the selection of Village after 30th September 2026, it should be informed to BNYCRS by email (e-Mail ID : crs.lbsnaa@nic.in)

Research Questions

As this assignment focuses on functioning of different institutions and government programmes, 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) 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.
- (f) Assessing quality of land records and status of Real time mirror (RTM) in the selected villages to test the efficacy of real time integrated updation of textual and spatial records and the registration process

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)/ Viksit Bharat–Guarantee for Rozgar and Ajeevika Mission Gramin (VB–G RAM-G), SBM and other components of rural economy.

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 study through following types of schedules:

(a) Village Schedule (Refer Chapter-III)

This schedule will help you to collect macro and micro data on the village and its residents, land records, different sectors, village-level institutions and their functioning, components of the rural economy and management of land records. This will enable you to analyze the socio-economic background and the quality of land records in the village.

(b) Household Schedule and Quality of Land Records Schedule

Total 30 households and 20 land parcels are to be surveyed using the prescribed schedules. If land records data is not maintained by the Revenue Department in certain North-Eastern states, the survey of 20 land parcels is not required in such cases.

The household schedule 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, social welfare schemes in the village and quality of land records. 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 and land records of 20 land parcels from same village as indicated below for preparing both Reports (Socio-Economic Report & Land Administration Report):

| Households (HHs) to be surveyed | No. of HHs |
|--|---------------------------------|
| a) Beneficiaries of Social Welfare Schemes | 05 |
| b) BPL Card Holder | 02 |
| c) Antyodaya Card Holder/ Pradhan Mantri Garib Kalyan Anna Yojana (PMGKAY) | 05 |
| d) Beneficiaries of Pradhan Mantri Awaas Yojana (Gramin) | 02 |
| e) Ayushman Bharat- Pradhan Mantri Jan Arogya Yojana (PM-JAY) | 02 |
| f) Beneficiaries of Pradhan Mantri Kisan Samman Nidhi (PMKISAN) | 04 |
| g) SHG or FPO Member's Household | 02 |
| h) Random selection of households | 08 |
| Total Households | 30 |
| 20 Land Parcels belonging to the above 30 Households to be surveyed | Category of Land Parcels |
| Land parcels with ownership changes due to sales (Latest) | 05 |
| Land parcels with ownership changes due to a change in legal heir (Latest) | 05 |
| Land parcels in which partition has taken place | 03 |
| Land parcels with joint ownership | 03 |
| Land parcels with individual ownership | 04 |
| Total Land Parcels | 20 |

Note: Data from a total of 30 households will be utilized for preparing the Socio-Economic Report and data from 20 land parcels belonging to these 30 households will be surveyed for the preparation of the Land Administration Report (In the absence of recorded land ownership in the state, the concerned Officer Trainee shall prepare a Land Administration Report based on the overall land revenue administration and the issues and challenges arising from the lack of recorded land ownership and suggestions for maintaining recorded land rights) instead of preparing the land administration report based on survey of land parcels. The categories of land parcels mentioned are indicative; however, efforts should be made to cover diverse categories of land parcels to enable an in-depth analysis of the quality of land records. (Please refer to the specially designed Village and Household Schedules in Chapter III and Chapter IV for this purpose.)

One of the households could be used for preparing a Case Study on ‘Poorest of the Poor’ from the 5 households that have benefited from social welfare schemes or 2 households having BPL card or 5 having Antyodaya card i.e. (a), (b) and (c) of the above table (Refer to the Case study section).

Documenting a cadre-specific best practices/Case Study on any of the suggested topics related to land records management and modernisation such as (a) Integration of Land Records data of Revenue department with land Registration, Revenue Courts and Cadstral maps (b) Modern Survey/Resurvey and updating the spatial land records (c) Revenue Court Case Management System (d) Mutation and Auto - Mutation (e) Land Records Management and Computerization of Land Records (f) Online Land and Property Registration (Any where Registration). The cadre specific issues to document the best practices/Case Studies are mentioned in the page number 50 (Guidelines for Report Writing & Best Practices/Case Study and Submission of Reports).

Or

You may prepare a case study/best practices on land records management and modernisation at the micro or state level other than the cadre-specific topics mentioned above.

(c) Checklists and Schedules

| | |
|--|-------------|
| Village Schedule for Socio-Economic Study | Page No. 17 |
| Household Schedule for Socio-Economic Study | Page No. 28 |
| Village Schedule for Land Administration Report | Page No. 34 |
| Land Parcel Survey Schedule for Land Administration Report | Page No. 39 |
| Guidelines for Report Writing | Page No. 42 |
| Brief on Case Study/Best practices | Page No. 49 |

The list of questions will help you to understand issues related to social-economic development, implementation of rural development schemes, land records management and to facilitate you to collect relevant information/data for analysis and preparation of reports. 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, District Statistical Handbook, District Gazetteer, Land records data of Land Revenue Department, 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 Statistical 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 five 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 Method
- (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. Individual vary in their ability to articulate their thoughts and ideas. With good questioning techniques, researchers/ interviewers facilitate the respondents/interviewee and obtain quality data from them. In this method, it is assumed that the interviewer wishes to know or get information about the topic under study or behaves as if s/he does not know much about the topic under discussion. This is partly true. The interviewer carries a list of questions, which implies that the ground work on the topic is carried out and the seeker is getting more or in-depth information or confirms some pattern or trends through interview.

Interview Techniques

- 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.

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 ¹ |
|-------------------------|-------------|-----------------------------------|
| 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 |
|------|------------|----------------|-----------|
| 1991 | | | |
| 2001 | | | |
| 2011 | | | |

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

3. Location of the Village & Basic Amenities

3.1 No. of hamlets:

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

¹ Source: records maintained by the Panchayat, Anganwadi and other sources, this may be an approximate figure also

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

* 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.

4. Details of Land and Irrigation

4.1 Total Area of the village at present² (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 Irrigated Area

a. Facility for irrigation: Yes/No

| Sl. No. | Source of irrigation | Area under irrigation (ha.) | Crop Seasons (Water supplied) |
|---------|-------------------------|-----------------------------|-------------------------------|
| 1. | Canal | | |
| 2. | Ponds | | |
| 3. | Tanks | | |
| 4. | Watershed - based | | |
| 5. | Lift irrigation (River) | | |
| 6. | Bore-well | | |
| 7. | Well | | |
| 8. | Others (Mention) | | |

4.5 Status of soil health cards distributed in the village: (i) 100% (ii) 75-99% (iii) 50-74% (iv) 25-49%(v) Less than 25% (vi) Not distributed

4.5.1 Mostly, Type of soil (write local name of the soil) in the village:
 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. Type of watershed interventions undertaken: Check dams / Farm ponds / Contour bunding / Trenches / Afforestation / Others
 c. Whether groundwater level has improved Yes/No/Partially

² Record information from *Patwari/ Lekhpal*

d. Increase in irrigated area due to watershed activities in the village:
Yes/No/Partially

4.7 Whether PMKSY have been implemented in the village (Yes/No)

4.7.1 Types of interventions undertaken: Micro-irrigation / Water harvesting structures/
Canal/field channels / Others

4.7.2 Total area covered under PMKSY in hectares -----

4.7.3 Increase in irrigated area due to PMKSY in hectares -----

5. Agriculture Systems

5.1 Cultivable Land under:

| Sl. | Items | Land (in hectare) |
|-----|---|-------------------|
| a. | Ownership cultivation ³ | |
| b. | Tenancy ⁴ | |
| c. | Other (encroached/ contract farming etc.) | |

5.2 Distribution of operation (land) holdings

| Sl. | Size of Holding (in hectras) | No. of Land holdings |
|-----|------------------------------|----------------------|
| a. | < 1 | |
| b. | 1-2 | |
| c. | 2-4 | |
| d. | 4-10 | |
| e. | More than 10 | |

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

| No. of Beneficiaries | No. of Beneficiaries who claimed | No. of Beneficiaries who received compensation |
|----------------------|----------------------------------|--|
| | | |
| | | |
| | | |

5.4. 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 | | |

³Land cultivated by those in whose name the land is or legal heirs of such person

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

| | | |
|--------------------|--|--|
| | | |
| Others (Specccify) | | |

5.5 Any instances of conflict over land (caste/community, over land acquisition, wild animal menace etc.). If yes, provide a short brief note on this in the socio-economic report..

6. Tenancy⁵: 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 in the socio-economic report

7. Agriculture Marketing:

7.1 Does Government procure any agriculture products? Yes/ No

7.2 What is the % of farmers got minimum selling price in last year (MSP)?-----

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?

7.5 Give a brief status of PM-Kisan Samman Nidhi (PMKISAN), PMKSY, Pradhan Mantri Fasal Bima Yojana (PMFBY) and Soil Health Card Scheme in the socio-economic report

8. Employment and Migration

| Nature of Job for the principal source of livelihood | Number of Households |
|---|-----------------------------|
| Government Service | |
| Private sector job | |
| Own Village Industries /Cottage Industries | |
| Commercial business like shops, marketing, transport etc. | |
| Skilled services like carpenter, plumber, electrician, etc. | |
| Others (Dairy, Poultry, Fishing, etc.) | |

⁵Tenancy 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.

- 8.1 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
- 8.3 Nature of work they generally out-migrate for:-----
- 8.4 Give a brief status of Deen Dayal Upadhyaya Gramin Kaushalya Yojana (DDUGKY) and Pradhan Mantri Kaushal Vikas Yojana (PMKVY) schemes in the socio-economic report
9. Approximate number of families depending partially or fully on dairy, Polury and other livestock related activities to support their livelihood in the village: -----
a. Grazing land actually available in the village: Yes/ No
b. Whether veterinary services are available at the village/ at nearby location Yes/No
10. Is there any Micro/ Small Scale/ Cottage Industries in the village? Yes/ No
a. 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)⁶

| | | | | |
|------|--|--|------------------------------------|--|
| i. | No. of PDS/FPS (Fair Price Shops in the village) | | | |
| ii. | No. of ration card holders under Antyodaya Anna Yojana” (AAY)/BPL category | | | |
| iii. | No. of ration card holders under APL category | | | |
| | Is Aadhaar seeding of ration cards completed? (Yes/No) | | | |
| iv. | Whether Biometric system is used at the FPS for all Beneficiaries (Yes/No) | | | |
| v. | Which commodities are actually being supplied at FPS? | | | |
| vi. | Commodity | Quantity distributed to all AAY/BPL in the | Quantity distributed to APL/ other | |

⁶ 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.

| | | | | |
|----|--|------------------|--|--|
| | | last Month in Kg | | |
| | Rice | | | |
| | Wheat | | | |
| v. | Opening Stock at the beginning of the month for which distribution taken above | | | |

*Mention details in the socio-economic report regarding functioning of FPS, coverage under FPS and issues

13. Sanitation: An Overview

- a. Is there exist Drainage System in the village: Yes/No
- b. Are the drainages open or closed : (i) Fully closed, (ii) partly closed (iii) fully open
- c. Is the drainage system cleaned regularly (Yes/No)
- d. Is there Garbage disposal system in the village (Yes/No)
- e. No. of households having access to toilets-----
- f. Is the Village is a Open defecation free (ODF) one (Yes/No)
- g. If, the village is not ODF Number of households regularly using toilets-----
- h. Also find out reasons for not using toilet at home and mention the details in the socio-economic report.
- i. Whether there is Solid and Liquid Waste Management System for overall cleanliness in the village (Yes/No)
- j. 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 in the socio-economic report.
- k. Is there Manual scavenging present – Yes/No? If yes, please briefly mention on nature of practice, extent, population affected/involved in continuing the practice, steps taken by administration etc. in the socio-economic report.

14. Health Care

- a. Number of ANM vacancy _____ Filled-up _____
- b. Facilities at ANM Sub-centre
- c. Is an (Accredited Social Health Activist) ASHA worker appointed for the village? (Yes/No)
- d. Number of ASHA workers in the village: _____
- e. Number of private practitioners/dispensaries in the village _____
- f. ANM visits regularly: Yes/No
- g. Are villagers given free medicines: Yes/No
- h. Facilities of deliveries: Yes/ No
- i. If Yes, number of institutional deliveries in the sub-centre in last one year ____
- j. Integrated Child Development Services: Number of functional ICDS units (Integrated Child Development Services) in the village: _____
- k. Select the Government Schemes, which are implemented in the village
 - k.1 Ayushman Bharat (PM-JAY)
 - k.2 Janani Suraksha Yojana (JSY)
 - k.3 ICDS services

Provide a brief status of the implementation of Ayushman Bharat–Pradhan Mantri Jan Arogya Yojana (PM-JAY), National Rural Health Mission (NRHM) and Pradhan Mantri Matru Vandana Yojana (PMMVY) in the village as part of the socio-economic report.

15. Education

Name of School:

- a. Number of students by class

| Classes | Number of students enrolled | Number of students Regular |
|-------------|-----------------------------|----------------------------|
| Pre-Primary | | |
| I | | |
| V | | |
| VIII | | |
| X | | |

* Based on the availability of government primary, middle, or high schools in the village, data can be collected. If more than one school is available, the data from all schools can be combined. If more than one school, collect the data as per above table.

- b. Collect information about number of enrolment, drop-outs in last three years and find out reasons for non-continuation of schooling of the dropouts* .
- c. 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 | | |

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

- g. Number of Teaching staff in Position (In Number)

| Teaching Staff | Sanctioned posts | Teaching Staff in-position |
|-----------------------------------|------------------|----------------------------|
| Teaching Staff (Regular Teacher) | | |
| Teaching Staff (Contract Teacher) | | |

* Use a separate sheet of paper for writing the note

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 safe drinking water in the school: Yes/No

(d) Total no. of class rooms: _____

(e) Find out 'Teacher-student ratio' in one of the sections of each standard, for example, section A of standard 1, and so on.

(f) Teacher absenteeism/proxy attendance prevalent? Y/N? If yes, give a short brief in the socio-economic report .

(g) Whether MDM served every day: Yes/ No

(h) Shed for mid-day meal (MDM): Yes/ No

(i) 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 | | |

(j) Whether electricity connection is available in the school? Yes/ No/ Yes but not functional

(k) Whether school is approachable by all-weather roads? Yes/ No

| Facilities | Available (Yes/ No) | If, Yes, Functional status |
|-------------------------|---------------------|----------------------------|
| Library | | |
| Book Bank | | |
| Reading Corner | | |
| Computer Lab | | |
| Vocational training Lab | | |

(l) Whether Playground facility is available? Yes/ No

(m) Whether Medical check-up of students was conducted in last academic year? Yes/ No

(n) Is menstrual hygiene taught in the school? Yes/ No

(o) Distribution of sanitary pads: Yes/ No

16. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) Viksit Bharat -Guarantee for Rozgar and Ajeevika Mission (Gramin) (VB G RAM G)
- Is MGNREGA /VB -G RAM G implemented in the village: (Yes/No)
 - If, Yes, since when is the scheme- MGNREGA/VB G RAM G) being implemented? Mention month, year:
 - Number of job card holders in the village⁷:
 - Number of works sanctioned in last financial year _____
 - Number of people employed in last financial year _____
 - Number of people completed 100/125 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
- Types of Vulnerable Groups covered under MGNREGA/ VB -G RAM G:
 - Disabled
 - Old age people (65+ with no one to take care)
 - Women in special circumstances
 - Primitive/ Nomadic tribal

16.3 What are the schemes converged with MGNREGA/ VB -G RAM G?
(Prepare a brief note and mention in the socioeconomic report)

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. in the socio-economic report
- 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 in the socio-economic report.

⁷ 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 | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

(B) HOUSEHOLD SCHEDULE

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

Profile of Household: General

1. Name of the Head⁸ 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/BPL⁹/Antyodaya¹⁰/ NFSA/ SFSA/ PRI/ AAY
4. Educational Status of the family members:

| Sl. | Name | Age | Sex | Education | Employment |
|-----|------|-----|-----|-----------|------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

- (a) Number of children not enrolled _____ boys: _____ girls: _____ /
Number of children dropped out: _____ boys: _____ girls: _____

(b) If young children are not going to school, specify reasons in the socio-economic report:

5. 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)
- 5.1 Number of Rooms: 1 Room/ 2 Room/ 3 Room/ More than 3 Room (tick appropriate answer)
6. Fuel/ energy used for cooking food (tick appropriate answer)
LPG/ Kerosene/ Wood/ Bio-gas/ Others
7. Are you beneficiary of Ujjawala Yojana? Yes/ No
 - If yes, how often are you able to refill gas cylinder

⁸In 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.

⁹ Cover at least 2 households having BPL card in the household survey.

¹⁰ Cover at least 2 households having Antyodaya card in the household survey.

8. Number of livestock/poultry owned: Milch _____ Others (Poultry, fisheries/others livestock)

(a) Monthly/ Annual income from livestock/Poultry: Milch _____
Others _____

9. *Aadhaar* card: Yes/No (No. of family member _____)

10. Do you/ any family members has a bank account? Yes/No
Bank/ Mini Bank/ Cooperative Bank/ Post Office

10.1 If Yes, is it linked with *Aadhaar*? Yes/ No

10.2 Details of total outstanding loan (in Rs.):

11. Occupations, incomes and finances of the household members

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

12. Debt status of the household:

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

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

13. Modern market penetration

| Sl. No. | Name of the Produce | Price Received per Quintal | Market Price per Quintal in the nearest market |
|---------|---------------------|----------------------------|--|
| i. | | | |
| ii. | | | |
| iii. | | | |
| iv. | | | |

(a) Contract with the buyer, middle men for selling produce : (Yes/No)

(b) Did the family ever sell or got deprived of its land, cattle or other assets in the last year? Yes/ No

14. Assets owned by the family (tick appropriate answer)

Land/ House/ Vehicle/ Others (television, refrigerator, jewellery, cell phone,)

Socio-Economic Participation

15. SHG membership:

- (a) Are you a member of any SHG? Yes/No
- (b) If, Yes, get details since became the member

| SHG name | Since when you are a Member (Month/Year) | Purpose of joining SHG | Total saving with SHG in Rs. | Loan taken from SHG fund in Rs | Loan used for |
|----------|--|------------------------|------------------------------|--------------------------------|---------------|
| | | | | | |
| | | | | | |

16. Social participation

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

17. Major 05 problems of the village (get them prioritized) :

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

19. Public Distribution System

- (a) Do you buy items from Fair Price Shop (FPS): Yes/ No
- (b) Which items you buy: food grains -----
- (c) Do you get regular supply of items every month: regular/ frequently irregular/ irregular
- (d) If the supply is irregular, find out reasons:
- (e) Is bio-matric authentication mandatory? Yes/ No
- (f) Suggestions for effective functioning of FPS:

20. Any other aspect, the head of the household would like to mention either as a problem or suggestion.

21. Pradhan Mantri AwasYojana (PMAY)

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

22. Beneficiary of MGNREGA/ VB-G RAM G scheme

- (a) MGNREGA/ VB-G RAM G job card holder: Yes/No/Not applicable
- (b) No. of family members having MGNREGA/ VB-G RAM G job card _____
- (c) If yes, how many days you have worked under MGNREGA/ VB-G RAM G (in last one year): _____

- (d) If less than 100/125 days, note the reasons for not availing full 100/125 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 month¹¹
- (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/ VB-G RAM G scheme:

23. Social Security Schemes (Pension schemes)¹²

24. Health

- (a) Total number of beneficiaries of Ayushman Bharat Pradhan Mantri Jan Arogya Yojana /any other equivalent States' Schemes of your family-----
- (b) How many family members are not covered under Ayushman Bharat Pradhan Mantri Jan Arogya Yojana /any other equivalent States' Schemes
- (c) How many of the family members have availed benefits under Ayushman Bharat Pradhan Mantri Jan Arogya Yojana /any other equivalent States' Schemes-----
- (d) Janani Suraksha Yojana (JSY)¹³
 - 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

¹¹ 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.

¹² 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.

¹³ This is a scheme under National Health Mission. Under this scheme, Rs 1400/- is provided per pregnancy up to the first two live births to all women in Low Performing States and Rs. 700/- is provided to the BPL families in High Performing States.

- (e) 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

24.1 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 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?

25. 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?

26. Drinking Water

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

27. 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 for this financial year

- What was the total amount received so far-----

28. Does any member of your family have a Jan Dhan bank account? Yes/No
29. Is any member of the household currently receiving benefits under Direct Benefit Transfer (DBT) through any scheme? Yes/No

If yes, specify the schemes: _____

30. Is any member of your family using mobile applications to access government programmes or schemes? (Yes/No)

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**

| Village name | Lekhpal/ Circle | Patwari | Tehsil | District |
|--------------|--------------------|---------|--------|----------|
| | | | | |

2. Structure of Revenue Administration at Tehsil (Write a note about functions and provisions for each level in the Land Administration Report. You can get it from the State's Revenue Manual/ Revenue Code/ Survey and Settlement Manual and compare it with ground realities).
- Discuss with Revenue Inspector (RI) regarding his/ her role and append your observations and provisions under which s/he performs his/ her various functions and mention the same in the Land Administration report?
 - Study the role of RI in various land related activities. Visit the spot for each of these activities and prepare detailed note to be included in the Land Administration report:
 - Demarcation of property/ measurement of parcel
 - Enquiry regarding land dispute/ role of RI in land dispute matter
 - Role in updating/ preparation of records for granting government land (Patta) to the needy people/landless
 - Others (Specify)
 - Apart from the revenue works, what are the other works s/he deputed in last 6 months (An assessment of workhood to be included in the report)?
 - What steps need to be taken for better revenue and land records management by the Revenue Inspector (RI)?
 - 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 and include the same in the Land Administration report.
 - 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 to be included in the report.

3. Land records, documents, forms and registers maintained by the village-level revenue functionary/RI related to RoR, Mutatuion, updating land records, rectification of land records, land use and land classification and to what extent are these records available online?

| Sl. No. | Name of the Register/Form/document available with Village level Revenue official/RI | Which type Land Records and other information are recorded in the Register/ Form/ Document | Whether Offline or on-line (only off-line -1, Online-2, both off-line and on-line -3) |
|---------|---|--|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

4. Land Records of the Tehsil

| No. of Revenue Villages in the Tehsil/ Mandal | Total No. of RoRs in the Tehsil/ Mandal | Total No. of Land Parcels in Tehsil/ Mandal | No. of RoRs computerised in Tehsil/ Mandal |
|---|---|---|--|
| | | | |
| | | | |
| | | | |

5. Computerization of Registration

- Is registration process computerized or manual in the concerned Sub-Register Office?
- How much time does it take to complete registration?
- How many days does it take to get the registered copy of deed?
- Who does data entry in registration office? PPP model/ department people/ hired agency/ directly employed from the market
- Is stamp paper used or there is online facility available to pay registration fees?
- Is registration department integrated with land record office? Yes/ No

6. Computerization of land records in the Village

- Computerisation of land records completed in the Village: Yes/ No
- Are the villagers aware about computerized system of land records management: Yes/ No
- If yes, can the land owners download the computerised copy of
 - Record of rights (RoR)–*Jamabandi* or *Khatiyani* on their own: Yes/ No
 - Is the computerised downloaded copy of RoR by the land owners is digitally signed and legally valid (Yes/No)
 - Is manual issuance of RoRs completely stopped:
If not stopped, find out the reasons:
 - If No, how they get the digitally signed copy of RoR?

7. Does the mutation process start automatically after a land transaction through registration or upon the death of the landowner: Yes/No and If, No, then what process is followed to update the land records after mutation? Include a note on this in the Land Administration report.

7.1 Are the mobile numbers of the land owners of the village are linked with the RoR ? Yes/No

8. Digitization of village cadastral 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 of the village available online: Yes/No
- e. Are computerized maps and RoR integrated: Yes/No
- f. Are computerized spatial records automatically updated after partition/sub-division of land parcels? Yes/ No

9. Re-survey under DILRMP

- a. Modern survey started in the village: Yes/ No
 - i. If yes, describe briefly the re-survey technique and process involved and include the same in the Land administration report.
 - ii. If No, find out the reasons and mention in the report.

10. **Collect the total number of RoRs of the village as per the offline records available with the village revenue functionary. Also, verify whether all the RoRs are available online based on discussions with village revenue functionary**

| Total no. of RoRs in the village | No. of RoRs computerised | Pending % of RoRs not computerised |
|----------------------------------|--------------------------|------------------------------------|
| | | |
| | | |
| | | |

11. Quality of Land Records in the Village

11.1 Land Records of the Village

| Total no. of Survey number as per the Cadastral Map | Total No. of Land Parcels of the village as per the Record of Rights/Jamabandi/ Khatian | Total Land Parcels as per the Khasra Register or as per the off-line records available with the Revenue Inspector/Patwari/L ekhpal | Total No. of Land Owners as per the Record of Rights/Jamabandi/ Khatian | Is there any difference pertaining to the land owners as per records vis a vis actual owners (Yes/No) |
|---|---|--|---|---|
| | | | | |

* Any differences among the above indicators, along with the reasons thereof, to be included in the report.

11.2 Difference of spatial and the textual records in the village in acre:

| | | |
|---|--|---------------------------------------|
| Total area of the village as per the cadastral map of the village | Total Area as per all RoRs (Record of Rights)/ Jamabandi/ Khatian of the village | Difference, if any, in % with reasons |
| | | |

* Any differences among the above indicators, along with the reasons thereof, to be included in the report

11.3 Land records status in terms of ownership details of the village

| | | |
|------------------------|---|--------------------------|
| Type of land owners | Total No. of Land Parcels as per the RoRs/Jamabandi/Khatian | Area in the Hectare/Acre |
| Individual land owners | | |
| Joint land owners | | |
| Government Land | | |
| Others | | |
| Total | | |
| Land under disputes | | |

11.4 How many land records of the village have been updated in the RoRs/Jamabandi/Khatian over the last three years and what were the reasons for these updates?

| | | |
|---|------------------------------------|---|
| Survey Number or Khasra No. or Plot No. | When the land records were updated | Description of reasons for land records updates |
| | | |
| | | |
| | | |

* Write a brief note on the status of land record updates in spatial and textual records, based on online records and offline records available with village-level revenue functionaries and include in the Land Administration report.

11.5 When were the RoRs of the village last updated, as per the offline records available with the RI/Patwari/Lekhpal _____ month _____ year and are these updated records reflected online (Yes/No).

11.6 Land use in the Village as per revenue records available with revenue funationary

| | | |
|----------------------------------|--|---|
| Total No. of Land parcels | No. of land parcels used for Agricultural Purpose | No. of land parcels used for Non-Agricultural Purpose with description |
| | | |

11.6.1 Prepare a brief note (500 words) on process and scale of change in land use from agriculture to non-agriculture in the village during last five years (as per official records and ground level situation).

11.7 Prepare a brief note on partition/subdivision of land parcel in the village mentioning No of formal and informal partition with reasons and include it in the Land Administration Report.

11.8 Does the formal partition reflect on cadastral maps (Yes/No)

11.8.1 If no, find the reasons

11.9 Have on-ground partition and demarcation proceedings been incorporated in textual records? (Yes/No)

12. Land Reforms in the Village

- a) Is there any Ceiling surplus land distributed in the village? Yes/No
If yes, how many ceiling surplus land beneficiaries are there in the village?
- b) Are the land records of ceiling surplus land beneficiaries have been updated? Yes/No
- c) Has Land consolidation taken place in the Village? Yes/No
If yes, in how many survey no. land consolidation took place?
- d) If, land consolidation process is not taken up in the village, what are the reasons?
- e) Was government land allotted in the village? Yes/No
If yes, what is the number of land allottees and are RoRs updated? Yes/No
- f) Is tenancy prevalent in the village? Yes/No
If yes, is it recorded tenancy, oral tenancy or both?
If yes, how many tenants are there in the village?
- g) What is the input and produce sharing mechanism under tenancy?

(B) LAND PARCEL SURVEY SCHEDULE

(20 land parcels owned by the 30 households covered for Socio-Economic study will be surveyed for the preparation of the Quality of Land Records and Land Administration Report)

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

1. Information about land Parcel

| Land Parcel No./Plot No. as per the Khasra register/RoR/Jamabandi report /Khatian/FMB | Survey No. as per the Cadstral Map | Type of ownership (Individual or Joint) |
|---|------------------------------------|---|
| | | |

2. Area of the land Parcel

| Land Parcel No./Plot No. as per the Khasra register/RoR/Jamabandi report /Khatian | Area of the land parcel as per RoR | Area of the land parcel as per the Cadastral Map | Area as per the possession |
|---|------------------------------------|--|----------------------------|
| | | | |

2.1 If there is a difference in the area of land parcel, then Percentage of error for selected land parcel?

3. Ownership of Land Parcel

| Land Parcel No./Plot No. as per the Khasra register/RoR/Jamabandi report /Khatian | No. of land owners as per online land records | No. of land owners as per land records available with the Patwari/RI | Is the land owners details reflects the actual situation (Yes/No) | If, not what are the reasons |
|---|---|--|---|------------------------------|
| | | | | |

4. Records Updated status of Land Parcel

| Land Parcel No./Plot No. as per the Khasra register/RoR/Jamabandi report /Khatian | Year and month last time RoR was updated | Is there any up-dating required in the RoR (Yes/No) | If, Yes, then what are the details to be updated | Reasons for not updating land records in the RoR |
|---|--|---|--|--|
| | | | | |

5. Differences between onground status and land records status in terms of use of land parcel?

| Land Parcel No./Plot No. as per the Khasra register/RoR/Jamabandi report /Khatian | Agricultural/ Non-Agricultural as per RoR | Agricultural/ Non-Agricultural as per Ground situation | Non – Agricultural Use of land parcel - description | Reasons for not updating land use details in the RoR |
|---|---|--|---|--|
| | | | | |

5.1 Is there a difference between the onground use of land and the one stated in RoR?

6. Is there any difference between the onground location of land parcel and that marked in the revenue maps (these maps would be the latest legally relevant Spatial records available)? Yes/No

7. What are the differences between onground status and land records status in terms of Encumbrances on surveyed land parcels?

8. Does the land owner know when the last survey of the land parcel was conducted? Yes/No, If, Yes, in which year? -----

9. Grievances Redressal

(a) Is the land owner of the land parcel found any errors in the land parcel? Yes/ No

(b) If yes, did the land owner apply for correction? Yes/ No, To whom it is applied and are the rectifications completed?

PART – 3

CHAPTER – V

Guidelines for Report Writing & Best Practices/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 | |
| c | Nearest town (could be more than one places) | |
| e | Nearest market place (could be more than one places) | |
| f | Nearest branch of a bank (could be more than one places) | |
| g | Nearest post office | |
| h | Nearest Sub-centre for health care (mention if not within village) | |
| i | Nearest Community Health Centre | |
| j | Nearest Public Health centre | |
| k | Nearest grain storage facility | |
| l | 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 | | | |
| 9 | 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 of the Reports
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 four 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/ VB-G RAM G,etc.
- (iii) A chapter on assessment (impact in the village) of poverty alleviation programmes
- (iv) A chapter on intervention by the OT (Refer box Page No.47)

| |
|---|
| <p>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.</p> |
|---|

(B) Case Study on ‘Poorest of the Poor’

Case Study on ‘Poorest of the Poor’ has to be submitted separately. (Please see page no. 48)

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. 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.

(C) Chapters of Land Administration Report

The chapters may be broadly divided into five parts:

- (i) Land Administration¹⁴, Acts and Laws
- (ii) Role of Offices (especially RI) and all the revenue services offered
- (iii) Modernisation of Land Records in the village
- (iv) Quality of Land Records based on Land parcel survey in the village
- (v) Land Reforms in the Village
- (vi) Conclusions and way ahead

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.

(D) Best Practices/ Case study on cadre specific topic/ selected by the Officer Trainee on Land Records Management and Modernisation.

Best Practices/ Case Study on cadre specific/ selected topic on land records management and modernisation has to be submitted separately (Refer Page No. 49).

¹⁴A brief coverage of history of Land Reforms but extensive coverage of Land Administration is desirous

Brief on Case Study/ Best practices

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) Best Practices/ Case Study on Selected Topic on land records management and modernization.

The suggestive cadre wise topics for documenting the Best Practices/ Case Study are as follows:

1. Integration of Land Records data of Revenue department with land Registration, Revenue Courts and Cadstral maps
Cadre:, Assam, Tamil Nadu, West Bengal, Punjab and Delhi
2. Modern Survey/Resurvey and updating the spatial land records
Cadre: Andhra Pradesh, Gujarat, Kerala, Odisha, Bihar and
3. Revenue Court Case Management System
Cadre: Chhattisgarh, Telangana, Uttarakhand, Rajasthan and Uttar Pradesh
4. Mutation and Auto - Mutation
Cadre: Jharkhand, Madhya Pradesh and Karnataka
5. Land Records Management and Computerization of Land Records
Cadre Sikkim, Meghalaya, Manipur AGMUT (Except Delhi), Tripura
6. Online Land and Property Registration
Cadre: Haryana, Himachal Pradesh and Maharashtra

Or

7. Any other topic selected by the Officer trainee related to land records management and modernisation.

Example:

Integration of Land Records data of Revenue department with land Registration, Revenue Courts and Cadstral maps (Best Practices/Case Study) Format

The following points are relevant to write the Best Practices/Case Study:

- (a) Overview– Implementation of various components of DILRMP in the state, Modernisation of Land Records Management in the (district) and related details, total number of Tehesils, Revenue Villages, SROs, Revenue Courts, RoRs and Land Owners and Synchronization of Registration Act, Land Revenue Code, Survey Acts
- (b) Extent of computerisation of SROs, Revenue Courts, digitalisation of cadastral maps including geo-referencing and integration of Revenue Records
- (c) Process involved to integrate spatial database with textual RoR data
- (d) Process and APIs for real-time data flow between department used for the integration of land records
- (e) Availability and accessibility of land records by various stakeholders and use of revenue records by the stakeholders
- (f) Is integration of the registration process with the land records maintenance system leading to mutation notices and mentioning mutation remarks in the corresponding RoRs and updated RoRs are generated automatically after registration
- (g) Red-flagging of disputed land and Govt. land after the integration of land records
- (h) Preventing property fraud
- (i) User and Data Authentication
- (j) Benefits to the Land owners and other stakeholders
- (k) Analysing impact of integration of land records land Registration, Revenue Courts and Cadstral maps
- (l) Challenges to implement the activities for the integration of land records land Registration, Revenue Courts and Cadstral map

Note: Above format is just an indicative, you may write Best Practices/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 | a) Socio-Economic Report including a Report on intervention | 10000-12000 words |
| 2 | Case Study: Poorest of the Poor | 800-1000 words |
| 3 | Land Administration Report | 10000-12000 words |
| 4 | Best Practices/Case Study: Cadre specific Topic on Land Records Management or Any other topic related to land records management and modernization selected by the Officer Trainee | 800-1000 words |

Guidelines for Submission of Village Study Assignment

Data as per the Village Schedule (01 each of Socio-Economic and Land Administration) and Household Schedules (30 households for Socio-Economic) and Land Parcel Survey Schedules (20 land parcels belonging to 30 households for Land Administration) and **Reports (1) Socio-Economic Report and (2) Case Study on the Poorest of Poor (3) Land Administration Report and (4) Best Practices/Case Study : Cadre specific Topic/ any other topic related to land records management and modernization selected by the Officer Trainee will be submitted through “GYAN” Portal. Last dates for various submissions are as follows:**

- (a) Data Entry of all Schedules by **31st January, 2027.**
- (b) Submission of both the Reports and two Case Studies by **28th February, 2027.**

Evaluation Criteria

Broadly, Socio-economic and Land Administration Reports and two Case Studies submitted will be evaluated for following sub-components and activities:

| Report Type, its Sub-Components and related Activities | |
|--|--|
| (1) | 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/VB-G RAM G |
| (v) | Assessment of Poverty Alleviation Programme |
| (vi) | A Chapter on Intervention by the OT |
| (2) | Case Study on “Poorest of the Poor” |
| (3) | 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) | Modernisation of Land Records Management in the village |
| (e) | Quality of Land Records based on Land parcels survey |
| (f) | Conclusions and Way Ahead |
| (4) | Best Practices/Case Study: Cadre Specific Topic or any other topic related to land records management and modernization selected by the Officer Trainee. |
| (E) | Deduction for Plagiarism |

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 prior Plagiarism Test should not be done at your end.**

Important Contact Details

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For clarifications related to preparation of reports, case studies or any other issue pertaining to Village Study Assignment

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List of Abbreviations

| | |
|-----------|---|
| 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 |
| PMAY-G | Pradhan Mantri Awas Yojana - Gramin |
| 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 |
| VB GRAM G | Viksit Bharat Guarantee for Rozgar and Aajeevika Mission - Gramin |
| VSA | Village Study Assignment |
| WHO | World Health Organisation |