

**DISTRICT TRAINING MANUAL
(2025-2027 BATCH)
ROYAL BHUTAN CIVIL SERVICE**

VILLAGE STUDY ASSIGNMENT



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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 it enables Public Administration Professionals i.e. the Officer Trainees (OTs) in conducting indepth study in rural area. This exercise is to sensitise the Officer Trainees about rural realities, learn about the problems faced by the rural population, study the village level institutions, their functioning and the impact of these institution on rural population. The study also facilitates the Officer Trainees to observe and analyse changes in life of rural population. One of the important component of assignment is to understand land related issues. Land, and the interaction of the human society with it, result in many economic, social, political and environmental concern. Therefore, appropriate and effective land Administration is of crucial importance for sustainable development. The land Administration schedule is designed to sensitize Officer Trainees towards the problems faced by the villagers and local revenue Administration on a day-to-day basis. It also helps to understand the ground reality of land records, pattern of land disputes, issues of service delivery and public grievances, etc.

There are different methods that can be employed to study the rural realities and functioning of different institutions such as observation, interviews with village residents, conducting meetings and Focus group discussions (FGDs) with village residents, participating in the events taking place in the village, etc. To make your learning quasi-structured, a set of schedules covering almost all aspects of rural Bhutan focusing on village level institutions are provided to researcher/ Officer Trainees to facilitate field work, data collection.

The process of primary data collection provides researcher an exposure to existing ground reality; village level institutions and implementation of various government programmes as also the life style of the village residents, their immediate concerns and priorities, felt needs, problems and solutions found for these problems, existing infrastructure, administrative decision-making processes and structures in operation for rural development. It is necessary to collect data scientifically, which passes tests of objectivity, reliability and authenticity. Based on the data collection and analysis, the conclusions that are drawn can help you to think about solving the problems and working towards achieving specific goals.

Objectives of the Village Study

1. To provide exposure to OTs to rural realities and enable them to understand the functioning of village level institutions, government programmes and important components of rural economy;
2. To capture experiences, expectations, and views of villagers on the functioning of various institutions and government programs;
3. To assess the public service delivery at the village level and capture perception of villagers in provision of these services, and
4. To study the ground level scenario of land Administration and its functionality.
5. To understand of land related issues, success and failures of government programmes, capturing real time status of land records and allied activities.

Selection of a Village

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

- The population size of the village should be between 200 to 350
- The distance of the village from the main road should be more than 3 Kms
- Existence of Government schools (Primary, Lower/ Middle/ Higher Secondary Schools)
- Existence of Local level Institutions
- Diversity of land use and ownership of land.

Thereafter discuss the details with your District Magistrate and shortlist a village which fulfils the above criteria. Intimate the same immediately to BNYCRS which will convey approval within three days of receipt of request.

Important Note:

Selection of village to be completed by 30th September, 2026

Research Questions

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

- (a) Exposure to different components/ aspects of each institution and government programme
- (b) Exposure to process, mechanism and outcome of each village level institution
- (c) Capturing people's experiences, expectations and views regarding performance of each village level institution and government programme
- (d) Understanding components of rural economy and their linkages with village level institutions

- (e) Capturing the status of land related activities viz. (i) computerization status, (ii) public service delivery, (iii) grievances redressal, (iv) assessment the role of Revenue Inspector as a local authority
- (f) Assessment of annual income is essential for understanding the socio economic status of Households. This may be made based on observation on assets, occupation, employment, sources of income and productivity of crop and cattle etc.

Data Collection, Analysis and Report Writing

The Village Study Assignment covers a range of basic information that provides an overview of the village and the district, and focuses on important sectors such as education, sanitation, health care, land and land records scenario, local level Institutions, social welfare schemes, poverty alleviation schemes and components of rural economy. Moreover, as part of longitudinal survey, you will be looking into changes in infrastructure, laws, policies and administrative structures.

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

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

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

(a) Village Schedule

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

Household Survey based on Household Schedule

Total 30 households are to be surveyed. This will help you to get information about a household/family, its views on different aspects of life and different sectors, assessment of poverty alleviation programmes and social welfare schemes in the village. A combination of purposive sampling is being adopted as per objectives of the study.

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

(b) Checklists and Schedules

Village Schedule for Socio-Economic Study	Page No. 16
Household Schedule for Socio-Economic Study	Page No. 30
Village Schedule for Study of Land Administration	Page No. 33
Household Schedule for Study of Land Administration	Page No. 35
Guidelines for Report writing	Page No. 38

The list of questions will help you to understand issues of poverty and agriculture in-depth through a person's life story and conducting group meetings and individual interview. The last chapter guides you to use your data for presentation and to prepare a report, which includes a prototype reporting format and also tables as an output as part of this manual. You are encouraged to use photographs, maps, charts, graphs and other visuals for effective presentation of the report. Use of some anecdotes and quotes, can make the presentation more effective and interesting.

Chapter – II

Data Types and Data Collection Methods for Preparing Reports

Stages of Research

The usual stages of a research are –

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

Types of Data–Primary and Secondary

Data collection is mainly of two types viz. primary and secondary. The secondary data means it is collected earlier by someone through different sources and methods. The secondary data could be available in quantitative and qualitative forms. For example,

Census data is quantitative data whereas District Gazetteer is descriptive as well as quantitative data. Quantitative data is usually expressed by numbers and other statistical methods, such as, per cent, equation and statistical formula, etc. Qualitative data refers to description that reveals 'quality' of what is captured as data, i.e. about/of situation/event/views or experiences, which is not expressed exclusively by number.

Primary data is the first hand information collected by the researcher for a specific study or project. There are various techniques to collect primary data such as 'ice breaking' conversation followed by interviewing individuals, conducting group meetings. Also, participatory learning methods can be employed to get data. Some participatory learning methods include transect walk, resource mapping, Venn or *Chapati* diagram, Matrix scoring, drawing maps of the resources/ common properties / infrastructure available at the village. With the use of these methods, the data collected is considered to be 'objective' and ensures reliability, validity, and authenticity. and help in capturing field realities in a semi-structured manner.

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

Sources of Secondary Data

Identifying sources of information is one of the important parts of this assignment. Some information from the secondary sources such as Census data, District Handbook, any other 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.

Population & Housing Census of Bhutan (PHCB)

A complete enumeration of the population that contains information on age, marital status, educational attainment, migration, fertility, disability, mortality, housing amenities, assets, and employment at the national, *Dzongkhag/ Thromde* and *Gewog* levels.

Bhutan Living Standards Survey (BLSS)

The survey report of BLSS provides important information about the living standard of the Bhutanese. It contains information pertaining to social and economic conditions of the country, specifically on the demographic, education, health, employment, housing, access to services, asset ownership, credit, self-perceived poverty, and happiness.

Research Methods for Primary Data Collection

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

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

(i) Interview Method

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

An interview involves asking different types of questions–

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

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

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

Interview Techniques

- (i) *Ask Clear Questions:* Any ambiguous question or a question consisting of a set of questions 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.

- (ii) *Ask Single Questions:* One question at a time should be asked. This way of asking a question facilitates the respondent in thinking and answering it with a proper focus.
- (iii) *Ask About Actual Data/ Information and Experience Before Opinion and Feeling:* It is useful to ask questions about experience or behaviour before asking questions about opinions or feelings as it helps establish a context for the informants to express the latter. For example, you may ask about drop-out rate in the primary school and reasons for the same but asking a question such as ‘Why would a child come to school where the roof of the class room is leaking?’ is presumptive in nature and value loaded.
- (iv) *Avoid Value Loaded Questions:* The ‘adjectives’ should be used sparingly, for example, ‘Why is your village very dirty?’ Instead, it could be asked, ‘What are the reasons for garbage being spread over various places in the village?’ It would certainly could elicit ‘proper reasoning’.
- (v) *Don’t Put Words in the Mouth of the Respondents:* Avoid asking questions, such as ‘Don’t you think that Village Headman is collecting money for getting a work done?’ If you wish to know whether a Village Headman is corrupt or not, there are other ways to find out.
- (vi) *Combine Close-Ended and Open-Ended Questions and Sequencing the Questions:* In order to avoid confusion, you could ask a mix of close-ended and open-ended questions. This refers to the efficient use of a special kind of questioning technique called ‘Funnelling’, which means asking questions that move from general to specific and from broad to narrow. If you are conversing about ‘poverty alleviation programmes–then and now’, you can sequence the questions according to time. Whether poverty has increased; reasons for it; forms of poverty, etc. could make a mixed set of questions.
- (vii) *Probe & Follow-up Questions:* The purpose of questioning is to expand the response to a question; to increase the richness of the data being obtained, and to give clues to the interviewee about the level of response that is desired. In a way, a series of logical questions–factual to opinion based. For example, you could sequence it by just asking, “Please tell me three major changes in the village in last two decades”, and ask the following question “Please elaborate with examples”, also changes, etc. would elicit information that you wish to capture. Sometimes, you may have to repeat significant words of an answer can lead to further elaboration.
- (viii) *Interpret Questions:* Throughout the interview, the researchers should clarify and extend the meanings of the interviewee’s statements to avoid misinterpretations on their part. For example, “You mean to say that” or “Does the expression..... cover what you have just expressed”, etc. This way of questioning allows the interviewees to confirm or disconfirm what has been interpreted by you as an interviewer.

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

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

- 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 (*Gewog*) Specifications

1.1 Name of village (*Gewog*) with census code:

1.2 District (*Dzongkhag/ Thromde*) with census code:

2. Demographic Profile

2.1 Total population of the village as per current Population & Housing and Census

Year..... No. of Male _____ No. of Female _____

2.2 Rate of growth of population over different Censuses:

Year	Population	Rate of Growth	Sex Ratio
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2005

2017

Current Census (Year)

2.3 Male Literacy _____ Female Literacy _____ Literacy _____

3. Location of the Village

3.1 No. of Hamlets:

3.2 Distance of the Village from:

Place	Distance (in Km)
a. District Headquarters	
b. Nearest Bus Stop	
c. Nearest Town	
d. Nearest Market	

e. Nearest Branch of a Bank	
f. Nearest Post Office	
g. Nearest Hospital	
h. Nearest Fire Station	

4. **Basic Amenities**

Basic Amenity	YES / NO
a. Electrification	
b. All weather approach road	
c. Bus stop	
d. Bank	
e. Primary School (Std. 1–8)	
f. Lower Secondary School	
g. Middle Secondary School	
h. Higher Secondary School	
i. Basic Health Unit (BHU)	
j. Veterinary dispensary	
k. <i>Hatt</i> (local market)	
l. Community based safe drinking water sources	
m. Graveyard/ Burial Ground	
n. Public Telephone service	
o. Community Centre/ Hall	
p. Street light	
q. Other (Specify)	

5. Total Area of the Village at present¹ (in acres)

6. **Type of Land by Land Use (strictly in acres)**

Type of Land	Cultivated Land	Uncultivated Land	Leased-Out Land	Total Land
Dry Land				
Wet Land				
Orchard				
Cardamom				
<i>Khimsa</i> : Rural				
<i>Khimsa</i> : Urban*				
<i>Tsesa</i>				

*In case it is also there.

6.1 Total land area irrigated

- a. Surface water facility for irrigation: YES/ NO
- b. If YES, get more details* – source of water, how many acres of land are covered, water supply during a year (months), etc.

¹ Record information from Local Functionary

- c. If irrigation through canals, get information—how long, extent of irrigation provided
 - d. Present condition of the government irrigation systems (functional/ non-functional)
 - e. To what extent farmers depend on them
 - f. Total land area that remain unirrigated
 - g. What do these farmers (unirrigated land) do for agriculture
- 6.2 Type of soil (write local name of the soil): alluvial/ black/ red/ laterite/ mountain/ sandy
- a. Which are nutrient deficiencies observed
 - b. Find out whether nutrient deficiencies in the soil has affected productivity of certain crops
 - c. Write a note* on the problem of soil erosion and extent of loss (physical and financial)
 - d. Any work regarding prevention of soil erosion undertaken in the village. Yes/ No
Get more details if any work undertaken.
- 6.3 Watershed development
- a. Any work on watershed project in the village, either by the government or the villagers themselves has undertaken: YES/ NO
 - b. If YES, write a note on it.

7. Agriculture and Allied Activities

7.1 Agriculture Land under:

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

7.2 Distribution of landownership (household wise)

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

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

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

7.3 Distribution of operational holdings

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

7.4 Area under various cropping system

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

7.5 Percentage of youth dependent on agricultural activities

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

Sl.	Crops	Months of Sowing	Months of Harvesting
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

9. Cropping pattern of major crops:

Sl.	Crop Season 1	Area under cultivation (in acre)	% of crop area under irrigation	Source(s) of irrigation
a.				
b.				
c.				

Sl.	Crop Season 2	Area under cultivation (in acre)	% of crop area under irrigation	Source(s) of irrigation
a.				
b.				
c.				

10. Nearest grain market where villagers usually sell and purchase grains. Distance from the village (in km):_____
11. Does any middleman come to purchase grain from the villagers? YES/NO
12. Does Govt procure any agriculture products? YES/ NO
13. Nearest place from where villagers purchase farm inputs (seeds, fertilisers, etc.). Distance from the village (in km):_____
14. Approximate number of milch animals and other cattle in village:
 - a. Grazing land actually available in the village: YES/ NO
 - b. Diseases among livestock and details of veterinary services available at the village/ at nearby location
15. Is there any Small Scale/ Cottage Industries in the village? YES/ NO
 - a. If YES, number and type of Small Scale/ Cottage Industries
 - b. Types of problems faced by:
 - (i) Industry owner
 - (ii) Industry worker
 - c. Identify issues related investment, finance/ loan, raw materials and marketing/ transportation etc.
 - d. If NO, write a note on potentiality of Small Scale/ Cottage Industries in the village
16. **Employment**
 - a. Write a note on local employment condition including wage rates, extent of unemployment and employment, by peak and lean seasons.
 - b. What are the non-farm activities currently undertaken by the villagers (specify activities² with number of units and scale of operation)
 - c. How many families are engaged in white collar jobs?
17. **Migration**
 - 17.1 Whether people are migrating in and/ or out? (*Specify the codes*)
[In migrate -01, Out migrate- 02. Both - 03, None-04]
 - 17.2 No. of persons Out-migrating: _____
 - 17.3 Places of Out-migration: Rural to Urban-01, Within District-02, Out of District-03
 - 17.4 Nature of work they generally out-migrate for:_____
18. Any special product of the village with export potential: YES/ NO
If YES, write brief note on it.

² It includes all types of activities like vending, petty trade, traditional trade and craft, cottage industry, food processing poultry, fishery, sericulture, horticulture, etc. If needed use extra sheet of paper.

19. Socio-economically marginalized persons

Sl.	Persons	No. & % to Total Population	Whether they have necessary Govt. documents to prove their status (YES/NO)	If benefited by Govt. Scheme/ Provisions (Get details of respective scheme of the State Govt.)
1.	Widows			
2.	Physically challenged			
3.	Mentally challenged			
4.	Visually impaired/ challenged			
5.	Child labour			
6.	Destitute			
7.	Others			

20. **Sanitation**

- a. Total number of households having toilets in the house. Find out number of households regularly using toilets. Also find out reasons for not using toilet at home.
- b. Extent of open defecation
- c. Garbage disposal system
- d. Existing Drainage System: No. of drains, No. of open drains, are they cleaned regularly, etc.
- e. Any plans or measures undertaken to promote cleanliness, hygiene and elimination of open defecation in the village? If YES, write a brief note:
- f. Solid and Liquid Waste Management System for overall cleanliness in the village

21. **Health Care**

- a. Facilities at BHU/ Satellite Clinic/ Subpost:
- b. Number of indigenous practitioners/ private practitioners/ dispensaries in the village _____
- c. Are villagers given free medicines from BHU/ Satellite clinic/ subpost: YES/ NO
- d. Health education given to women aged 15–45 years
- e. Get details about a scheme in the state that takes care of maternal mortality and infant mortality. Assess its performance in light of prevalent Maternal Mortality Ratio (MMR) and Infant Mortality Rate (IMR). Get details– No. of home delivery, No. of delivery at hospitals, No. of child born, No. of neonatal died, measures undertaken, and its impact.

22. **Malnutrition**

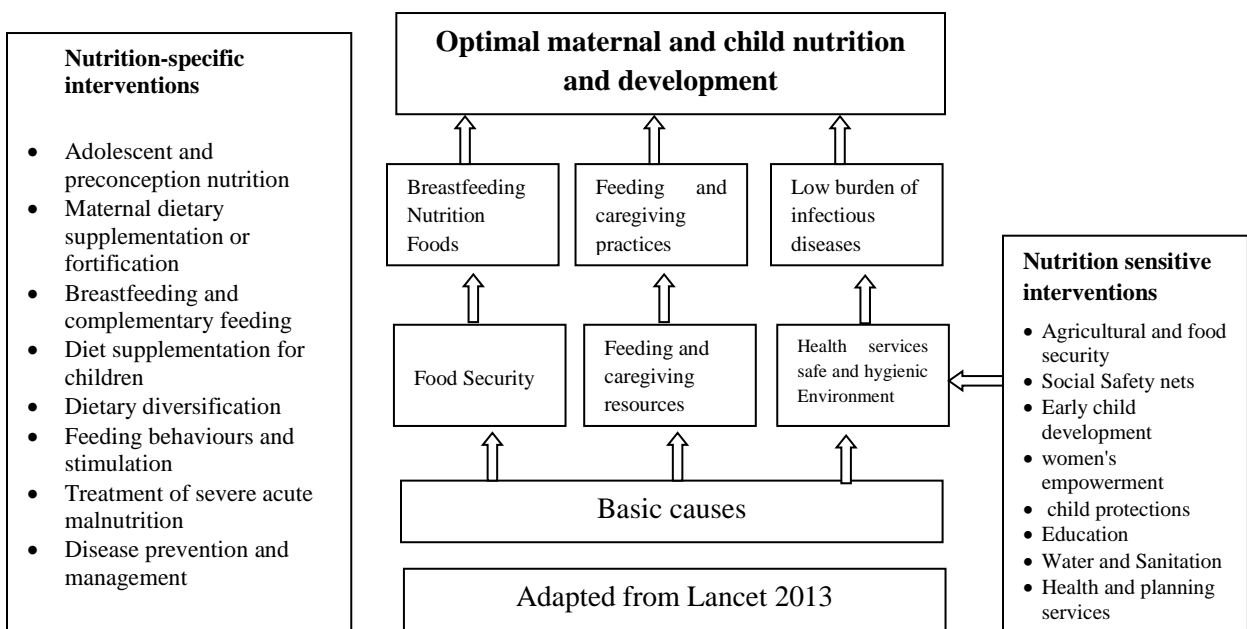
Take a deep dive into the causes of malnutrition in rural Bhutan. Malnutrition comes in many forms – some more visible than others. Although stunting (low height for age) affects many more children than severe wasting (extreme thinness

for height), the visible nature of wasting makes it more conducive to undertake a nutrition audit. Basically, in an audit, you should keep asking “why?” till you reach the root of the problem. Accordingly, the purpose of this exercise is to identify the root of the issue and not just a superficial glance/ analysis.

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

1. What are the major immediate and long term causes behind the child’s severe acute malnutrition? Examine both the immediate and peripheral causes and identify the most critical ones in this case.
2. How can some of the causes/ risk factors be addressed to prevent malnutrition? Are the concerned government agencies doing this effectively in the village?
3. How could preventive services and programmes be strengthened at village level? Can vulnerable families be identified a priori and concerted action done to help them? What would be the criteria for the identification and how could the identification and response by local agencies be ensured?
4. What insights did you gain into how effectively systems at all levels coverage and deliver in ensuring that malnutrition is prevented, and if it happens, is effectively addressed? What are your suggestions for system strengthening at all levels such as village and district in this context?
5. Any death due to malnutrition/ hunger has happened in the recent past. Yes/ No
If Yes, reasons lead to hunger death.

NUTRITION INTERVENTIONS FRAMEWORK



23. **Education**

Name of School with code:

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

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

b. Whether pre-primary section attached to School? YES/ NO

If YES, Total students in the pre-primary section:

Student	LKG	UKG
Boys		
Girls		

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

d. Whether land is available for expansion of school facilities? YES/ NO

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

Staff Designation	No. of Staff in-position
Library Assistant	
Laboratory Assistant	
Peon/ MTS	
Night Watchman	

f. Number of Teaching staff in Position

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

23.1 Infrastructure facility at one Middle Secondary School (mandatory to visit to a school)

(a) Compound Wall: YES/ NO

(b) Details of Toilets:

Sl. No.	Description	Boys		Girls		Total	
		Total	Functional*	Total	Functional*	Total	Functional*
1	Number of toilet seats available excluding CWSN friendly toilets						
2	Number of CWSN friendly toilet seats						

3	Total number of toilet seats including CWSN friendly toilets						
4	Total number of Urinals available						

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

- (c) Availability of drinking water: YES/ NO (get details such as source of water, how much drinking water is supplied in a day, is that adequate for no. of students in the school, if not, any alternative to be explored/available)
- (d) Quality of water available: potable and not potable
- (e) Total no. of class rooms: _____
- (f) Total no. of teachers sanctioned : _____ male: _____ female: _____
- (g) Total no. of technical teachers posted _____ male _____ female
- (h) Total number of teachers posted _____ male _____ female _____
- (i) Find out 'Teacher-student ratio' in one of the sections of each standard, for example, section A of standard 1, and so on.
- (j) Whether school is approachable by all-weather roads? Yes/ No
- (k) 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		

- (l) Whether electricity connection is available in the school?
YES/ NO/ YES, BUT NOT FUNCTIONAL
- (m) Whether the school have library facility/ Book Bank/ Reading Corner?

Facilities	Available (Yes/ No)	Total number of books	Total number of books
Library			
Book Bank			
Reading Corner			

- (n) Whether Playground facility is available? YES/ NO
- (o) Whether Medical check-up of students was conducted in last academic year? YES/ NO
- (p) Which Computer Lab is available in the School? ICT/ CAL/ Both/ None

23.2 Find out whether any campaign was undertaken in last three years for enrolment in the primary school by local administration, and village residents. Find out its impact on enrolment rate and children continuing in the school.

(a) Whether School Maintenance Committee (SMC) has been constituted?

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

24. **Village Administration**

(a) Structure of the Village Administration

• Total members of Village Administration: _____

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

- Committees under the Village Administration
- Other Village Administration level committees which the head of the village leads or participates in
- Functioning of Village Administration –

(i) Regularity of meeting: YES/NO

(ii) Attendance in the last meeting:

Total Members Attended Not Attended

(iii) Participation of women

(iv) Decisions and their fairness

(v) Are all decisions implementation?

(vi) How is accountability enforced?

(b) Infrastructure

* Use a separate sheet of paper for writing the note

* If landless, kindly write not applicable

- Buildings and facilities including water supply, electricity and their adequacy and shortcomings
- IT infrastructure
- Assets of Village Administration– including land – and how utilized

(c) Human Resources

- Permanent Staff:

Name of Permanent Staff	Qualification	Recruitment process	Remuneration	Job description

- Contract/casual staff

Name of Permanent Staff	Qualification	Recruitment process	Remuneration	Job description

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

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

- Civic functions

Amenity	Functions
Solid and liquid waste management	
Water Supply	
Electricity Especially Street Lights	
Crematoria/Burial Grounds	
Parks	
Play Grounds	

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

Issues	Functions
Peace and harmony	
Gender rights	
Rights of the aged and children	
Rights of the differently-abled	
Combating practices like substance and use	
Dowry	
Promotion of voluntarism	

- Governance functions
 - Functioning of the Village Administration and their Standing Committees
 - Maintenance of registers and records
 - Functioning of the Committees in which head of the Village Administration is a member
 - Level of e-governance
 - Effectiveness in terms of participation, inclusion, decision making, monitoring, etc.
 - Different public institutions under Village Administration:

Institutions of Village Administration	Functions
Health Centres	
Veterinary Centres	

- Role of Village Administration in the delivery of different services to the citizens.

- Convergence of schemes, resources
- Accountability
 - * Maintenance of accounts
 - * Regularity of audit, who audits, frequency of audit, follow up of audit
 - * Processes followed in selection of beneficiaries, location of assets, etc.
 - * Social accountability measures like transparency, pro-active disclosure, social audit, etc.
 - * Grievance redressal
 - * Monitoring of activities of the Village Administration– internal, external
 - * Participatory fora in the Village Administration, formal and informal, and their functioning

(e) Resources available with the Village Administration

- Resources of Village Administration

Type of resources	Rate	Collected Amount	Amount Actually Collected	Own Taxes

- Non-tax sources:

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

(f) Autonomy

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

- (g) Effectiveness of planning and implementation of Development Plan vis-a-vis guidelines
↳ with special reference to processes, inclusion, transparency, effectiveness
- (h) Capacity building efforts and their effectiveness
↳ need, provision, sufficiency, quality and impact
- (i) Assessment of the functioning of the Village Administration as an institution
- Carrying out devolved functions and responsibilities and delivery of local level development
 - Capacity
 - Technical support available
 - Resource mobilization
 - Coordination with other departments and agencies
 - Accountability especially social accountability
- (j) Perception of key stake holders on the functioning of the Village Administration
- Citizens especially those belonging to marginalized groups, local officials, senior officials, people's groups and civil society organizations, political leaders, including elected representatives especially women, etc.

(B) HOUSEHOLD SCHEDULE

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

Profile of Household: General

1. Name of the Head³ of the Household:
Household size (No. of family members _____)
2. Do you/ your family have a bank account? YES/NO
3. Details of last loan taken by the household, amount and purpose.
4. Educations Status of the family members:

Sl.	Name	Age	Sex	Education	Employment

- (a) Number of school going children: _____ boys: _____ girls: _____
 - (b) If young children are not going to school, find out reasons:
5. Is any family member physically challenged /mentally challenged/ visually impaired or challenged: YES/ NO
 - 5.1 If yes, get details
 6. Housing Status: Hut/ *Kachcha* house/ *Pacca* House
 7. Fuel/ energy used for cooking food (tick appropriate answer)
LPG/ Kerosene/ Wood/ Bio-gas/ others
 8. Cattle Owned:
 - a. Milch cattle – Number and yield/ income:
 - b. Goats/ Sheep/ Yak etc. and income:
 - c. Other animals and income:
 - d. Total income from Cattle:

³ In case of woman headed household, compare this household with other households and find out differences, especially on counts of income, social status and participation in public political activities.

9. Occupations and incomes of the household members

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

10. Asset owned by the family (tick appropriate answer)
Land/house/cattle/vehicle/other (car, bicycle, television, refrigerator, washing machine, jewellery, cell phone, computer)

11. Debt status of the household:

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

11.1 Which source of credit is easy to handle?

12. Any calamity or exigency in the past few years: YES/ NO

12.1 How did the family cope with it?

13. Access to Common Property Resources (CPR)

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

14. Perception of household on priorities for development of the village:

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

16. Problems in getting Government help

17. Modern market penetration

- (a) Marketing of the produce :
- (b) Price received, difference compared to market price in the nearest town:
- (c) Contract with the buyer, middle men:
- (d) Is any member of the family employed in the factory/ trading house near the village? YES/ NO

- Wages and benefits due to the employment:
- (e) Did the family ever sell or got deprived of its land, cattle or other assets?
YES/ NO
- (f) Has the family ever thought of leaving the village and settling elsewhere?
YES/NO

If YES, get details/reasons.

18. Health

- (a) 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 BHU/ Satellite clinic/subpost: YES/ NO

18.1 Nutritional Status

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

Chapter – IV

Village and Household Schedules for Land Administration Report

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

(A) VILLAGE SCHEDULE

1. Basic information
 - a. Name of the Village:
 - b. District:
- 1.1 No. of Villages in the District:
2. Structure of Land Administration in the District and lower administrative units (Write a note with functions and provisions. You can get it from the Land Management Division and compare it with ground realities).
 - a. Discuss with Land Administrative Officer (Village level or Zonal level) regarding his/ her role and append your observations on the Role of Land Administrative Officer and provisions under which he/she acts?
 - b. Study the role of Land Administrative Officer (Village level or Zonal level) in various land related activities. Visit the spot for each of these activities and prepare detailed note
 - i. Demarcation of property/ measurement of parcel
 - ii. Enquiry regarding land dispute
 - iii. Preparation of records for distribution of a land ownership certificate
 - c. Who are the main stakeholders involved in the management of State land?
 - d. How is the interaction of Land Administrative Officer (Village level or Zonal level) with Village lower level and upper level officials.
 - e. Apart from the revenue works, what are the other works he/she deputed in last 6 months.
 - f. What steps need to be taken for better land management by the Land Administrative Officer (Village level or Zonal level)
 - g. Write a note on role and responsibilities of Land Administrative Officer (Village level or Zonal level) 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.

- h. Write a note on your overall impressions on the institution of Land Administrative Officer (Village level or Zonal level) on efficiency of the system, need for speedy delivery and better definition of rule, devolution of authority and responsibility.
3. Common Property Resources (CPR) of the Village⁴
 - a. Various types of CPR (grazing land/pasture land, forest land, village sites, common water resources, forest land classified/unclassified) are available in the village.
 - b. Write a note on their availability in terms of land area and water source, produces used by the villagers, usage rights enjoyed by sections of the people, average collections of itemised produce per week (e.g. minor forest produce, fuel wood, fodder, etc.), shrinkage of CPR in past 30 years due to various reasons etc.
 - c. Whether various communities are able to access and avail benefits of the CPRs on equal terms.
 - d. Find out present status of CPRs in terms of encroachment. If there is encroachment, then comment on its extent and the highly encroached resource(s). Also, comment on socio-economic aspect of the encroachment.

⁴ Common property resources constitute all such resources which are meant for common use of the villagers, such as village pastures and grazing grounds, village forest and woodlots, protected and unclassified government forests, waste land, common threshing grounds, graveyard land, water resources including drinking water arrangements, watershed drainage, ponds and tanks, rivers, rivulets, water reservoirs, canals and irrigation channels. It is widely held that CPRs still play an important role in the life and economy of the rural population.

(B) HOUSEHOLD SCHEDULE

(As the select household has to be a subset of households covered for Socio-Economic Study, most of the information related to household will follow from there)

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

1. Name of the Head⁵ of the Household:
2. Ownership of land and type of use:

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

3. Cropping pattern on Agricultural land.

Season	Crop	Area under cultivation (in acre)	Yield per acre	Estimated Income from the crop*
Season -1	1			
	2			
Season -2	1			
	2			
Others	1			
	2			

4. Total Annual Income of Household (Rupees) *Rough estimate based on your visit and interaction:* _____

⁵In 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.

5. Information about land records

- (a) Is the land owned by you recorded on your name? YES/ NO
If NO, then what are the reasons for not getting it mutated or delaying/
pending the mutation of the property on your name
- (b) Do you know when the last land survey was conducted in your village or
the places where the land is owned by you? (YEAR)
- (c) Should any other details be included in the format of RoRs ? YES/NO
Specify, if any
- (d) Did you get the computerized copy of RoR (ownership records)? YES/
NO
- (e) What is the average time (in days) taken for getting the copy of RoR?
What is the user fee charged for getting computerized RoR?
- (f) Do you know the processes followed by the officials to update land
records once it is exchanged i.e. bought or sold?
- (g) Are your plots clearly identifiable and appropriately marked in the village
revenue maps? YES/ NO
If NO, then attribute the reasons thereof
- (h) Is there any conflict between RoR and maps (Area or plot number etc.)?
YES/ NO
- (i) Any problem with boundary fixation? YES/ NO
if YES, then attribute the reasons thereof

PART – 3

CHAPTER – V

Guidelines for Report Writing 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 pan picture of each sector/village level institutions and its functioning. Wherever possible, probing questions are included as sub-questions (see example Table 2).
- 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.	Nearest Bus Stop	
c.	Nearest Town (could be more than one places)	
d.	Nearest Market place (could be more than one places)	
e.	Nearest branch of a Bank (could be more than one places)	
f.	Nearest Post Office	
g.	Nearest BHU/ Satellite Clinic/Subpost (mention if not within village)	
h.	Nearest Grain Storage Facility	
i.	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: 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.

Format for preparation of Report

Details of report are presented here.

I. Arrangement of contents:

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

1. Cover Page & Title Page
2. Abstract
3. Table of Contents
4. List of Tables
5. List of Figures
6. List of Symbols, Abbreviations and Nomenclature
7. Chapters of 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 – 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 three 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
- (iii) A chapter on assessment (impact in the village) of poverty alleviation programmes

Coverage of all the topics is important. Marks will be allocated for each of the Chapter.

(B) Chapters of Land Administration Report

The chapters may be broadly divided into five parts:

- (i) Structure of Land Administration⁶, Functions, Acts and Laws
- (ii) Role of Offices and land related services
- (iii) Status and Role of Officers on measurement, disputes, updating of land records
- (iv) Note on common property resources
- (v) Conclusions and way ahead

Coverage of all the topics is important. Marks will be allocated for each of the Chapter.

⁶A brief coverage of history of Land Reforms but extensive coverage of Land Administration is desirable

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

Word Limit of Report Writing

Sl.	Report	Word Limit
1	Socio-Economic Report	10000-12000 words
2	Land Administration Report	6000-8000 words

Guidelines for Submission of Village Study Assignment

Reports i.e. Socio-Economic Report and Land Administration Report will be submitted through “GYAN” Portal. Last dates for submission of both the Reports is **28th February, 2027**

Evaluation Criteria

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

Report Type, its Sub-Components and related Activities	
(A) Socio-Economic Report	
(i)	Introductory Chapter with basic information about Village & District
(ii)	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
(iii)	Assessment of Poverty Alleviation Programme
(B) Land Administration Report	
(a)	Structure of Land Administration 7, Functions, Acts and Laws
(b)	Role of Offices and land related services
(c)	Status and Role of Officers on measurement, disputes, updating of land records
(d)	Note on common property resources
(e)	Conclusions and way ahead
(E) Deduction for Plagiarism (Both Reports together)	

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

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

⁷A brief coverage of history of Land Reforms but extensive coverage of Land Administration is desirable

Important Contact Details

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LIST OF ABBREVIATIONS

BHU	Basic Health Unit
BLSS	Bhutan Living Standards Survey
CAL	Computer Aided Learning
CPR	Common Property Resources
FGD	Focus Group Discussion
ICT	Information & Communication Technology
IMR	Infant Mortality Rate
MMR	Maternal Mortality Rate
OT	Officer Trainee
PHCB	Population & Housing Census of Bhutan
PLA	Participatory Learning & Action
RoR	Record of Right
SMC	School Maintenance Committee
TLM	Teaching Learning Material
VSA	Village Study Assignment