



DIPLOMA IN RURAL DEVELOPMENT

DRD-01

Rural Society

Block

6

PROJECT WORK

Unit – 1

**Evaluation of Rural Development Programmes using
Participatory Rural Appraisal (PRA) Methodology**

Unit – 2

Village Immersion

Unit – 3

Report Presentation (Project Guidelines and Synopsis)



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DIPLOMA IN RURAL DEVELOPMENT

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Unit-1

Evaluation of Rural Development Programmes using Participatory Rural Appraisal (PRA) Methodology



Learning Objectives:

After completion of this unit, you should be able to:

- *Explain the concept of Participatory Rural Appraisal (PRA)*
- *Understand the different tools used in PRA methodology*
- *Analyse the utility of PRA methodology in Rural Development*

Structure:

- 1.1 Introduction
- 1.2 Transect Walk
- 1.3 Social Mapping
- 1.4 Wealth Ranking Exercise
- 1.5 Seasonality Mapping
- 1.6 Venn Diagram
- 1.7 Time related Mapping
- 1.8 Conclusion

1.1 Introduction

Participatory Rural Appraisal methodology (PRA will be used hereafter) aims to 'break the silence' of the poor and disadvantaged sections, recognise the value of popular collective knowledge and wisdom and legitimise the production of knowledge by the people themselves.

PRA is a methodology which helps in interacting with local communities, understanding them and learning from them.

Importance of PRA:

PRA helps in generating different kind of data, identifying and mobilizing intended groups for decision making, project design, implementation, monitoring & evaluation



Basics of PRA:

Rapport building
Role reversal
Unlearn
Listen & Learn
Trust / faith
Avoid Biases
Inter Disciplinary
Time saving/rapid/but progressive learning
Cross checking by people
Diversity & Reality
Critical Self Awareness
Participation

Importance of Participatory Approach:

The participatory approach is to create a platform for problem solving. The process is expected to facilitate:

- Identification of the felt needs of the people
- Bringing consensus
- The empowerment of all echelons of the Society
- Integration of local knowledge systems into project design.
- Two - way learning process between the Project and local people
- Political commitment and support
- Accountability

Significance of PRA can be understood by focussing on the following issues:

- **Mapping techniques** not only provide alternative database but also depict differing local perceptions of development problems and needs. These can be supplemented with transect walks; if this is done then it is possible to build rapport with people as well.
- **Priority matrices** aim to involve the entire community in the prioritisation of needs and development initiatives.
- **Seasonal calendar** helps to identify lean periods for resources and timing of key farm inputs.
- **Time Line and Trend** provides local perspective on time changes in natural resources, ecology, etc.
- **Wealth ranking** helps to identify marginalised groups of individuals and groups within a village.



- **Venn diagram or Institutional mapping** (In India also known as *Chappati* diagram) helps to identify groups and institutions operating in the community and to show how they interact with each other's and also to ascertain the relative importance of organisations / institutions to the community.

The PRA methodology that falls into each of the above types is discussed in the ensuing sections, which are as follows:

- **Transect Walk**
- **Social Mapping**
- **Wealth Ranking Exercise**
- **Seasonality Mapping**
- **Venn Diagram**
- **Time related Mapping**

1.2 Transect Walk

A Transect Walk is a useful tool for describing and showing the location and distribution of resources, features, landscape, main land uses along a given transect. This method is often used for the following purposes. This method will enable the researchers and development actors in identifying and explaining the cause and effect relationships among topography, soils, natural vegetation, cultivation and other production activities and human settlement patterns. It will also help in identifying major problems and possibilities perceived by different groups of local people in relation to features or areas along the transect. Finally, this method is also used for triangulating data collected through other research methods.

Application of Transect Walk:

It has been used for various purposes including:

- Appraisal of natural resources in terms of status problems and potential
- Verification of issues raised during other PRA exercise particularly during social mapping, natural resources mapping, etc.
- Planning of various interventions and checking the relevance of the planned interventions.
- Monitoring and evaluation of interventions and projects.



1.3 Social Mapping

This method can be used as an entry point into a village. The aim of this technique is to map the utilisation pattern of the resources available to the villagers such as housing and other infrastructural facilities (sanitation , water , electricity , school, child-care centre, PHC, bank, cooperative, etc) The purpose is also to map other characteristics such as female- headed households, handicapped, educated girls and boys, widows and child labour. This exercise can be undertaken with all the people in a locality or a village.

Process to be adopted:

The PRA team should visit the selected villages (on the day of appointment made with the villagers earlier), and encourage the people to draw a map of the village with the help of '*rangoli*' powder supplied to them by the team. The villagers should be encouraged to use different places such as school premises, pathway and courtyard of a house.

Outcome:

- Each of the village will produce a map with available resources and facilities. Such a map will provide a view of the village that was not available to them before.
- The map helps the villagers to realise the magnitude of the problems, such as the presence of child labour, low enrolment rates among girls, sanitation and where the facilities are concentrated.
- The social maps provide initial ideas relating to the situation of the poor in the village. They also provide clues to the questions such as: 'Who are the poor?' 'Where are they located?'

Commonly Encountered problems:

The social mapping was different from the rest of the PRA Methods in two respects: firstly, it will normally be the first exercise conducted in a village if a series of exercises are planned. Secondly, the exercise should be conducted openly. Because of these, the following problems are normally encountered.

- Lack of preparation not only in terms of material needed to conduct the exercise but also in terms of inability to expect different type of questions /objections /problems from the people and provide appropriate responses was a common problem .
- The use of locally available material (such as stones and seeds) in the mapping exercises is normally encouraged. This can cause problems sometimes. In one of the PRA exercises, the villagers were encouraged to use seeds to make a note of village characteristics. The exercise was conducted in

the night. The team was busy explaining the exercise to the participants, and also onlookers and hence, did not copy down the information on to a chart paper. As it continued till midnight, the team member retired with the hope that they



Requirements

A team of three persons should conduct the exercise: one to facilitate the exercise, one to immediately copy the information on to a chart including the legend and, one to support the process. The last person could explain the purpose, utility and end-use of exercises to curious onlookers.

- Rangoli powder of different colours to draw the map of roads, houses and different facilities.
- Charts, brown sheets, small cards and colour pens to transfer the information collected on to charts and brown sheets.
- Emergency lights if the exercises are conducted during the night-time.

Find Out

- The most convenient time for the villagers.
- The village size since, in large villages, it may be necessary to conduct social mapping in two –three localities and make the combined map later.
- A place to conduct social mapping. The school premises is good if the mapping is done during the night or on a holiday .The courtyard of a house is good if the household is acceptable to all. To the extent possible, avoid pathways.

Steps

- Go to each of the household and invite the woman /man of the household for a meeting.
- When about 20 people from the locality are present in the meeting, explain the purpose, utility and end-use of the exercise.
- Encourage someone from the group to start drawing the main road, and locate important facilities.
- Once this is complete, encourage those present to draw their own house (whether it is non-durable, semi-durable and durable) and other social characteristics.
- Encourage them to use locally available material such as seeds and different types of stone to give details on the number of children, school or non-school going children etc.
- Copy of the data immediately on to a chart, and cards.

could continue on the following day. In the morning, hens ate all the cereals and pulses kept as legend and valuable information was lost. The exercise had to be redone.

- People objected to the conduct of social mapping exercise on some pretext or the other.



A) Finalization of social Map:

- I. Use some common symbol to indicate different category of household while preparing the final map.
- II. The roof of the household in the social map will indicate the well being category and the base of the household are meant for the caste category.
- III. Put a black circle on the top of the household to those houses that are in SHGs.
- IV. Put a Red Cross mark on the top of the household where no eligible women member is there to be in SHG.
- V. Put a pink circle on the top of the household to that house that are coming into SHG fold in the process of Situational Analysis or after SA.
- VI. Put a black star mark at the bottom of the household where PWD (people with disability) is/are there.

VII. Use the following color for Well-being category

- Green – Well off 
- Yellow- Manageable 
- Sky – poor 
- Red – EPVG 

VIII. Use the following colors for caste category

- Green – General 
- Yellow- OBC 
- Sky – SC 

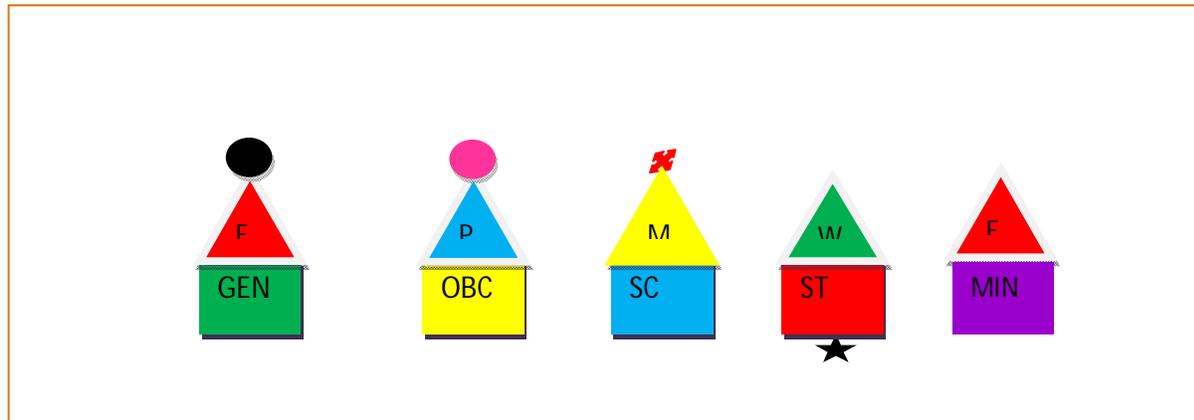
- Red – ST 

- Purple – Minorities 

IX. Use the following symbols for involvement in SHG

- House hold already in SHG- (black circle) 
- House hold coming into SHG fold after SA- (pink circle) 
- Household not in SHG- No symbol.
- No eligible member in the Household to be in SHG – (Red Cross mark) 
- Household having PWD member- Black star mark- 

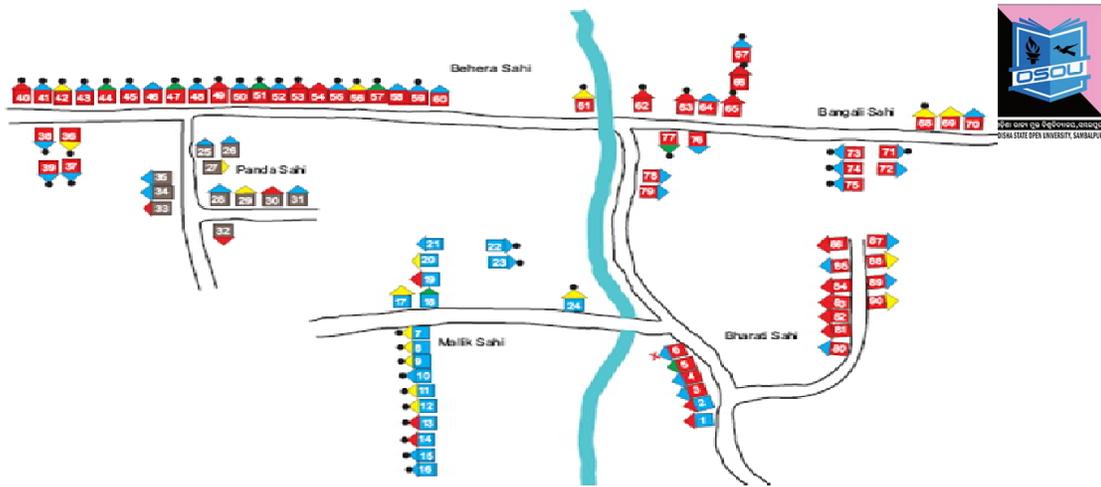
X. The final map will be prepared in such a way that one can get facts and figures by seeing the map in aspects like, caste, Household category in WBG, Membership in SHG etc.(Refer to the picture of household)



While preparing the final social map joining different habitations, the household number will continue serially till the completion of all the habitation. For example if you are preparing the final map of three habitation of a revenue village consisting of 112, 87 and 142 house hold then in the house hold serial numbers will start from 1 and it will end at 341.

Learning:

- It should be remembered that not everyone cooperates in the exercises. As this method is done for the entire village, one has to patiently explain the purpose, utility and the end-use to everyone.
- While conducting PRA exercises, socio-culturally accepted means and locally appropriate material are to be used.



SHG Code	Name of the SHG	Grade
50	Maa Mangala	III
51	Maa Tanni	III
52	Maa Narayani	III
53	Jayguru	III



Village : Bramhan Pada
 G.P. : Rench Sasan
 Block : Nimapara
 District : Puri



Well-being Group	No. of HH	No. of HH in SHG	No. of HH Targeted
Well-off	7	5	
Average	18	11	7
Poor	44	21	23
POP	21	9	12
Total HH	90	46	42

Sample of Social Map

Source: Odisha Livelihoods Mission, PRDept., Govt. of Odisha

B. Resource Map:

Resource map is one of the most commonly used PRA methodology next to social map. While the social map focuses on habitation, community facilities, roads, temples, etc., the resource map focuses on the natural resources in the locality and depicts land, hills, rivers, fields, vegetation etc. A resource map may cover habitation as well. At times, the distinction between the resource and social map may get blurred. A resource map in PRA is not drawn to scale. It is done not by experts, but by the local people. The local people are



Purpose:

The main purpose of conducting the exercise is to (i) know the number of poor and poorest in the villages; (ii) learn how the people themselves look at poverty, i.e, what characteristics would make a household poor, poorest, and so on (iii) select the key informants for the remaining exercises on seasonal mapping and Focus Group Interviews; and (iv) build baseline information.

Process to be adopted:

The team should first prepare (or obtain) a list of households either from NGO records or from electoral rolls, and write the names of heads of households on cards mainly to identify the households .The team should make an appointment with those women or men (numbering about 10-15) who could articulate on the wealth situation in the locality, and those belonging to different socio-economic groups in the locality.

The team should meet these key informants in a private house, school building or Gram Panchayat office and provide an explanation on the exercise .Subsequently, the team should ask them whether the households in the locality could be classified into some wealth categories .If yes, how many categories and what should they be? If they readily came up with the categories, the team can adopt the categories. Otherwise, the team should facilitate a process to enable the key informants to come up with a categorisation. The names of these categories are to be written on a card and kept for everybody to see. Pictures depicting different categories of the poor should be drawn to help them to easily identify.

One of the key informants will b asked to read out the names , while others are encouraged to point out to which category the household belonged .In most of the cases, the decision will easily be arrived at ; but , categorisation of a few household is not easy, and / or may result in a debate among the key informants. Whenever there is controversy between two persons on whether a particular household was the poor or poorest, one should encourage them to keep the card between these two categories and have a second look later on.

BOX 1 : WEALTH RANKING EXERCISES (WRE)

Requirements

- A complete list of the households in a village where ranking will be done.
- Cards with names of heads of households and identification details such as door number, surname and family name.
- A person who could draw pictures to convey the criteria evolved by people.

Find Out

- The most convenient time for the people.
- *Size of the village* - The WRE could be conducted in one meeting if the village consists of less than 100 households. If it is big, conduct the exercise in homogeneous wards/localities, and in small groups. Important criterion for organising such meetings is that people need to be aware of the poverty status of other households living in their ward/locality.

Steps

- Prepare the list of households.
- Write down the names of household heads if WRE is done on the basis of household characteristics. If ranking is done with perceptions of individuals, the names of individuals are to be written.
- Conduct the meeting in a private and/or closed place.
- Explain the purpose of WRE is better understanding of the society, which would help to initiate appropriate programmes for their development.
- When people come up with categories on the cards, use stones or other devices so that the categories become clear to the people present. Place the cards in front of them.
- Read out the names on cards and place them where people want them. Do not push them to arrive at a judgement. Allow them to think about the placement of cards. Ask whether everyone present agrees with the placement.
- Ask the people to count the number of cards in each category. Write down the initial count.
- After all the cards are placed, request them to come up with reasons for ranking the households. One facilitator should ask the reasons for categorisation, and other should take down the notes.
- When providing reasons for categorising the households in each

category prepare pictures relating to reasons.

- Place the pictures relating to reasons in front of them. Then ask the people whether they would like to reconsider the placement of cards.
- After revisiting the cards, request the people to count them once again. Write down the revised count.
- Answer any questions relating to the exercise and purpose.
- Through all this, remember to be a friend.

After the categorization, encourage one of the key informants to count the number of cards in each category. Then, request the key informants to share the criteria adopted in the categorisation. The key informants, until then, had some criteria at the back of their minds and this was gradually shared with others. The team should make a note of these criteria, and try to put the criteria in the form of ‘images’ or ‘pictures’. At the end, the team members should read out the criteria and /or show pictures to get their confirmation (**see Box 2, for a checklist**)

BOX 2: CHECKLIST FOR CRITERIA ON CATEGORISATION

Note: that one should not prompt the people with the following. After obtaining their reasons for placing the cards, one may remind them if they have not covered any of the following points. If members mention factors other than those mentioned below, they should be welcomed.

- Female-headed or male-headed households.
- Food availability in a year (Are members in a household able to secure three meals a day all through the year?)
- Whether the household has higher number of children and dependants (including the disabled.).
- Number of adult working members. Are children forced to work in agriculture or non-agriculture?

- Employment availability (yearly, seasonal, casual or permanent).
- Ownership of land and type of land owned (irrigated, dry, cultivable waste, patta land, community wasteland, etc.)
- Income of the household.
- Type of house (hut with thatched roof or concrete house with pucca roof). Whether the house is non-durable, semi-durable or durable?
- Indebtedness
- Type of jewellery.
- Are women working as agricultural labourers or in any non-agricultural work?
- Are people with illness treated in the local hospital first or city hospital first?
- *Saving habit*: Are savings useful to tide over difficult times during rainy season?
- Do they send children (male or female) to school?
- Ownership of productive and consumable assets.
- Clothing: do they have only one pair or several pairs?
- Availability of ration card and whether the card is mortgaged.

When the key informants confirm the criteria, the team should proceed further by requesting them to have a second look at the cards. This time, one of the team members should read out the name on each card, and ask them whether the card should remain where it was or whether it should be shifted to another category. The key informant will be encouraged to come up with the reasoning for either of the options and will be requested to justify this. The team should quickly write down these details on the back of the card. The details will normally be, assets (land, house, livestock, etc.), education (number of children going to school, and type of school), employment and unemployment, government assistance, number of income earners, number of consumers (dependants) to workers, etc.

After the re-classification is complete, the team will encourage one of the key informants to count the number of cards in each of the categories, and make a note of the cards in each category during the second round. Further,

the key informants will be encouraged to mark these households on the social map prepared earlier. The key informants will then be asked to analyse this information.



Outcome:

- At the end, there will be a list of households categorised into different wealth groups (i.e., magnitude of poverty in the village).
- The team will have a list of criteria to categorise the people into very poor, poor, better off and well off. The criteria will be useful not only to understand and the poverty generating processes in the village but also as a method to categorise the people in any other village.
- The method also provides some idea to the team on what aspects they should concentrate in their remaining exercises with the people. In other words, the team already obtains ideas on dimensions and causes of poverty.
- The team will also have baseline information, the basis on which the impact of future interventions (if any) can be assessed.
- The community will come to know 'who are the poor in their village', and 'why they are poor'. In other words, the WRE makes the people to start thinking in terms of the poverty generating processes in the village.

Problems:

- Since conducting one WRE for a large village is difficult, locality-wise exercises will have to be done. In such cases, aggregating the data for the entire village will become difficult, and hence, the results of WRE should be presented in each locality.
- Quarrels between two key informants with regard to placing of cards in a particular category. These quarrels take place mainly because some of them may be of the opinion that WRE is being done to select beneficiaries for a government programme.
- The WRE may raise expectations among the people, and this may have a negative impact on the process.

Learning:

- The facilitator has to play a crucial role and avoid rising of expectations.
- Do not compare the results of WRE from one locality with that of the other as this may lead to wrong conclusions. For instance, the poorest from the SC locality are different from those in the upper caste locality as the yardstick used is different across the localities.

1.5 Seasonality Mapping

This exercise maps a seasonal pattern of employment and wages, disparities in employment and wages of men and women, savings, expenditure, credit and diseases in a year. The main purpose of the exercise is to understand the severity and depth of poverty in a locality

Process to be adopted:

The team should make an appointment with a small group of male and female agricultural labourers, and employers. The team should find who among the villagers are agricultural labourers and employers form the WRE. Key informants will be encouraged to map month-wise variations in employment, unemployment, wages, expenditure (on account of known and unknown factors) and credit needed. They will also be encouraged to locate the months in which the household members go without food, and, in such cases, those among the household members who will be the most affected.

Outcome:

- The severity and depth of poverty in the villages is obtained.
- The information on employment opportunities in the village, gender differences in employment availability and wages, seasonal variations in the outbreak of diseases, savings potential and the expenditure will be obtained.

✚ Understanding the seasonality helps in the following aspects:
Assists in Monitoring Change: Monitoring Calendar/ Baseline
Assists adviser to make estimated projections for the future

→ Month ↓ Particulars	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
Agriculture	Harbhara, Moong (A)	Rab Preparation				Ploughing, Sowing	Planting	Weeding	Cutting, Harvesting		(A)	
Labor						In-migration of labor				In-migration of labor		
Cattle	Open grazing of cattle					Cattle tied up, looked after by shepherd						
Water from river	Water is available		Water reduces		←-----Rains-----→						River water increased	
Water from common tank			Water available									

This chart was done by the participants along with the activity of social mapping. This calendar also combines the element of linear ranking. This can be pointed to some of the key issues and also resources available in the village. It gives a different view and aspect of studies in a tabular way. This will help

to understand the usage patterns, availability of resources annually. Though the number of participants was less for the meeting, we got ideas on this in several other interviews also.



Problems:

- In large villages, seasonality mapping is done in 3-4 localities. Since months followed by Muslims and Hindus were different, aggregation of data for all the localities proved to be difficult.

1.6 Venn Diagram

Venn diagram is a method to find out who, what persons or organisations are important in and for a community. It is also called as **‘Institutional Mapping’**. This method will help in the identification of groups and institutions operating in the community and to show how they interact with each other. It will also help in showing the degree of their cooperation and involvement in development programs, and to discover their importance or influence on decision making in the community.

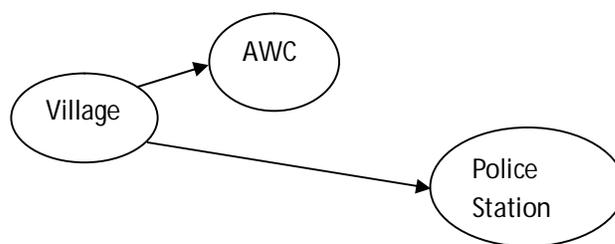
Process to be adopted:

The first step is to list institutions in the community and discuss importance of each institution and what they do. Make different sized circles. Keep a card that denotes the people at the centre. Encourage the key informants to discuss and conclude which institution is important to them in terms of providing benefits or taking key decisions and that institution should be assigned largest size. If this institution is close to the people, place the card close to the card denoting people. One can also show the degree of interaction between the institutions by overlapping the cards.

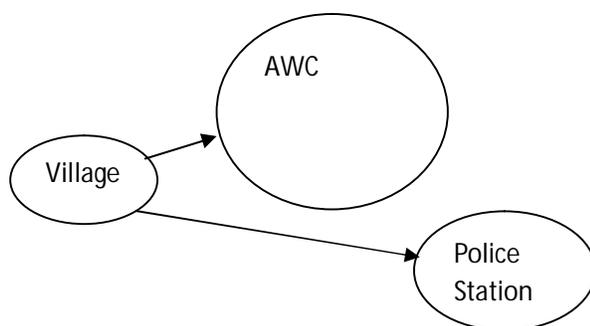
Institutional Mapping:

The institution mapping will be done at Situational Analysis (SA) unit level, which will basically focus on the following two aspects

1. Distance of the institutions from the village which will be depicted through the longitudinal distance in the map. The farther the institutions from the village, the longer will be distance in the map. (refer the picture below)



2. Utility of the institutions for the community which will be depicted by the size of the circle i.e. the size of the circle for the institution with higher utility will be bigger than the one with lower utility. refer the picture below)



- I. The process may start on the same day of conducting social map or on the next day depending up on the participants of the SA unit.
- II. Identify a group of male/female from 12 - 14 in number people who have an idea of various institutions.
- III. Ask participants - What are the different institutions available for villagers like AWC/MFI/NGO/GO/working in that area?
- IV. Find out what are services they are providing like education, recreation, health, food and nutrition, saving, loan, etc
- V. On a chart paper, draw a matrix and on the first Column write the name of the institutions and on the top row, write the services provided.
- VI. Now ask participants to rate the service of that particular institution on a scale of 1 to 5, 1 being the lowest and 5 being the highest score.

Explore the reasons why they are giving that particular score to that institution.

Output:

The diagram will provide information on which institutions are present in the village, their relative importance, the extent to which they are close to the people and the kind of interaction that exists among them.

1.7 Time related Mapping

Time Related Mapping aims to trace the important socio-economic changes in a village. This exercise can be conducted with two or three elders in each of the villages. The yardstick used to recall the changes (in irrigation facilities, crops grown, employment opportunities, infrastructure, land values, health and education facilities) will be different in each case. One can use important events in their lives (such as birth of a child) or their age (i.e, when the person was 15 years old, 28 years old) or different political rules (such as congress rule, etc.). In these exercises, methodologies such as mapping can be used to facilitate the respondent to recall the changes, and quantify the extent of change.

Year	Event
1961	ZP primary school
1962	Radio
1972	Drought
1977	Electricity
1980	Chilar River bridge built
1980	Building of Dam began, but not completed
1980	School building constructed
1986	Inauguration of water scheme
1986	Rice Mill
1995	Village water tank

1996	Flood
1998	Shiva Temple
2000	Bus Stoppage
2005	Flood
2007	Pipe joined to water tank
2008	Cable TV
2010	Solar Lamps
2010	Village won "Social Development": prize



1.8 Conclusion

In this chapter, we have discussed PRA techniques that are often used by development specialist to find out the situation of the poor, identify and prioritize the needs, initiate development actions and monitor the development outcomes. It needs to be, however, borne in mind that these techniques are more useful when the area covered is small and when there is need to undertake quick assessments. It should also be in the knowledge that these techniques provide more of qualitative dimensions to the problems rather than quantitative dimension.



Unit-2

Village Immersion

About the Village Immersion:

The term 'Village Immersion' is the name used in the South Asia Region for what the rest of the World Bank calls the Grassroots Immersion Programme (GRIP). The Village Immersion was conceived as an unstructured training programme of 'experiential' learning that put students / scholars in the shoes of their clients, namely the poor of the region, by spending days and nights with them in their villages. It exposes students / scholars to the hardships of life with inadequate health facilities and education, insufficient nutrition, lack of water supply and roads, low agricultural yields, lack of non-farm opportunities, and persistent poverty despite best efforts. As well as in this 'reality checking', this offers an opportunity to view the impacts of policy at the village level, to see how inclusive or exclusive these are, to understand the political and socio-cultural barriers to inclusion, to see gaps and overlaps in services, and to identify where there is a need for partnerships, integration between sectors, and policy change. The coordinators of such process in the different organisations partner with NGOs to plan and facilitate the programme. They select villages based on levels of poverty and prevailing conditions, and NGOs provide facilitators who stay with participants and act as translators. These are:

- 1) The idea of this was to increase their exposure to village/urban poverty situations in developing countries and to challenge participants to ask themselves how they could utilise their skills and knowledge in the service of the poor, and contribute to reducing poverty. This process / programme was also opened-up to government officials and participants from other organisations.
- 2) Thematic immersion programmes were also introduced to keep up with the demand for better knowledge services. These included programmes focusing on micro-insurance, participatory grassroots mobilisation, and water and sanitation. They were generally aimed at better understanding the

poverty impact of development policy lending and similar economy-wide operations.



For instance, immersions have now been used throughout Karnataka (India) Rural Water Supply and Environmental Sanitation Project, for which immersion was chosen as the preferred mechanism for tracking impact on the ground. Immersions have helped to understand and document results on the ground, especially with regard to the living conditions of beneficiary populations. Immersions are also still used in sector work and advocacy.

Lessons from the Village Immersion:

The programme is critical to:

- gaining first-hand understanding of the impact of, and obstacles to, development at the local level; and
- recognising concerns, priorities, and solutions through the realities of the poor, rather than predominantly through the eyes of government intermediaries.

This has also:

- been instrumental in convincing senior officials, both in government and Non Governmental Organisation (NGO), of the importance and value of social mobilisation;
- contributed to the evolution of the culture as a whole from an 'expert' approach to a more realistic client focused attitude, listening to and learning from clients and increasing understanding of the complexities of poverty; and
- given an increased sense of urgency to the mission of helping reduce global poverty. This process is still at the early stages and concerns the South Asia Region only. Plans are to start a new series of immersions over the next few months around World Bank management events in the region.

The major objectives of the village immersion:

- ❖ Building and shaping the attitude of the students such that they will listen and learn from the communities, adapt to any development



- situation, empathize with the communities and develop confidence to face uncertainties in the field.
- ❖ Developing people focused skill in understanding diverse development contexts and needs , establishing rapport and building trust with communities, understanding development issues as well as organizational issues and designing intervention approaches and strategies, etc.
 - ❖ Integrating the learning from the induction by applying them in the field and bringing back new learning and knowledge to Odisha State Open University, Sambalpur, Odisha.

General Guidelines

- Students are required to stay at least for a continuous period of 10 days in a house of a village as allocated to them – stay means stay overnight.
- During this period, they will collect data related to village demography like population, livelihood, profile of the villagers, SHGs/GPLF of the village/GP, PRI bodies & other social data like health, education, village infrastructure etc.
- They will have to study the poverty dynamics of that village.
- They will be involved in a Situational Analysis (SA) process and learn different methods of Participatory Rural Appraisal (PRA) tool. At the end of each process, they will be confident to facilitate the process on his/her own.
- They will visit and study at least 5 SHGs and have to understand different practices of the SHGs with regard to “PANCHASUTRA” and other social activities undertaken by the group.
- Inducted students will prepare a case study of at least one household where he/she has been staying with special emphasis on the living pattern.
- No work should be done to tarnish the image of the University and member in particular.
- He / She will prepare a detailed report of the 10 days induction and present before the Centre Coordinator during the sharing workshop.
- Any innovative work done by the inducted student may be specially highlighted in the report.

Unit-3

Report Presentation (Project Guidelines and Synopsis)



PROJECT GUIDELINES

Diploma in Rural Development (DRD)

- A. Course Code: DRD - 01P
- B. Course Name: Project Report / Dissertation
- C. Weightage for Project Report / Dissertation: 100%
(Project Report: 75% and Viva - Voce: 25%)
- D. Credits: 02

I. GENERAL GUIDELINES:

Objective of the Project Work:

Course: DRD -01P (Project Report / Dissertation) is one of the integral part of the Diploma Programme in Rural Development (DRD). Students are free to select any topic for project work related to Rural Development. This will help in acquiring better understanding and conceptual clarity in the socio - economic problems prevailing in rural areas and finding out the potentials as the solution to the problems. The objectives section defines both the short-term and long-term objectives that are necessary for realization of project goal. It is also desirable to define the project objective in relation to the developmental goals, i.e., at mission, programme and project level. The objectives set out needs to be SMART.

Specific: What the project wants to achieve must be stated clearly not in ambiguous terms.

Measurable: Achievements must be quantifiable and capable of being measured.

Achievable: The objectives should be achievable and attainable.

Realistic: Should be possible realistically achieving the objectives within the available resources.

Time bound: The time frame specified for achieving set objectives.

Steps involved in the finalization of the topic of the Project:

Project is an important element of developmental programmes. It generally refers to new tasks undertaken by an individual or organization in order to achieve a specific goal.

Every project from conception to completion passes through a series of sequential

phases. There is no universal consensus on the number of phases in a project cycle. However, typically a project consists of four phases - conceptualization, planning, execution and termination.

Thus, there are certain steps involved in carrying out the project work which are enumerated as follows:



1. Selection of the topic:

The student should select a topic related to different aspects of rural development. You should consult your Supervisor before finalizing the topic.

2. Consultation with Supervisor for preparing project proposal / Synopsis:

Once the topic has been chosen, you should discuss it with your Supervisor assigned to you by your Study Centre. You may prepare your project proposal / synopsis in about 1000 words to receive remarks from your Supervisor.

3. Preparation of tools of data collection:

After getting approval of your proposal from the Supervisor, you should prepare your tools for data collection. In most cases, students of DRD opt for empirical studies. In empirical studies, you may use the tools like the interview schedule, observation method (For details please read DRD - 01-Block-V-Unit-4). If you are using the schedule which is the most important tool of data collection, you should ensure that an adequate number of questions are included to collect data relating to each of the objectives of the proposed study. Other tools and techniques like Participatory Rural Appraisal (PRA) techniques can supplement the process of data collection. You should ensure that the tools of data collection are also discussed with your Supervisor. Once your Supervisor is satisfied, you may go ahead with the data collection.

4. Data Collection:

One of the objectives of this Course of DRD is to provide an opportunity to you to visit some rural area, observe the life of people and interact with them. You will have to establish rapport with your respondents and take extensive notes. More the interaction you have, with respondents, better will be the results of your study.

5. Data Analysis:

Data analysis is a very important step in project work. You must scrutinize your schedules and field notes, make necessary corrections before transferring it to master chart for computation and tabulation. After the completion of the tabulation work, you are required to write a project report.

6. Submission of Project Report:

You are expected to submit a properly typed (double-space) and bound report of about 60-70 pages in A-4 size paper to your concerned study centre through the Supervisor.

Last Date for submission of project report - 30th March, 2017

II. PREPARATION OF THE PROJECT REPORT FOR THE STUDENTS OF DIPLOMA IN RURAL DEVELOPMENT (DRD):



1. ARRANGEMENT OF THE CONTENTS:

The content of the project report should be arranged in a sequential manner and should be developed as follows:

1. Title Page
2. Certificate
3. Acknowledgement
4. Preface
5. Table of Contents
6. List of Tables
7. List of Figures
8. Chapters
9. Appendices
10. References
11. Photographs
12. Sample Questionnaire

2. **BINDING SPECIFICATIONS:** Spiral Binding/Book Binding

3. PREPARATION FORMAT:

3.1 **Title Page** - A specimen copy of the Title page of the project report are given in Format-1.

3.2 **Certificate** - The Certificate shall be in double line spacing using Font Style Times New Roman and Font Size 14, as per the format in Format-2.

3.3 **Acknowledgment**- A specimen copy of the Acknowledgment of the project report are given Format-3

3.4 **Preface** - There should be one page preface of the project report typed in double line spacing, Font Style Times New Roman and Font Size 14.

3.5 **Table of Contents** - The table of contents should enlist all materials following it as well as any material which precedes it. The title page and Bonafide Certificate will not find a place among the items listed in the Table of Contents but the page numbers of which are in lower case Roman letters. One and a half



spacing should be adopted for typing the matter under this head.

3.6 List of Tables -The list should use exactly the same captions as they appear above the tables in the text. One and a half spacing should be adopted for typing the matter under this head.

3.7 List of Figures -The list should use exactly the same captions as they appear below the figures in the text. One and a half spacing should be adopted for typing the matter under this head.

3.8 Page numbering

The preliminary parts are numbered in roman numerals (i, ii, etc). The first page of the first chapter (Introduction) onwards will be numbered in Arabic numerals 1 2 3 etc at the bottom and centred.

3.9 Spacing

The project, including the abstract, acknowledgements and introduction, must be 1.5 line-spaced. Your project must be printed on one side of the paper.

3.10. Numbering sections, subsections, figures etc A word on numbering scheme used in the project is in order. It is common practice to use decimal numbering in the project. If the chapter number is 2, the section numbers will be 2.1, 2.2, 2.3 etc. The subsections in section 2.2 will be numbered as 2.2.1, 2.2.2 etc. Unless essential, it is not necessary to use numbers to lower levels than three stages. Headings of paragraphs below the subsections may be bold faced and in sentence case.

Similarly, it is useful and convenient to number the figures also chapter -wise. The figures in chapter 4 will be numbered Fig.4.1, Fig 4.2 etc. Similarly, the tables are also numbered as Table 4.1 Table 4.2 etc.

All figures and tables should have proper captions. Usually the figure captions are written below the figure and table captions on top of the table.

3.11 Chapters - The chapters may be broadly divided into 3 parts

- (i) Introductory chapter,
- (ii) Chapters developing the main theme of the project work and
- (iii) Conclusion.

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. For example the chapters can be named as follows.

Chapter - I :	Introduction (Definitions, Literature and key concepts)
Chapter-II :	Study Area Profile
Chapter-III :	Problem Analysis
Chapter-IV :	Implementation Strategy
Chapter-V :	Conclusion

3.12. Appendices - Appendices are provided to give supplementary information, which is included in the main text may serve as a distraction and cloud the central theme. Appendices should be numbered using Arabic numerals, e.g. Appendix 1, Appendix 2, etc.

3.13. 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.

3.14. Photographs - There should be photographs with caption justifying field visit for the completion of the project report.

3.15. Sample Questionnaire - There should be a copy of the Sample Questionnaire attached to the project report used for the collection of raw data.

3.16. Typing Instructions:

The impression on the typed copies should be black in colour. One and a half spacing should be used for typing the general text. The general text shall be typed in the Font style 'Times New Roman' and Font size 14.

SYNOPSIS OF THE PROJECT REPORT



The research synopsis is the plan for your research project. It provides the rationale for the research, the research objectives, the proposed methods for data collection and recording formats and/or questionnaires and interview guides. The synopsis is based on the information provided by the supervisor(s) and by secondary sources of information. In the final report you will present the results of your data collection and elaboration, with the discussion and the conclusion. The full synopsis should be maximum 1000 - 2000 words, excluding appendices.

Following is the chapterization for the project proposal/synopsis:

- **Topic Headline:** This should be brief and self-explanatory. It should relate directly to the main objective of the proposed research. A more specific and descriptive sub-title can be added if necessary, for example to indicate the main methodology that will be applied. The title of the final report can be different from the working title of the synopsis.
- **Introduction:** Here you should introduce the main problem, set it into context and introduce the particular niche within the main subject area that you will work with. For example, the main subject area could be deforestation and the Introduction would then briefly argue why it is relevant to be concerned with deforestation – to whom it is a problem and why. The niche could be the role of small-scale farmers in deforestation processes in mountain areas. Justification for the niche should also be included in the Introduction. ‘Justifying’ a research problem means providing information documenting that both the main problem and the specific niche are of relevance to others than yourself, such as the scientific community and stakeholders. A research problem can be, for example, a gap of knowledge, an unexplained observation, something not yet analyzed (using this systematic, with this level of detail, from this particular angle), or something that does not fit traditional beliefs. The information you provide as documentation for the existence and relevance of the problem should primarily be scientific peer reviewed literature. Newspaper articles, blogs and a lot of material from the internet are not subject to quality control and are therefore considered less trustworthy.
- **Review of the Literature:** Review of literature is a collective body of works done by earlier researchers and published in the form of books, journals, articles. It helps in generating ideas and developing significant questions for the research work.
- **Significance of the study:** The rationale for carrying out the particular project is to be explained here.
- **Objectives of the study:** These should be identified on the basis of the problem analysis. That means, after reading the problem analysis it should be immediately clear that the choice of objectives is relevant and justified. The objectives should focus on concepts and problems mentioned in the problem

analysis. Each research proposal should contain one overall objective describing the general contribution that the research project makes to the subject area as well as one or more specific objectives focusing on discrete tasks that will be achieved during the research. The overall objective may be something that the study will contribute towards but not solve/finish the overall objectives. There may be a compilation of the specific objectives.

- **Hypothesis of the study (If any):** These are predictions of the outcomes from the study. It is useful at the outset to specify the hypotheses in terms of the assumed relations between variables so as to clarify the position and pre-understanding of the researcher. If statistical tests are to be conducted formulation of hypotheses is a crucial element of the research design. Hypotheses can be derived from theory, experience or knowledge concerning contextual factors. In purely quantitative, deductive research hypotheses are tested statistically, whereas in qualitative, inductive research hypotheses are not formulated.
- **Research Methodology (includes data collection process & statistical process):** Methodology includes Sample, Tests/Tools, and Statistical Analysis. The size and nature of the sample will depend on the topic selected. Tests/ tools are to be selected based on the objectives of the research. The data collected with the help of the tests/ tools is then analyzed by using appropriate statistical techniques.
- **Limitations:** Although the specific or immediate objectives may be quite narrow, they could probably imply much more data collection and analysis than possible for a thesis. To demonstrate a good overview of the general subject area it should be specified what aspects will not be addressed and how this will limit conclusions. It is important to not (only) mention that due to time constraints a limited number of observations/measurements/interviews will be conducted.
- **References:** References of books to be enlisted for reference. These should be alphabetically listed.

While the above format is normally followed, it is not necessary that the same chapter scheme is used for all topics. Synopsis writing is undertaken after the topics choice is completed.

Therefore, an in depth discussion should takes place between the student and the counsellor / supervisor before finalization of the topic.

TOPICS (FOR EXAMPLE)



1. Rural Development Project Report on Role of Non-Government Organizations (NGOs) in Educating and Empowering Women.
2. Rural Development Project Report on Role of Rural Banks in the Empowerment of Farmers.
3. Rural Development Project Report on Role of Self Help Group (SHG) for the Development of Rural Women.
4. Rural development project report on Socio Economic Village Profile and its impact on rural livelihoods.
5. Rural development project report on impact of integrated child development services with regard to the social and physical development of pre-schoolers
6. Rural development project report on role of 73rd constitutional amendment act on women empowerment
7. Rural development project report on empowering rural women and their role in self help groups
8. Rural development project report on analytical study of Panchayati Raj in Odisha
9. Rural development project report on impact of MGNREGA on rural development
10. Rural development project report on study of micro finance facilities and analyzing the awareness level of rural people about micro finance
11. Rural development project report on violation of human rights of women
12. Rural development project report on women's empowerment in Panchayati Raj Institution
13. Rural development project report on awareness about microfinance among rural people
14. Rural development project report on role and importance of rural banks towards farmers
15. Rural development project report on development of rural women through communication with special reference to self help group
16. Rural development project report on status of scheduled castes in rural areas
17. Rural development project report on role of NGOs in educating and empowering women
18. Rural development project report on role of non government organizations (NGOs) regarding the education and empowerment of women
19. Rural development project report on status of scheduled castes and scheduled tribes women
20. Rural development project report on empowerment of women through participation in Panchayati Raj Institutions

