

PART I

FIELD WORK AND DISSERTATION

Having studied the basis of rural development, it is appropriate that you get familiarized with the rural setting in our country. The field work and preparation of the thesis is going to be a new experience for most of you. What you have learnt in theory papers may help you, to some extent, in understanding the rural situation. Surely you have chosen M.A. (RD) with a purpose. Therefore, you must be eager to acquire some specialized knowledge on the subject. Most people learn by doing. That is how exactly we are trying to help the students of Rural Development. Although as a distant learner, you may face various limitations during the learning process, still we shall help you to acquire not only information and knowledge, but also skills in analyzing rural situations, their problems and the impact of various programmes being implemented. We shall also try to equip you with skills for developing project proposals for research, tools for data collection, report writing and making suggestions or recommendations. In short, you will be able to translate into action what you have learned in **MRD-004: Research Methods in Rural Development**.

Purpose

The main purpose of this exercise is to sensitize you with the realities of rural life. Therefore, you will be choosing a topic of your interest for specialization. This may be pertaining to the area in which you are already working or you may like to work. You have grasped, we are sure, from the theory papers that the areas and issues pertaining to rural development are very vast. Here we would like you to concentrate on a particular theme or topic to specialize.

Objectives

The main objectives of MRDP-001 are to:

- acquaint you with rural situations
- help you to choose a topic of your interest relating to rural life for indepth study
- help you gain practical knowledge required in preparing a research proposal
- assist you in conducting an empirical study
- enable you to write down a project report of good quality
- practice what you have learned in MRD-004

The specific objectives of MRDP-001 are to:

- choose a suitable topic (title) for your dissertation
- develop the research design for conducting the study

- describe, by way of a brief statement, the problem or issue you have chosen to study
- identify the objectives of your study
- identify the geographical area or locale of your study
- identify the universe of the study
- develop the sampling framework
- prepare tools for data collection based on the objectives and hypothesis (if any)
- help you in actual data collection by visiting the sampling units
- scrutinize the data collected
- develop a codebook for data entry
- train you in the actual entry of data (manual or computer)
- tabulate data and to do statistical calculation
- choose relevant tables for inclusion in different chapters based on themes/objectives
- develop draft chapters
- finalize various chapters with the guidance of the supervisor
- to conduct proof reading, binding and submission of the thesis.

What is Project ?

Project work is an indirect and enabling method, which helps you to acquire fresh information in an organized way regarding a topic. Usually a topic is chosen on which not adequate studies have been done in the past. It is also possible that you choose a topic on which studies were done earlier, but with different objectives. One can choose any specific topic and study any particular aspect pertaining to that topic. For example, lots of studies were done on Integrated Child Development Services (schemes) ICDS. Yet you can choose the same ICDS and concentrate on a specific area such as: comparative study between blocks or states, between tribes, between tribals and non-tribals, role of media, role of social workers, role of health care workers vis-à-vis the rural settings and so on. In the project, a systematic approach is adopted for collecting new facts, tabulating and analyzing data and discussing the findings. "Systematic" approach has been explained in the course MRD-004.

For example, one may say that the male-female ratio in India is 1:1 or 50:50. The actual position can be found out from the National Census Survey carried out by **Government of India once in ten years. The 2001 data show that there are only 935 females for every 1000 males. Similarly, we have accurate data to show the increase in literacy rate in the country which is evident from various National Census Surveys.**

Outcome

The outcome of the project work will be in the form of a dissertation. The dissertation will

have an introduction which will clarify the topic and the issue being investigated. It will also briefly describe various studies conducted earlier by individuals and/or organizations. Based on the review of such literature, the dissertation will specify what new area is proposed to be studied or explored. The research design or the chapter on Methodology will discuss step by step how the study was carried out and the data compiled. The dissertation will conclude with a chapter which will provide major findings and suggestions or recommendation for implementation and/or for further investigation.

When to Start the Project Work ?

Preliminary preparation for your project must start once you have completed the three compulsory theory papers of M.A. (RD) namely, MRD–101, MRD–102 and MRD–103. Remember to read the Programme Guide and this Project Work Handbook thoroughly. The steps involved in Project Work are:

- Selection of a topic of your interest
- Meeting the Supervisor/Guide assigned to you by the Study Centre Coordinator
- Preparation of the project proposal based on the guidelines given in this Project Work Handbook as well as guidance given by the supervisor
- Taking approval from the supervisor
- Conducting the study
- Report writing
- Taking guidance from the supervisor at various stages
- Submission of the dissertation after meeting all the requirements spelt out in the Project Work Handbook.

Remember to contact your Study Centre Coordinator to provide you with a supervisor. Usually, one of the Academic Counsellors of M.A. (RD) will guide you as supervisor. The same supervisor will approve your project proposal, guide you all through the preparation of your dissertation and certify the work you have done.

As you have read earlier, it is a systematic approach for collecting new facts. Therefore, various steps are to be followed for carrying out the project work which we have listed above in brief. Now in the following couple of pages, let us discuss these steps one by one.

Selection of Topic

For initiating any project work, the first and the foremost step is that of topic selection. The choice of topic should preferably be based on the course materials provided to you. You are supposed to select the topic of your own choice. While deciding about the topic you have to keep various factors in mind. Some of these factors are:

- Suitability of the topic
- Relevance of the topic
- Availability of literature related to the topic
- Availability of time at your disposal.
- Finance at your disposal
- Feasibility of data-collection within the limited time-frame
- Distance from your place to the geographical location for data-collection
- Knowledge of the local language and customs, etc.
- Contacts available in the local area

In order to choose a relevant and useful topic of your interest, you may browse through the course material. There are several courses and for each course there are several blocks. Within each block you will find several units and each unit has several sub-titles and sub-sub-titles. These titles will help you in the actual selection of the topic. We shall list out some of the broad areas which are based on the structure of the programme for M.A. (RD) at Part II of this Project Work Handbook.

Apart from the broad areas given in Part III of this Handbook, you may look into a specific unit for choosing a more precise title. This does not mean that you depend entirely on a unit title or sub-title. You should be able to modify the title to suit the specific state, district and perhaps a block or a village. Kindly see the title given for the sample project proposal given in this Project Work Handbook on "People's participation in Rural Development" and the sub-title given within bracket in Part III of this Handbook.

Therefore, the programme structure and the various sub-titles will only act as sources for your reference as far as the selection of a specific topic is concerned. Apart from these, you should also consult your supervisor. The topic chosen should be of your interest. It should have the approval of your supervisor provided to you from your Study Centre.

Remember not to select a topic which is chosen by other students of M.A. (RD) known to you. The University will reject the dissertation, if it is found to be copied, repeated or translated from another dissertation. One can be debarred from continuing the programme of study for a couple of years or even for lifetime.

Consultation with your Supervisor

After choosing the topic of your interest, you should discuss it with your Supervisor. The supervisor may further help you in understanding the positive and negative aspects pertaining to the investigations concerning your topic. Perhaps he/she may ask you to broaden your area of study or to limit your study to certain specific aspects. The discussion with your supervisor will also enable you to identify and finalise the objectives of your study, facilitating you to develop certain hypotheses, choosing the universe as well as sampling framework. This will also facilitate the preparation of tools for data-

collection and also their application in collecting the data. The supervisor will help you in clarifying all your doubts. He/she will also guide you in the preparation of the project proposal. Once you prepare the project proposal in consultation with your supervisor, it will be easier for you to get his/her prompt approval. It is desirable that you yourself prepare a draft project proposal when you go for seeking guidance. That will enable the supervisor to help you in finalizing the proposal. Keeping good academic rapport with the supervisor will facilitate you in carrying out a good project work. This may eventually help you also for further studies in the same or related areas. Therefore, the importance of the role that your supervisor may play in finalizing your project work cannot possibly be over-emphasized.

Project Proposal

The project proposal that you will make may be of about 10 pages. It should clearly clarify the conceptual framework and should contain a brief statement of the problem, objectives, hypothesis (if any), universe of the study (overall milieu), sample size, proposed tools for data collection, data collection process, tabulation and statistical calculation and the proposed scheme of chapterization.

Project proposal is the guideline for your investigation. You are doing a RE-SEARCH, which means, you are looking for new knowledge and new information on a particular topic. Thus, it is going to be a systematic and scientific investigation. In nutshell, you become the social scientist studying a particular social phenomena.

You must submit the project proposal only to your supervisor. He/She will go through the same and give you the provide the approval. Therefore, you should not mail your proposal to IGNOU Headquarters or Regional Centre, since the approval is to be obtained from your supervisor only. For further clarification, you may meet your study centre coordinator. Guidelines for preparation of your project proposal are provided in this Project Work Handbook in Part III. You may also watch out for Tele-conferencing Sessions and Interactive Radio Counselling Sessions on Project Work for M.A. (RD).

Preparation of Tools for Data Collection

After getting your project proposal approved by the supervisor, you should start developing tools for data collection. In Block 3 of MRD-004 detailed explanation about tools for data collection is given. You may please go through that block while preparing the tools. For your empirical study, you may use tools like *interview schedule*, *interview guide*, *observation guide*, *case study format etc.* While preparing the tools, the objectives and hypotheses (wherever applicable) should be kept in mind. You should also prepare a draft of the tools and show the same to your supervisor and take his/her guidance. Once the supervisor is satisfied with the tools, you can go ahead with pre-testing, finalization of the tools and actual data collection. Some of the common tools for data collection pertaining to rural development include:

i) Interview Schedule

Interview schedule is prepared keeping in mind the objectives and hypothesis of the study. As far as possible, questions should be specific. Wherever possible, pre-coded

set of answers are to be included. Adequate number of questions must be included which will enable meeting the objectives of the study.

ii) **Interview Guide**

Interview guide is for collecting additional information, general in character, from key stake-holders such as government officials, local leaders of Panchayati Raj Institutions, NGO functionaries and others who matter in a village. Usually, interview guide is a set of general questions or points. This may include questions providing information on total number of households, number of schools, healthcare facilities, other infrastructure etc. Interview guide is only for enabling the Researcher to collect additional information which is essential for report writing. The answers are to be recorded in the personal diary of the investigator.

iii) **Observation Guide**

Observation guide is also for helping the investigator to keep in mind certain important points. This will help in observing some real-life situations and events from the place of data collection. This instrument is never final but keeps building up as the research progresses.

iv) **Case study guide**

In a project work, one may like to include a chapter on case studies of individuals and/or institutions (agencies). In order to collect information for developing case studies, one has to plan in advance by preparing a guide which will comprise important areas such as information about the individual (personal data), family, finance, social life, specific area of concern etc.

Pre-testing

It is necessary that you conduct a pre-testing of the tools which will help you in eliminating irrelevant questions and also in adding a few questions based on your actual experience in the field. The pre-testing is to be done in the same geographical area and in the sample same unit. You may choose about 5 to 10 percent of the sample for pre-testing. This will help you in making a more accurate study. After the pre-testing of the tools, you can finalise the interview schedule and make sufficient number of copies whether through printing or through photocopying. Always make sure to keep about ten additional copies which can be used in any eventuality.

Data Collection

Data collection is a very important part of your project work as this is the very base of your whole "PROJECT." You can collect the required data using various tools that you have prepared. Other than filling your interview schedules, you may also be required to take extensive notes. For all this, you will be required to develop rapport with your respondents so as to get frank and reliable responses. For obtaining better results, you must have close and repeated interaction with your respondents. If the number of beneficiaries to be covered is substantial, you can take the help of your peer-learners and help each other (only for data collection).

You may be required to collect data and/or information not only from the general masses,

but also from decision-makers and local leaders, which may be done as per the interview guide. If you plan to include case studies, then you will have to collect the necessary additional data accordingly.

Tips for Conducting Interview

In order to elicit genuine responses from your respondents, you may follow some of the points mentioned below:

- Ask only one question at a time.
- Repeat a question if necessary.
- Try to make sure that the interviewee understands the question.
- Listen carefully to the interviewee's answer.
- Observe the interviewee's facial expressions, gestures, and tone or voice so as to derive meanings from his/her body language.
- Allow the interviewee sufficient time to answer the question, but do not let the interview drag on and on.
- Strictly avoid suggesting answers to questions.
- Do not show signs of surprise, shock, anger, or other emotions if unexpected answers are given.
- Maintain a neutral attitude with respect to some controversial issues during the interview.
- Take a note of answers that seem to be vague, ambiguous, or evasive.
- Use tact and skill in getting the subject back to the area of inquiry if he/she strays too far away from the original question.
- In the unstructured interview, ask additional questions to follow-up clues or to obtain additional information.

Data Analysis

Data analysis needs thorough concentration as you need to make proper notes, assign codes and transfer raw data into a sheet on which various statistical techniques can be applied. The information obtained through personal notes, interviews and case studies can also be utilized in providing supporting evidence in the Report. Data analysis is a very important steps and should be carried out properly.

You will do better if you make analysis of some sample tables (data) and show the same to your supervisor. He/She will help you accordingly after seeing the kind of initiatives that you have taken. However, you must make sure to acquaint yourself with MRD-004 which will answer most of your doubts.

Report Writing

The analysis of the data has to be presented in the form of a report. It is suggested that

you prepare the plan for draft dissertation in which you may have about five to eight chapters. You may see the example of the project proposal given in Part IV of this Project Work Handbook. Your **first** chapter can be the 'Introduction' chapter which will spell out the **what, why** and **how** of the topic you would like to investigate. The **second** chapter could be on 'Research Design' which will provide the methodology as well as the 'review of literature' pertaining to studies conducted in similar and/or same area, specifically showing the fresh knowledge and information you wish to add to the study area through your own research. Chapter **three** could perhaps provide information regarding the profile of the beneficiaries or respondents. Chapter **four** to **six** could be based on data-interpretation focussing on one or two objectives in each chapter. You could perhaps devote a chapter to case studies. The last chapter will give the summary of the findings and provide suggestions or recommendations. While references are to be given preferably at the end of each chapter, bibliography must be given at the end. Any additional and useful information collected from secondary sources may be given as appendix.

Needless to say, for any dissertation there should be a table of contents, list of tables, list of diagrams, a preface and an acknowledgement along with the requisite declaration by the student and a certificate from the supervisor.

Report Submission

The dissertation you have prepared is a document of importance. You have spent time, money and expertise in developing this valuable document. This document could be later kept in a Library for use by others. You may also think of publishing the same in the form of a book or as a research paper. Perhaps you may like to make a presentation of your findings in a seminar or a conference. All these potentials and possibilities speak volumes for the nature and importance of the thesis you have compiled.

Checklist

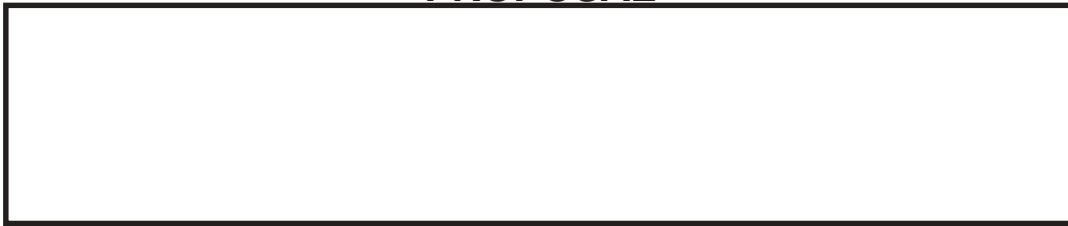
- The dissertation, should be properly typed (preferably computer-typed) in double space, 12 font in A-4 size (29 × 20 cm) paper.
- The final draft should be shown to your supervisor before binding.
- You must read the typed version and correct the typing errors; page numbers are to be given and relevant illustrations are to be placed in appropriate pages and chapters.
- You should attach a copy of the approved project proposal while getting the copies bound.
- For fulfillment of the requirements of the course in hand, a declaration from you that the work is original and has not been submitted to IGNOU or any other university or institution, must also be included in your dissertation (copy at annexure).
- Attach a certificate from your supervisor stating that the Project Work was done under his/her supervision and that it is a genuine and original work (see copy at annexure).
- The first page should have your name, enrolment number, full address, name of the supervisor etc. (format at annexure).

- Loose and/or spiral binding is not permitted.
- Proper binding is to be done with hard cover page in preferably light rose colour (light rose colour is the official colour of SOCE).
- Two copies of the Project Report are to be prepared: One for IGNOU and the other to be retained by you as your personal copy.
- One copy is to be mailed by *registered post* or submitted by hand to: **The Registrar, SR&E Division, Maidan Garhi, IGNOU, New Delhi-110068.**

The University will require about 4 to 6 months to complete the evaluation process before your grades/results are declared. The evaluation is done by a pool of experts identified by IGNOU from across the country. Therefore, the evaluation process requires sufficient time.

- ~~The Project report submitted to IGNOU will not be returned to you.~~

PART II
GUIDELINES FOR PREPARATION OF A PROJECT
PROPOSAL



PART II
GUIDELINES FOR PREPARATION OF
A PROJECT PROPOSAL

You may prepare a draft proposal and discuss the same with your supervisor. The following steps are provided to you for preparing the project proposal (see the example given in Part IV of this Project Work Handbook).

1) **Project Title**

The title of the project should clearly specify the type and nature of the project. It should be clear, brief and specific. It is suggested that the topic should be related to your field of work.

2) **Introduction**

In the introduction, you may provide a description of the topic, broad area of the study; why the topic is important and clarification of the important concepts.

3) **Statement of the Problem**

The statement of problem should briefly contain an analysis and relevance of the problem. To be exact, this is a rationale for carrying out the study. Existing literature is reviewed and gaps are brought out so as to provide justification for choosing specific topic of the study.

4) **Objectives**

The objectives of the proposed project work should state your intention for carrying out this project. Usually a topic contains three to four objectives. These objectives can be given in a serial form, pinpointing your approach. For example, you want to study the problem of drop-out among girl children in a rural area. You may like to study the reasons for high drop-outs rate among various socio-economic classes of people. Such objectives thus, will spell out the scope of the study.

5) **Hypothesis**

Hypothesis is the probable answer to the problem you have undertaken, and the project tests the hypothesis. But not all studies involve testing of hypothesis (mostly experiment-based studies have hypotheses). You can discuss with your supervisor as to type of study you want to undertake. **You may even avoid hypotheses for your study since you are expected to make only a small-survey of about 100 respondents.**

6) **Universe of the Study**

If the project involves field work, you should define the universe of the study. Universe is defined as the entire area or population taken for the particular study. This will depend on the geographical limits of the study and the unit of the study. For instance, if you are studying the characteristics of households in a village, then all the households will comprise the universe of the study. You will draw the sample from this universe.

7) **Sample**

If your project proposal is based on field work you will have to choose a sample from the universe. A sample is representative of the whole population. Sampling can be done in many ways such as random sampling, cluster sampling etc. To know more about the different types of sampling, please refer to on any standard book on statistics which you might have consulted while

studies on preparing for Research Methods is Rural Development.

8) **Tools for Data Collection**

You should suggest what kinds of tools you intend to use for the collection of data from various sources. You may have to choose more than one tool for a particular study since social reality is always complex and multi-faceted.

9) **Data Analysis**

The raw data has to be scrutinized and coded and then data analysis can be done, using statistical methods. It is desirable that the techniques, which you intend to use are mentioned in the proposal.

10) **Tables**

Tables will have relevant statistical calculations such as percentage, mean, median standard deviation, co-relation etc.

Tables will have proper numbers (i.e. Chapter I will have Table 1.1, Table 1.2 etc; Chapter 2 will have Table 2.1, Table 2.2 etc.). Table number will be followed by Table title which should be as brief as possible while conveying the matter contained in the table clearly. If a table is lifted from some other sources, it should be indicated below the table. Table interpretation may be given in three paragraphs: (i) an introduction to the parameter or topic, (ii) interpretation, (iii) major findings-indications.

11) **Chapter Plan**

Chapter plan or chapterization will give a tentative plan for writing the report. This exercise will help you in completing your dissertation smoothly and in a systematic way.

12) **Report Writing**

For writing report, you must follow the following guidelines:

- Make a chapter plan (see the example in Part IV)
- The length of each chapter should be more or less the same. For example, it should not be that one chapter is of 15 pages and another of 40 pages. The ideal chapter length should be of around 20 pages.
- Each chapter will bear
 - Chapter number
 - Chapter title
 - Introduction
 - Main titles, subtitles and sub-sub titles
 - Conclusions
 - Proper references
 - Graphics/illustrations etc.

— Well presented with proper layout.

- Do not fill up chapters with too many tables. You may have about 5 to 7 tables in a chapter.
- Choose only the most important areas for presentation in tabular form.
- Rest of the findings can be given in a narrative form.

PART III
BROAD AREAS AND TOPICS FOR RESEARCH

PART III

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In order to enable you to choose a topic for your empirical study, we have listed below some broad areas. This does not mean that you cannot choose another topic of your

interest pertaining to rural setting. The areas or topics listed below are only to give you some idea about the numerous titles which will guide you in selecting a topic relevant to your state, district or block which falls nearer to your place of stay. You must discuss your topic and take necessary approval from your guide before going ahead with the collection of data. Your guide will perhaps help you in the preparation of the project proposal as well as in selecting appropriate tools for the collection of data. Kindly ensure that you take prior approval for your proposal. Original copy of the approved proposal must be attached with the thesis before binding it. The suggested topics are as under:

1. A study of the factors affecting rural under development
2. A study of the effectiveness of the strategies of rural development planning
3. Impact of Five Year Plans on rural development
4. Reasons for progress in rural development programmes
5. Importance of evolving new strategies for rural development
6. Analysis of the extent of grassroots level participation in rural development
7. Rural Development policies and grassroots level realities
8. Exploration of the welfare aspects in rural development
9. Impact of IRDP on Tribes
10. Impact of IRDP on Scheduled Castes
11. A study of the approaches of NGOs to rural development
12. Salient features of rural development schemes after independence.
13. Comparative study of the characteristics of rural and urban communities in India
14. Comparative study of the characteristics of tribal and peasant communities
15. A study of traditional practices in rural cultivation
16. A study of the patterns of migration in rural India
17. An analysis of the extent to which caste system is practiced in rural India
18. A study of the role of voluntary agencies for rural development
19. A study of the relevance of *Jajmani system*
20. An analysis of rural power structure in India
21. A study of the trends in agricultural growth (in your state)
22. Importance of animal husbandry for rural development
23. A study of non-governmental activities in rural India
24. An analysis of the contribution of rural credit markets
25. A study of the importance of rural employment

26. A study of the characteristics of rural workforce
27. An analysis of wage system in rural India
28. Agriculture as a source sustaining economic growth
29. A study of the extent of equality/inequality in land distribution
30. A study of the problems faced by rural credit markets
31. Extent of rural poverty in India
32. A description of the incidence of rural poverty
33. A critical analysis of poverty alleviation programmes
34. A study of the agrarian system
35. A study of the agrarian system and classes
36. A study of the feudalistic agrarian system
37. A study of capitalistic agrarian system
38. A study of agrarian movements in India
39. A study of the approaches to land reforms
40. Impact of abolition of intermediary tenures
41. A study of the shift from cooperative to contract farming
42. A study of the problems associated with land reforms
43. A study of the strategies for green revolution
44. A study of the impact of green revolution on income and employment
45. A study of the problems and their consequence on Green Revolution
46. A study of challenges to agricultural development due to globalization
47. Impact of agriculture extension services after independence
48. A study of the extent and nature of privatisation of rural extension services
49. Problems and challenges in rural extension services
50. A study of the organizational and administrative aspects of extension services
51. A study of the problem faced in administrative linkages from national level to village level.
52. A study of the functioning of Panchayati Raj Institutions
53. An analysis of the problems faced by rural development functionaries
54. A study of the effectiveness of the Panchayati Raj Institution for Rural Development

55. An analysis of the impact of Panchayati Raj Institutions
56. A study of the contribution of cooperatives towards rural development
57. An analysis of the functioning of credit cooperatives
58. A comparative study of the contribution of credit and non credit cooperatives in rural India
59. A comparative study of the features of cooperative and other enterprises
60. A study of the problems faced by cooperatives in rural India
61. An analysis of the relevance of cooperative organizations in a mixed economy
62. A study of the role of credit societies in rural development
63. A study of the impact of non institutional credit in India
64. Analysis of the functioning of credit cooperatives and micro-credit societies
65. A study of the extent of social changes in rural India after independence
66. An analysis of the role of self help groups in women's empowerment
67. A study of the extent of economic independence of rural women
68. A study of the extent of social empowerment of rural women
69. A study of the extent of economic empowerment of rural women
70. A study of the political management by rural women
71. Involvement of rural women in agriculture
72. Role of voluntary agencies in the empowerment of rural women
73. A study of the role of mass media for rural development
74. A study of the role of print media for rural development
75. A study of the impact of television in rural development
76. A study of the role of information, education and communication (IEC) in rural development
77. A study of the relevance of communication technology for rural development
78. A study of the innovative uses of information technology for rural development
79. A study of resources available for rural development and their utilization
80. A study of the extent of people's participation in rural development planning
81. Analysis of the strengths and weaknesses of decentralised planning
82. A study of the nature and process of district level planning for rural development

83. An evaluation of block level planning for rural development
84. A study of grassroots level planning for rural development
85. A study of the effectiveness of rural development management
86. An evaluation of management and administration of rural development projects
87. A study of the effectiveness of rural development projects for socio-economic development
88. An evaluation of the effectiveness of rural development projects in social development
89. A study of the extent of effectiveness of rural development projects
90. A study of the costs and benefits involved in rural development projects
91. Need-based study of rural development project proposals
92. A study of the effectiveness of the monitoring system for rural development projects
93. A study of the dimensions of rural development project evaluation
94. A study of the role of Government in promoting voluntary action for rural development
95. An analysis of the factors responsible for people's participation in rural development
96. A study of the problems of NGOs working in rural sector
97. An analysis of the strengths and limitations of NGOs in rural sector
98. An analysis of voluntary agency administration in rural sector
99. A study of the effectiveness of the management of projects by NGOs
100. An analysis of the effectiveness of community-based programmes
101. A study of programme-formulation strategies in community-based programmes
102. A study of social action strategies in rural development
103. A study of the impact of grassroot-level organizations in rural sector
104. A study of the social status of rural women
105. A study of the political status of rural women
106. A study of economic status of rural women
107. A study of educational status of rural women
108. A study of the social and educational status of girls in rural India
109. An analysis of the impact of various schemes for rural girls' education
110. A study of the factors contributing to the educational backwardness of rural women

111. An analysis of the key indicators of rural women's health and nutrition status
112. A study of the policies and programmes for health and nutrition of rural women
113. A study of the initiatives for the empowerment of rural women
114. A study of the factors influencing rural women's empowerment
115. A study of the extent of child labour in rural India
116. A study of the educational status of rural children
117. A study of the health status of rural children
118. A study of the policies and programmes for health and nutrition for rural children
119. A study of the status of non formal education of rural children
120. An evaluation of ICDS programmes in rural India
121. A study of the success of empowerment programmes of Schedule Castes
122. A study of the success of empowerment programmes of Scheduled Tribes
123. A study of the impact of various schemes for the development of Scheduled Tribes
124. A study of the socio-economic development programmes for Schedule Castes
125. A study of socio-economic development programmes of Schedule Tribes
126. A study of rural indebtedness
127. A study of the child bonded labour
128. A study of bonded women labour
129. Socio-economic status of artisans and craftsmen
130. A study of the state of rural industries
131. A study of the status of agricultural labourers
132. Contribution of Khadi and Village industries to rural development
133. A study of the extent of legal knowledge among rural masses
134. A study of the rural health care facilities in India
135. Problem faced in rural health care
136. A study of the indicators of health in rural area
137. A study of the determinants of rural health
138. A study of different diseases common in rural areas
139. A study of the linkages between health and development
140. A study of the role of NGOs in rural health care

141. A study of rural health services after independence
142. Role of primary health care centers in rural health services
143. A study of health and nutrition status of young girls in rural India
144. A study of health and nutrition status of children in rural India
145. A study of health and nutrition status of pregnant women in rural India
146. A study of the factors influencing health and nutrition status in rural India
147. A study of the problems relating to malnutrition in rural India
148. A study of different models of health care delivery in rural India
149. A study of communicable diseases in rural India
150. A study of the problems associated with communicable diseases in India
151. A study of the interventions in the area of controlling communicable diseases
152. A study of the management of health care system in rural India
153. An evaluation of national immunization programme in rural context
154. A study of the national malaria control programme
155. A study of the national tuberculosis control programme
156. A study of illiteracy-eradication programme
157. A study of the extent of the awareness about HIV/AIDS in rural India
158. An evaluation of guinea worm eradication programme
159. A study of rural sanitation programme
160. A study of the factors influencing environmental sanitation and hygiene in rural India
161. A study of the status of maternal and child health in rural India
162. An evaluation of reproductive and child health programmes in Rural India
163. An analysis of policies of schemes for rural health care
164. A critical analysis of national family welfare programme
165. A study of rural health care planning
166. People's participation in rural health care programme
167. An analysis of monitoring and evaluation system of rural health care
168. A study of rural health care education in India
169. A study of communication in rural health care

170. A study of innovative health programmes by NGOs for rural India
171. A study of communication models for rural development
172. A study of various communication channels in rural development
173. A study of various methods of communication for rural development
174. An evaluation of the contribution of folk media in rural development
175. A study of the emerging electronic information technology for rural development
176. Impact of television in rural development
177. A study of rural extension programme
178. An analysis of the performance of rural extension programmes
179. A study of the government efforts in extension services in rural development
180. A study of community initiatives for extension programme in rural India
181. A study of Panchyati Raj Institutions in rural India
182. An analysis of IRDP programmes
183. A study of the role of CAPART in rural development
184. An analysis of animal husbandary in rural India
185. An analysis of village industries in rural India
186. An analysis of rural health extension
187. An analysis of rural education extension
188. A study of various extension methods
189. A study of different kinds of communication methods used in extension work
190. A study of communication problems in rural development
191. A study of extension management
192. A study of strategies for extension

PART IV
EXAMPLE OF A MODEL PROJECT PROPOSAL
PEOPLE'S PARTICIPATION IN RURAL DEVELOPMENT

PART IV

EXAMPLE OF A MODEL PROJECT PROPOSAL
PEOPLE'S PARTICIPATION IN RURAL DEVELOPMENT
(With Special reference to Rural Development Programmes in Uttar Pradesh)

Introduction

Much concern has been shown in recent years with regard to people's participation, participatory research, rural development and related areas. The concepts of participation and development have become catch-words both in the developed and developing countries all over the world. Scholars particularly in social science, have been writing increasingly about development and participation. Despite vast literature on the subject there is hardly any consensus on precise definition and indicators for the measurement of either development or of participation. For instance, those who give priority to economic needs equate development with economic growth and those who attach importance to social and human needs talk in terms of human-oriented social development. The concept of people's participation in rural development is not new in India. The main purpose of this study is to focus on the efforts made by voluntary agencies in maximising people's participation in rural development.

The main attempt, therefore, is to define people's participation and provide a viable parameter of development in which all the aspects of participatory development will be included. To begin with, it is appropriate to discuss in brief the meaning and process of participation and development and the role of voluntary agencies in rural development.

People's Participation

Participation is experience shared by individuals and groups who live in some specific economic and social relations to each other in a society. It has a distinguishing mark of an evolving process. At each stage of its development it is expected to be accompanied by corresponding changes in the economic and social relations. The term 'participation' is very often used to refer to any of the various forms of action by which citizens 'take part' in the operation of administration (1). It is also understood in that sense in United Nations documents (2).

The word 'participation' is used broadly to refer to the role of members of the general public, as distinguished from that of appointed officials, including civil servants, in influencing the activities of government or in providing directly for community needs. It may occur at any level, from village to the country as a whole. It may be only advisory in nature as in the case of an Advisory Committee to a minister, provincial governor or head of a hospital. It may involve decision-making, as in the case of governing bodies of local authorities or it may extend to actual implementation as occurs when villagers decide to carry out a community self-help project. The participation may be *direct*, as in community projects and in the work of private welfare organizations, or it may be *indirect* through elected officials and representatives. In the later case, the degree of participation will depend on the extent to which the election process makes the officials or representative bodies responsible to public opinion. Individuals may participate through non-governmental or statutory bodies. The later may be concerned with only one function (Special Purpose Bodies) local authorities (3) or with multiple functions. Thus understood, participation comprises every kind of citizen-intervention in administrative action.

In this study, however, participation can only be described as much in the real sense of the term when the person who participates is fully aware of his/her action and is conscious of the responsibility he/she assumes in doing so. In a democratic rural set up as we have in India, participation provides the ordinary villager a means of voicing his/her opinion

and also of showing by his/her behaviour and action that he/she is able to take on some responsibilities.

What kind of Participation ?

The kinds of participation which generally draw our attention as far as the rural development programmes are concerned are: (i) participation in decision-making, (ii) participation in implementation, (iii) participation in sharing the benefits, and (iv) participation in monitoring and evaluation. In the approaches to development assistance, the first three kinds of participation have been well defined. Monitoring and evaluative participation occurs much less frequently and as such it deserves increased attention, if development efforts are to be progressively improved.

In analyzing the process of 'how participation is occurring' in a given situation, we have to take into consideration certain guidelines, such as: (i) whether the initiative for participation comes from above or from below; (ii) whether the inducements for participation are more or less voluntary or coercive; (iii) the structure and channels of participation, and (iv) the duration and scope of participation.

It is important to focus on whether the initiative comes from the grassroots or from the state and more specifically, whether it flows from the people themselves, from local leaders, or from project staff. Often, we find that as the project progresses, the increasing number of initiatives come from grassroot-level. Similarly, it is worth considering whether participation is voluntary or coerced.

Development

Development is a process of gradual change of people and society from the existing state to a better one. It aims at releasing the broken, restoring the marginalized and transforming the present exploitative and oppressive economic, political, social and cultural structures into a just society. In this vision of a just society, exploitation of man by man, and the domination of man over man, and men over women, must be stopped.

Pit has defined development in more general terms in perceived increased effectiveness of social and economic activities and functions of the society and situations and in the range of options open to people (4). In this sense, development is perceived as improvement in the quality of life even when this means fewer goods and services (5). Defined in these terms development inevitably becomes a normative concept (6). It connotes the direction that development has to follow. In the modern context, development has been referred to as overall process of transforming men and societies in to a social order in which every human being can achieve moral and material well being (7). In a broader sense, the concept of development has been referred to as a whole, integral, value-loaded cultural process encompassing the natural environment, social relations, education, production, consumption and well-being (8).

Development has been described as a generic term meaning growth, evolution, stage of improvement or progress (9). The concept of 'development' gained currency after World War II and has been defined by most economists, in the operational sense, as growth of the *per capita* gross national product (GNP) or a similar national accounts figure. In view of large number of developing countries failing to achieve, on an average,

a satisfactory rate of growth of per capita GNP, there has been considerable criticism of this approach to development. A number of observers have concluded that this has been basically due to the insufficient attention given to social and political factors in planning (10).

Rural Development

Rural is differentiated from urban in terms of its geo-physical location, spatial distribution of households based on kinship-family ties and close interaction between individuals and families. The growth and development of urban areas has been at the expense of rural areas (11). With the emergence of city centers, the rural areas continue to be neglected.

Rural Development is an old theme, but has been evolving to incorporate new contents and fresh concerns. The earlier definitions of rural development assumed the village to be a homogeneous entity but this myth was exploded under the impact of the first set of programmes undertaken for rural development. The benefits of these schemes and plans generally accrued to those with large land holdings, and the lot of those possessing meagre or no land did not improve and, in many cases, even worsened (12). Copp has defined rural development as a process aimed at improving the well being and self-realization of people living outside the urbanized area, through collective efforts (13). He further contends that the ultimate target of rural development is *people* and not *infrastructure*. According to him, one of the objectives of rural development should be to 'widen people's range of choices'.

Generally in the Third World Countries, rural development demands an increase in agriculture production. In fact, the very concept of rural development was born in the context of agriculture, and it remained so for a long time. The Royal Commission on Agriculture (1928), for instance, provides this kind of interpretation to 'rural development'. It reported: We cannot too strongly state our conviction that the directorship of agriculture is one of the key posts in rural development and that agricultural advance must in a very great degree depend upon the suitability of the officer appointed (14). Almost five decades later, the Planning Commission's Task Force on Integrated Rural Development (IRDP) observed in 1972: "After careful consideration, we have belatedly decided to take what might be considered a rather restricted view of the expression 'rural development'. We have chosen to equate it with agricultural development in the widest sense so as to embrace, beside crop husbandry, all the allied activities.

The World Bank defines rural development as a strategy designed to improve the economic and social life of a specific group of people, the rural poor. It involves extending the benefits of development to the poorest among those who seek a livelihood in rural areas. The group includes small-scale farmers, tenants and the landless. The objectives of rural development, according to the World Bank, are not restricted to any single department, but spread over several, and the resultant mix serves to raise agricultural output, create new employment, improve health and education, expand communications, provide housing and the like. Thus, the World Bank defines rural development in terms of an improvement of the economic and social life of the poor.

Statement of the Problem

Many voluntary organizations feel that the task of building the infrastructure for our country's development cannot be left only to the state even though the Government has taken upon itself this responsibility to a great extent. The advent of some of the voluntary agencies in the field of rural development has in fact caused duplication of the initiatives leading to wastage of resources. However, many others enter the field realizing that developmental inputs tend to reach only the 'haves' and that the distance between the rich and the poor continue to increase. Many voluntary agencies feel that main cause of this imbalance is the lack of people's participation in social investigation, planning, organising, implementing and evaluating the programme at the grassroots level (15).

With the dawn of independence, the Indian Government assumed the responsibility for economic progress and adopted the Western sophisticated technology-based growth model for national development. Although some modification to the capitalist system were introduced taking into consideration the Soviet (Former) type of planning with its heavy industry infrastructure and state ownership of the means of production, the Indian leaders assumed that creation of the infrastructure would provide jobs for all and would lead the country to progress and social change (16). In the discovery of India, Jawaharlal Nehru wrote: "We thought of the United States of America and even of some Eastern countries which were forging ahead. But most of all we had the example of the Soviet Union which in two brief decades, full of war and civil strife and in the face of what appeared to be insurmountable difficulties, had made tremendous progress. Some were attracted to Communism, others were not, but all were fascinated by the advance of the Soviet Union in education and culture and medical care and physical fitness and in the solution of the problem of nationalities by the amazing and prodigious effort to create a new world out of the dregs of the old" (17). Thus the independent India, took for granted that the growth of the gross national product was the rural criterion of national development.

Taking their cue from the Western model and the Indian Government's initiative, many voluntary agencies started development projects with technological inputs with the hope of changing the economic conditions of the people. Now, however, those who have not merely been implementing projects but, have also been laying emphasis on the use of technological inputs have benefited those who already had something. This has been true as much in the country as a whole as in the development projects launched by voluntary groups. Both the Five Year Plans and the development projects of the voluntary agencies seem to have started with the assumption that technological progress had led to development in the West and that transfer of these techniques to what they called an underdeveloped country would create conditions required for change of attitude, economic growth, creation of jobs and the socio-economic transformation of all groups (18).

It may be noted that the voluntary agencies have passed through a historical process that brought them to the present understanding of development. In the 1950's most of them were either in the relief, satisfying the immediate needs of the people or in the institutionalized programme such as schools and hospitals. In the 1960s, many of them realized that families with a weak economic base were unable to get the benefits of the institutions and that relief could not solve their problems. Therefore, efforts were focused on productivity-oriented technology and on functional literacy-oriented extension work. Nevertheless, by the 1970s, many of them felt that the economic inputs could not overcome poverty, which was the result of the oppressive social structures. Their experiences

convinced them that the dominant sections tended to get most of the benefits of the economic inputs (19). Therefore, a new type of approach geared to make the weakest sections aware of their situations in order to help them become active agents of their own development and change in society, by their participation, was thus considered essential (20). Though the voluntary agencies know that new initiatives have to be taken, very few of them have clarity on various alternatives in this regard. Hence they try out new methods. However, all of them are clear on one point, that these are only entry-points for a new development process that has to begin among the most backward classes. Whatever their approach and entry-points, all of them began to realize that development is not primarily a technological change or economic growth but also a change in the mentality of the people for development. Hence, they try to get the participation of people for their own development. The type and the level of people's participation varies according to the orientation and ideology of the external agency that initiates the process of development.

These isolated experiments need to be studied in the larger interest of the country. An indepth analysis of the approaches of voluntary agencies in maximizing people's participation in rural development will help us to explore the nature and signification of people's participation. Till date, hardly any study has been done to find out the extent of people's participation in rural development, the attitudes of people towards participation in rural development, the factors influencing people's participation and the role of grassroot-level leaders in promoting people's participation in rural development. Therefore it is all the more appropriate for us to make a study to fill up the gap left untouched by social scientists for such a long period.

IMPORTANT TERMS USED IN THE PROJECT TITLE

People

In the present study by the term 'people', we mean only the rural masses of India in general and of Uttar Pradesh in particular. They will include men and women, young and old without any disparity of caste, creed or language.

Village Development Associations

In our present study, the term 'Village Development Associations' means the various associations or groups including self-help groups, *samities* or cooperatives which the villagers form in their respective village-communities for the purpose of performing certain functions. These may be economic, educational, cultural or social in character. All these organizations have some role to play towards the development of their villages. However, when we speak of village development associations, we do not include the Panchayati Raj Institutions which are political bodies.

Decision-making

The term 'decision-making' in our present study would mean, decision-making done by the target community in planning, organizing, implementing, monitoring and evaluating various development projects. Therefore, it includes the entire process in development programmes.

Participation

In the present study 'participation' indicates a process by which an individual who, hitherto, was apathetic with respect to his/her surroundings, starts taking active interest in them and pools his resources with those of his co-residents, to bring about improvements and set up needed services. This will include participation in social investigation, planning, organizing, implementing, monitoring and evaluating programmes and decision-making at various levels. The degree of participation is measured by using a three-tier scale, namely *high level participation*, *moderate level participation*, and *low level participation*. Participation in decision-making and participation at various levels from social investigation to programme-evaluation is considered a high level of participation. Participation in cash and kind contribution, *shramdan*-contribution (contribution through free voluntary service), moral support and benefit-sharing is considered as moderate level of participation. Participation in benefit-sharing and giving moral support is considered a low level of participation in this study.

Development

Everybody will admit that development is ultimately aimed at the good of people and society. In the present study, we use the term 'development' to signify the process of development as well as development as a goal. When we say that a society is developing we mean that it progresses from a state of underdevelopment to a state of development. This terminal stage is the goal and the transition is the process itself. However, we must keep in mind that development is dynamic by nature, in the sense that it is not something that can be attained once and for all. Instead, it is a deliberately planned change, which is always in progression. In other words, an individual or society may in some respects be developed and in some others be in a state of underdevelopment and hence in need of continuous development.

Programmes

In the present study, we use the term 'programmes' for those activities which are connected with construction work, health and nutrition, education and the activities of various village development organizations.

Voluntary Sector

The term 'voluntary sector' used in this study means all those non-governmental agencies which are catalysts in the development of the rural areas of India in general and of Uttar Pradesh in particular.

Grassroot-Level Leaders

In the present study, the terms 'Rural Leaders', 'Village Leaders' and 'Grassroot-Level Leaders' are used interchangeably bearing the same meaning. They include the village *Sar Panch*, the *Panches*, the *Patel* or *village headman*, the trained village-level workers and the office-bearers of the village-level organizations who have some involvement in the development programmes being undertaken in the village.

OBJECTIVES OF THE PRESENT STUDY

This study aims at making a comparative study of the approaches of voluntary agencies in maximizing people's participation in rural development. In this exploratory attempt, the

study seeks to investigate certain aspects of participation like the attitudes and other factors that influence the ordinary villagers to participate in the efforts to improve the village life. The specific objectives are as follows:

- 1) To study the extent of people's participation in rural development.
- 2) To study the attitudes of people towards participation in rural sector.
- 3) To study the factors influence people's participation in rural India.
- 4) To study the role of grass root level leaders in promoting people's participation in rural development.

These specific objectives are intended to direct the study in identifying aspects of participation as they exist in rural development programmes that are organized by or with the help of voluntary agencies operating among village communicates.

HYPOTHESES

The hypotheses framed for this study are as follows:

- 1) Participation is more among small and homogeneous groups.
- 2) Extensive participation may lead to slower decision making.
- 3) People's participation is high in activities through which people can gain tangible material benefits.
- 4) The objective of participation is to involve the grassroots-level leaders and general masses in decision-making at various levels in development programmes.

COVERAGE (Universe)

The study shall be conducted in the state of Uttar Pradesh. In all, four socio-economic development projects run by three voluntary agencies in rural areas of three districts shall be taken for the study. These projects are located in Ghaziabad, Meerut and Bijnor districts of U.P.

In the selection of these projects certain important features would be taken into consideration. Only those projects which were initiated at least three years prior to the collection of data for this study will be chosen. Moreover, transportation facilities, permission from the concerned voluntary agencies for the collection of data and type of developmental activities undertaken in respective village communities would also be taken into consideration to ensure that the selected integrated community development projects possessed certain common characteristics and were, therefore, comparable.

SAMPLING

Multi-stage stratified random sampling method is suitable to achieve the objectives of the study. Although data shall be collected from the various groups of respondents from the concerned projects, village population shall form the most important source of information.

Therefore, for selection of the village population in the first stage three districts have

been selected at random, namely: Ghaziabad, Meerut and Bijnor in U.P. In the second stage, three Integrated Rural Development Projects (IRDP) run by various voluntary agencies which were initiated three or more years prior to the collection of data shall be selected on random basis from each of the three districts mentioned above. In the third stage, from each of the three projects three villages or village hamlets shall be selected on purposive basis ensuring that transportation facilities are available to reach the selected village households. From each of the selected villages or village-hamlets, ten households shall be chosen on random basis. This way, from each project, thirty respondents shall be selected on random basis who are in the age group of 15 years and above. It shall cover both male and female, scheduled caste, scheduled tribe respondents and also those from general category. Thus, a total of 90 villagers shall be interviewed.

In all, five village-level leaders shall also be interviewed from all the three projects. This too shall be done without any caste, creed or sex disparities. Thus, a total of 15 village leaders shall be interviewed.

Table 3.1: Sampling Design

Sl. No.	Districts	No. of Projects	No. of Villages	No. of Villages	No. of respondents		
					Local Leaders	Project Staff	Total
I	II	III	IV	V	VI	VII	VIII
1	2	3	4	5			
1	Ghaziabad	1	3	30	5	5	40
2	Meerut	1	3	30	5	5	40
3	Bijnor	1	3	30	5	5	40
	Total	3	9	90	15	15	120

In order to find out the opinion of the voluntary agency staff, five staff members from each of the three projects shall be interviewed. Thus 15 project staff members also shall be interviewed.

In all 120 persons shall be interviewed which includes 90 villagers, 15 grassroot-level leaders and 15 project staff.

The researcher that feels the results which shall be obtained from the intensive interviews of such a sample as proposed here cannot but hold good for the overall situation as it now prevails in the selected village communities. The sampling design is given in Table 3.1.

DATA COLLECTION: TOOLS AND PROCEDURES

Methods of data collection and analysis in social research depend very much on the nature of the topic of research. However, in the present study it is felt that any single method is bound to have only a limited relevance in meeting the overall objectives of the

project; hence different tools shall be used to collect the data so as to develop a near accurate understanding of the topic of research.

The main tool of data collection shall be the **interview schedule** which shall be used to collect data from the villagers and also the grassroots leaders. Both these schedules will be pre-tested. After that, the interview schedules shall be standardised and finalized. The interview schedules shall contain mostly close-ended questions, though some open-ended questions shall also be included. A copy each of the tentative interview schedules to be used to collect data from the villagers and village-level leaders are given at annexures I and II respectively.

A pre-coded questionnaire to collect data from the project staff especially on their opinions on the attitudes of people towards participation shall also be made. A copy of the tentative pre-coded questionnaire is given at annexure III.

The questions in the interview schedule shall be formulated keeping in mind the objectives and hypotheses of the study. Questions shall, therefore, be related to personal data, familial information, work, qualification, social and economic participation, attitudes to participation etc.

In addition to the interview schedule and pre-coded questionnaire, case-studies shall also be used as a tool for data collection. The case-studies shall be of one individual household and of one NGO.

Non-participant observation shall be yet another method of data collection. Many issues on which the data is difficult to be collected reliably by way of interview, non-participant observation or direct observation method shall be resorted to.

Data Processing

The completed interview schedules shall be scrutinized, verified, edited and arranged serially. For coding, three master-code sheets shall be prepared-one for the data collected from the villagers, another for the data collected from the grassroots-level leaders and the third for the data collected from the project staff. The data shall be processed on computer.

Chapterization

The chapterization of the thesis is proposed to be made, keeping in mind the objectives and hypotheses.

The **first** chapter shall be an introduction to the subject-matter of the present study. In this chapter, an attempt shall be made to describe the concept of people's participation in rural development. A brief discussion on the role of voluntary agencies in rural development and the review of earlier studies on participation shall also be included in this chapter.

Second chapter shall deal with the conceptual framework and research design of the present study. A review of literature and the profile of voluntary agencies selected for the study shall also be included in this chapter.

The **third** chapter shall explain the social and economic profile of the sample taken for the present study.

The **fourth** chapter shall be on the extent of people's participation in rural development. In this chapter, the hypothesis, namely "participation is more among small homogeneous groups and extensive participation may lead to slower decision making", will be put to test and later elaborated.

In the **fifth** chapter, the attitudes of people towards participation in rural development shall be discussed. The hypothesis, that, "People's participation is great in activities through which they can gain some material goods" will be put to test.

The **sixth** chapter shall give in detail the factors influencing people to participate in rural development. Hypothesis, that "Call for participation in development programmes induces faith and confidence in the ability of rural masses" will be subjected to validation.

The **seventh** chapter shall deal with the role of grassroot-level leaders in promoting people's participation in rural development. The result of the test of the hypothesis, namely "The objective of participation is to involve the grassroot-level leaders and general masses in decisions-making at various levels in the development programmes" shall be elaborated in this chapter.

The **eighth** chapter shall give the major findings of the present study and some workable suggestions for maximizing people's participation in rural development.

The appendixes shall include the interview schedules and the extended bibliography.

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PART V
TOOLS FOR DATA COLLECTION

Annexure I

PART V
TOOLS FOR DATA COLLECTION

INTERVIEW SCHEDULE FOR VILLAGERS

Code:

Date:

1. Personal Information

S.No.	Age	Sex	Marital Status	Caste/Tribe	Type of Family	Size of family	Religion
1.	15-25	Male	Unmarried	Scheduled Caste	Nuclear	Small (1-4 members)	Hindu
2.	26-35	Female	Married	Scheduled Tribe	Joint	medium (5-9 members)	Muslim

3. 36-45 Divorced/
Widow/
Widower General Category Large
(above
9 members) Christian
4. 46 and above Any other

2. Education, Income, Indebtedness, Occupation, Possession of Land and Period of Stay in the Village:

S.No.	Education Level	Family monthly income (in Rs.)	Family indebtedness	Occupation	Possession of land	Period of stay in the Village
1.	Illiterate	Low	Indebted	Farming and household	Nil	1-5 years
2.	Formal education	Middle (501-1000)	Not indebted	Labour	1-5 acres	6-10 years
3.	Non-formal education	High (1001 and above)	NIL	Business 5 acres	above 10 years	above

3. What are the development activities being undertaken in your village community for the last two years ?

1. Construction work (road, house, land reclamation, community centre etc.)

2. Irrigation and drinking water

3. Health and Nutrition

4. Educational programme (*Balwadies*, adult literacy, vocational training etc.)

4. What is the percentage of contribution given by the voluntary agency for the development programmes in your village?

1) Less than 25%

2) 25-50%

3) 51-75%

4) 76-100%

5. Village Development Associations (VDA):

A) What type of VDA do you have in your village? [Tick (✓) against the following appropriately]

1) Panchayat Samiti

2) Farmer's Association

3) Youth Club

- 4) Mahila Mandal
- 5) Cultural group
- 6) Sports group
- 7) Religious group
- 8) Any other

B) Are you a member of any of these groups or associations? (Mention the Nos as per Q 5 above if a Member)

- 1) Member
- 2) Not a member

C) How often did the VDAs hold meetings during last one year?

- 1) 1-4 times
- 2) 5-8 times
- 3) Above 8 times

D) How often do you attend these meetings?

- 1) Regularly
- 2) Sometimes
- 3) Hardly ever

E) Are there any female members in the VDA? (Mention the Nos. as per Q 5 against 'Yes' and 'No')

- 1) Yes
- 2) No

F) Who do you think is the decision-making agent/agency in the village level meetings?

- 1) Panchayat samiti
- 2) Influential leaders
- 3) General masses

G) What is the procedure followed in village level meetings ? [Tick (✓) below appropriately. In case of No.3, identify the mechanism briefly].

- 1) People discuss extensively before arriving at any solution.
- 2) People agree to the solution suggested by influential leaders.

- 3) Any other.
 - H) What is the nature of decision-making in village level meetings? [Tick (✓) appropriately]
 - 1) Prompt
 - 2) Slow
 - 3) Very slow
 - I) How frequently are the participants unanimous in decision-making?
 - 1) Always
 - 2) Often
 - 3) Rarely
 - J) What is the nature of VDA meetings?
 - 1) Participatory
 - 2) Partially participatory
 - 3) Non-participatory
 - K) In what type of meetings do you participate more?
 - 1) General village level meetings
 - 2) Meetings of small groups in association
 - 6. What is the extent of assistance given VDA for village development activities?
 - 1) Highly significant
 - 2) Somewhat significant
 - 3) Not at all significant
 - 7. How often does the voluntary agency seek contribution from the people?
 - 1) For most of the projects
 - 2) For some projects
 - 3) Does not seek at all
 - 8. In what type of activities do you participate more ?
 - 1) Where all people are involved
 - 2) Where there is compulsion
 - 3) Where VDA or small groups are involved
 - 9. How do you participate in village development process ?
-

- 1) Through cash/kind contribution (Cross which is not relevant)
 - 2) Through Shramdan
 - 3) Through moral support
 - 4) Through sharing benefit
 - 5) Through participation in VDA meeting and decision making
10. Who generally makes decisions regarding development activities
- 1) Voluntary agency
 - 2) VDA
 - 3) Voluntary agency and VDA
 - 4) Panchayat Samiti
11. What considerations prompt you to participate ?
- 1) Community "we" feeling
 - 2) Social status
 - 3) Material goods
12. "People's participation is great in activities through which they can gain some material goods". How do you respond to this statement?
- 1) True
 - 2) False
 - 3) Don't know
13. What is your opinion about the involvement of politicians in village development process? Are they:
- 1) Helpful
 - 2) Harmful
 - 3) Don't know
14. To what extent do the politicians exercise their influence in the decision-making process?
- 1) To a great extent
 - 2) To some extent
 - 3) Hardly any
15. To what extent do you feel that your participation makes some contribution in the development of your village?
- 1) To a great extent

- 2) To some extent
 - 3) Hardly makes any difference at all
16. Why do you feel so ? (Elaborate your response to the above question)
17. Do you think that people's organizations are necessary for promoting participation ?
- 1) Necessary
 - 2) Not Necessary
18. What is the attitude of traditional leaders to new leadership and formation of social groups in village community ?
- 1) Very encouraging
 - 2) Somewhat encouraging
 - 3) Discouraging
 - 4) Indifferent
19. How often do you receive incentives for your participation in development activities?
- 1) Always
 - 2) Sometimes
 - 3) Rarely
20. What kind of incentives do you normally expect while participating ?
- 1) Self-satisfaction
 - 2) Appreciation and recognition of the work done
 - 3) Material incentives
21. To what extent do you think the voluntary agencies have faith and confidence in the ability of the villagers in implementing development programmes?
- 1) To a great extent
 - 2) To some extent
 - 3) Hardly any
22. How often does a voluntary agency approve the decisions made by the VDA?
- 1) Always
 - 2) Sometimes
 - 3) Rarely

23. How often does the voluntary agency intervene in the programmes chalked out by the village development association ?
- 1) Always
 - 2) Sometimes
 - 3) Rarely
24. Who coordinates the contributions taken from the people?
- 1) Voluntary agency
 - 2) Village leaders
 - 3) Panchayat Samiti
 - 4) VDA
 - 5) Any other
25. Who motivates you to participate?
- 1) Social worker
 - 2) Voluntary agency staff
 - 3) Village leaders
 - 4) Any other
26. What are the roles being played by the grassroot-level leaders in your village community [Tick (✓) which you consider relevant] ?
- 1) In building infrastructure like school, roads, housing, drinking water wells, irrigation, housing, tanks etc.
 - 2) In settling local disputes
 - 3) In organizing village level meetings
 - 4) In mobilizing resources from government and voluntary agency
 - 5) In mobilising resources from villagers like Shramdan, cash and kind contribuion etc.
 - 6) In spreading awareness on the existing problems in the village.
 - 7) In educating people on the reasons for the existing problems.
 - 8) In motivating people to participate
 - 9) In organizing people to participate
 - 10) In organizing people to form associations and groups

- 11) In canvassing for politicians
27. Who initiated you to the VDA ?
- 1) Social worker
 - 2) Grassroot-level leaders
 - 3) Not applicable
28. How often do the village leaders themselves participate in village development activities?
- 1) Always
 - 2) Sometimes
 - 3) Rarely
29. To what extent have some grassroot-level leaders influenced you to participate ?
- 1) To a great extent
 - 2) To some extent
 - 3) Hardly
30. Did the village leaders ever help you to solve any of your socio-economic problems?
- 1) Yes
 - 2) No
31. How often does the voluntary agency seek the consent of the villagers and grassroot-level leaders for launching any development programme ?
- 1) Always
 - 2) Sometimes
 - 3) Rarely
32. "The objective of participation is to involve the grassroot-level leaders and general masses in decision-making at various levels in the development programme." How for do you agree with the statement?
- 1) Strongly agree
 - 2) Agree
 - 3) Disagree
33. How often does the voluntary agency consult with the villagers and village leaders regarding programme implementation
- 1) Often

2) Sometimes

3) Rarely

34. Are you supportive of the activities of the voluntary agency operating in your village community ?

1) Yes

2) Not in favour

3) Indifferent

Annexure II

INTERVIEW SCHEDULE FOR GRASSROOT-LEVEL LEADERS

Code:

Date:

1. Personal Information

S.No.	Age	Sex	Marital Status	Caste/Tribe	Religion	Level of education
1.	15-25	Male	Unmarried	Scheduled Caste	Hindu	Illiterate
2.	26-35	Female	Married	Scheduled Tribe	Muslim	Primary
3.	36-45		Divorced/ Widow/ Widower	General Category	Christian	Middle
4.	46 and formal above				Any other	N o n - education

2. As you understand, what are the main objectives of the village development

association, (VDA) of which you are a member?

1.

2.

3.

4.

3. ~~How often does the meeting of VDA take place in a year ?~~

1) 1-4 times

2) 5-8 times

3) More than 8 times

4. What is the percentage of attendance in the VDA meetings ?

1) Less than 25%

2) 25-50%

3) 51-75%

4) 76-100%

5. To what extent do you think that the VDA functions democratically.

1) To a great extent

2) To some extent

3) Hardly

6. To what extent does the VDA involve itself in the development activities of your village?

1) To a great extent

2) To some extent

3) Hardly

7. To what extent does the voluntary agency contribute to the development projects in your village community.

1) To a great extent

2) To some extent

3) Hardly

8. Do you think that multiplicity of VDAs are conducive to people's participation in rural development

1) Conducive

- 2) Not conducive
 - 3) Don't know
9. Do you think that people's organizations are necessary for promoting participation in village development activities?
- 1) Necessary
 - 2) Not necessary
 - 3) Do not know
10. What among the following motivate people to increase their participation in the village development activities? [Tick (✓) appropriately]
- 1) Money
 - 2) Awareness
 - 3) Education
 - 4) All the above
11. How often does the voluntary agency seek your consent for launching any development programme?
- 1) Always
 - 2) Sometimes
 - 3) Rarely
12. How many social groups are unrepresented in the VDA?
- 1) None
 - 2) One
 - 3) Two
 - 4) Three
 - 5) More than three
13. How important do you feel is the involvement of people in the development process of their village communities?
- 1) Extremely important
 - 2) Somewhat important
 - 3) Not practicable
14. What hinders people from participating in the development activities?
-

- 1) Illiteracy
- 2) Ignorance
- 3) Social status
- 4) Religious status
- 5) Political status
- 6) Economic status
- 7) All the above

15. What motivates you to participate?

- 1) Awareness
- 2) Education
- 3) Money
- 4) All the above

16. What do you feel about the involvement of politicians in village development process?
Are they:

- 1) Helpful
- 2) Harmful
- 3) Do not know

17. What sort of involvement do you expect from people in the development process?

- 1) Participation in planning, organizing, implementing etc.
- 2) Contribution in cash/kind
- 3) Spreading awareness among villagers on the need for participation
- 4) Mobilizing resources
- 5) All the above

18. Are you satisfied with the involvement of people in development process ?

- 1) Satisfied
- 2) Not satisfied
- 3) Can't say

19. What is your opinion about the involvement of the voluntary agency in the development process of your community?

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Annexure III

QUESTIONNAIRE FOR PROJECT STAFF

Dear Sir/Madam,

I am conducting a study on "People's Participation in Rural Development (with special reference to Rural Development Programmes in Uttar Pradesh)." In this context, I request you to kindly fill up this questionnaire and return to me at your earliest. I assure you that the information given by you will be kept confidential and will be used only to prepare my dissertation which is a part my dissertation for M.A. in Rural Development of Indira Gandhi National Open University.

Yours sincerely
(Name and Signature of the student)

1. Name and address :
2. How long have you been working in this agency ?

- 1) Less than 2 years
 - 2) 2-4 years
 - 3) Above 4 years
3. Are you a field staff or an office staff? [Tick (√) relevant]
- 1) Field staff
 - 2) Office staff
4. What has been the attitude of traditional leaders about the involvement of new leadership and formation of socio-economic groups in the village?
- 1) Appreciative
 - 2) Cooperative
 - 3) Indifferent
5. To what extent do you think that the people have the ability for decision making?
- 1) To a great extent
 - 2) To some extent
 - 3) Hardly
6. What is the extent of involvement of people in planning, organizing and implementing development programmes?
- 1) Highly Satisfactory
 - 2) Some what Satisfactory
 - 3) Not Satisfactory
7. What according to you motivates the people to participate?
- 1) Money
 - 2) Awareness
 - 3) Education
 - 4) All the above
8. "The objective of participation is to involve the grassroot-level leaders and general masses in decision-making at various levels in the development programmes". How far do you agree with this statement?
- 1) Strongly agree
 - 2) Agree
 - 3) Disagree

9. Is participation more marked among small homogeneous groups?
- 1) Yes
 - 2) No
 - 3) Can't say
10. It is alleged that "participation by general masses may lead to slower decision-making". How far is this statement correct?
- 1) Fully correct
 - 2) Somewhat correct
 - 3) Can't say
11. Is it true that "participation is high in activities through which people can gain some material goods"?
- 1) True
 - 2) False
 - 3) No response
12. "Call for participation presumes faith and confidence in the ability of rural masses". Is this statement true?
- 1) True
 - 2) False
 - 3) Can't say
13. What is the percentage of contribution made by your agency for the development projects of the village community?
- 1) Less than 25%
 - 2) 25-50%
 - 3) 51 to 75%
 - 4) 76 to 100%
14. What is the extent of involvement of village developments associations in the development programmes?
- 1) Great extent
 - 2) Some extent
 - 3) Hardly any

Kindly mail this questionnaire duly filled in to my address which is given on the enclosed.

Name and address of the Investigator:
.....
.....

BRIEF BIBLIOGRAPHY (SAMPLE)

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Annexure IV

PROFORMA FOR SUBMISSION OF M.A. (RD) PROPOSAL FOR APPROVAL

Signature :

Name & :

Address of Guide :

.....

.....

.....

.....

Name & Address of the student :

.....

.....

 Enrolment No. :
 Date of Submission :
 Name of Study Centre :
 Name of Guide :
 Title of the Project :
 Signature of the Student :

Approved/Not Approved

Date:

Annexure V

DECLARATION

I hereby declare that the Dissertation entitled

.....

(write the title in Block letters) submitted by me for the partial fulfilment of the M.A. in Rural Development to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier either to IGNOU or to any other institution for the fulfilment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

Place :

Signature

Date :

Enrolment No.

Name

Address

Annexure VI

CERTIFICATE

This is to certify that Mr./Miss/Mrs.....

student of M.A. (RD) from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for his/her Project Work for the Course MRDP-001. His/Her Project Work entitled

.....
.....

which he/she is submitting, is his/her genuine and original work.

Place :

Signature

Date :

Name

Address of the Supervisor

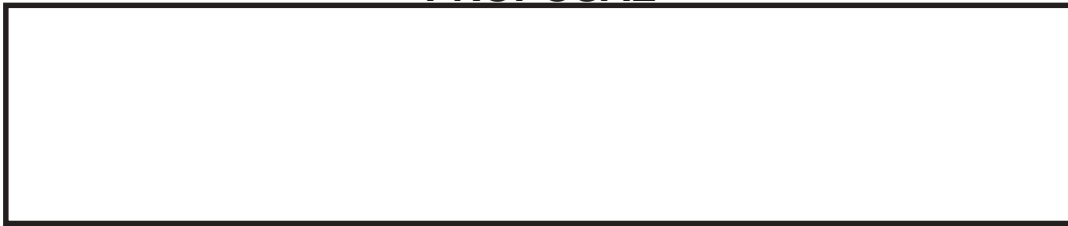
MRDP-001
Project Work Handbook

**Field Work and Dissertation
in Rural Development**



School of Continuing Education
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068

PART II
**GUIDELINES FOR PREPARATION OF A PROJECT
PROPOSAL**



PART II
**GUIDELINES FOR PREPARATION OF
A PROJECT PROPOSAL**

You may prepare a draft proposal and discuss the same with your supervisor. The following steps are provided to you for preparing the project proposal (see the example given in Part IV of this Project Work Handbook).

1) **Project Title**

The title of the project should clearly specify the type and nature of the project. It should be clear, brief and specific. It is suggested that the topic should be related to your field of work.

2) **Introduction**

In the introduction, you may provide a description of the topic, broad area of the study; why the topic is important and clarification of the important concepts.

3) **Statement of the Problem**

The statement of problem should briefly contain an analysis and relevance of the problem. To be exact, this is a rationale for carrying out the study. Existing literature is reviewed and gaps are brought out so as to provide justification for choosing specific topic of the study.

4) **Objectives**

The objectives of the proposed project work should state your intention for carrying out this project. Usually a topic contains three to four objectives. These objectives can be given in a serial form, pinpointing your approach. For example, you want to study the problem of drop-out among girl children in a rural area. You may like to study the reasons for high drop-outs rate among various socio-economic classes of people. Such objectives thus, will spell out the scope of the study.

5) **Hypothesis**

Hypothesis is the probable answer to the problem you have undertaken, and the project tests the hypothesis. But not all studies involve testing of hypothesis (mostly experiment-based studies have hypotheses). You can discuss with your supervisor as to type of study you want to undertake. **You may even avoid hypotheses for your study since you are expected to make only a small-survey of about 100 respondents.**

6) **Universe of the Study**

If the project involves field work, you should define the universe of the study. Universe is defined as the entire area or population taken for the particular study. This will depend on the geographical limits of the study and the unit of the study. For instance, if you are studying the characteristics of households in a village, then all the households will comprise the universe of the study. You will draw the sample from this universe.

7) **Sample**

If your project proposal is based on field work you will have to choose a sample from the universe. A sample is representative of the whole population. Sampling can be done in many ways such as random sampling, cluster sampling etc. To know more about the different types of sampling, please refer to on any standard book on statistics which you might have consulted while

studies on preparing for Research Methods is Rural Development.

8) **Tools for Data Collection**

You should suggest what kinds of tools you intend to use for the collection of data from various sources. You may have to choose more than one tool for a particular study since social reality is always complex and multi-faceted.

9) **Data Analysis**

The raw data has to be scrutinized and coded and then data analysis can be done, using statistical methods. It is desirable that the techniques, which you intend to use are mentioned in the proposal.

10) **Tables**

Tables will have relevant statistical calculations such as percentage, mean, median standard deviation, co-relation etc.

Tables will have proper numbers (i.e. Chapter I will have Table 1.1, Table 1.2 etc; Chapter 2 will have Table 2.1, Table 2.2 etc.). Table number will be followed by Table title which should be as brief as possible while conveying the matter contained in the table clearly. If a table is lifted from some other sources, it should be indicated below the table. Table interpretation may be given in three paragraphs: (i) an introduction to the parameter or topic, (ii) interpretation, (iii) major findings-indications.

11) **Chapter Plan**

Chapter plan or chapterization will give a tentative plan for writing the report. This exercise will help you in completing your dissertation smoothly and in a systematic way.

12) **Report Writing**

For writing report, you must follow the following guidelines:

- Make a chapter plan (see the example in Part IV)
- The length of each chapter should be more or less the same. For example, it should not be that one chapter is of 15 pages and another of 40 pages. The ideal chapter length should be of around 20 pages.
- Each chapter will bear
 - Chapter number
 - Chapter title
 - Introduction
 - Main titles, subtitles and sub-sub titles
 - Conclusions
 - Proper references
 - Graphics/illustrations etc.

— Well presented with proper layout.

- Do not fill up chapters with too many tables. You may have about 5 to 7 tables in a chapter.
- Choose only the most important areas for presentation in tabular form.
- Rest of the findings can be given in a narrative form.