Hand Book
on
PIP-PPA

(Participatory Identification of Poor-Participatory Poverty Assessment)

NRLM Resource Cell

National Institute of Rural Development & Panchayati Raj

(Ministry of Rural Development, Govt. of India)

Rajendranagar, Hyderabad – 500 030

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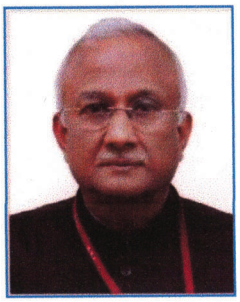

Foreword

NRLM follows a unique approach of empowerment. Moving radically away from the top down identification of "eligible" poor families, it promotes participatory identification of the poor (PIP) through an intensive and transparent community process.

Experience from across the country has shown that PIP has almost zero exclusion error and negligible inclusion error. There is total community understanding and acceptance leading to improved planning and better targeting – and through that, to greater effectiveness and public satisfaction.

Though very simple, PIP needs to blend qualitative and quantitative data and it is process-intensive. It calls for a deep understanding by the community and agreement on the basic principles to avoid possible misuse or disputes.

To facilitate the PIP process, NRLM Resource Cell at NIRD&PR has developed a Handbook on PIP, targeting community members, community cadres and NRLM staff. It needs to be applied very seriously after proper contextualization. Then it can lay a strong foundation for effective anti poverty programmes.

(S. M. Vijayanand)

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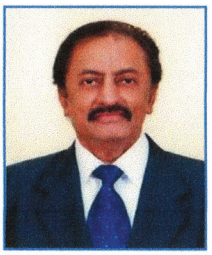

Acknowledgements

NRLM Resource Cell at NIRD&PR, Hyderabad has its mandate to train and develop a few thousands of rural development professionals across the country on various thematic areas *viz.*, Social Inclusion, Social Development, Livelihoods and Convergence etc.,

To improve the skill, knowledge and attitude of the field functionaries for better implementation of NRLM objectives and to enhance managerial capacities. NRLM (RC), Hyderabad developed a Training Module on Participatory Identification of Poor-Participatory Poverty Assessment (PIP-PPA) which ensures a great help to all the SRLMs, TOTs for conducting training programs at various levels.

I am very much thankful to Respected Shri. S. M. Vijayanand, IAS, Secretary, Ministry of Panchayati Raj and Director General, NIRD&PR; Shri. Atal Dulloo, IAS, Joint Secretary & Mission Director, Ministry of Rural Development; Smt. Nita Kejrewal, Director (Admn & Finance), RL, MoRD, Smt. Chanda Pandit, IA&AS, Registrar & Director (Admin), NIRD&PR for their continuous support, guidance and advice.

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I also acknowledge with Special thanks to Shri. Amitava Mukherjee, National Resource Person for content development and reference material on completing the manual.

I am also thankful and appreciate the excellent work done by all NRLM (RC) team members of NIRD&PR *viz.*, Shri. P. Umapathi, Shri. T. Ravinder Rao and Shri. K. Venkateshwar Rao Mission Managers and Ms. N. Pallavi, Project Assistant for their hard work, sincere efforts made for developing this training module.

(K. P. Rao)

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We care for the environment

ACRONYMS

BK	Book Keeper
BL	Bank Linkage
BMMU	Block Mission Management Unit
CA	Community Activist
CBRM	Community Based Recovery Mechanism
CC	Cluster Coordinator
CIF	Community Investment Fund
CLF	Cluster Level Federation
CM	Community Mobilizer
COM	Community Operational Manual
CRP	Community Resource person
DCB	Demand Collection Balance
DMMU	District Mission Management Unit
EC	Executive Committee
FGD	Focused Group Discussion
GB	General Body
GBV	Gender Based Violence
HR	Human Resource
ILM	Interactive Lecture Method
LGD	Large Group Discussion
MCP	Micro Credit Plan
MPR	Monthly progress report
NRLM	National Rural Livelihoods Mission
NTFP	Non Timber Forest Produce

OB	Office Bearers
EC	Executive Committee
PIP	Participatory identification of Poor
PRA	Participatory Rural Appraisal
PPA	Participatory Poverty Assessment
PRI	Panchayati Raj Institution
PTM	Participatory Training Methodology
RBI	Reserve Bank of India
RF	Revolving Fund
SERP	Society for Elimination of Rural Poverty
SGD	Small Group Discussion
SHG	Self Help Group
SIRD	State Institute of Rural Development
SMMU	State Mission Management Unit
SRLM	State Rural Livelihoods Mission
VLF	Village Level Federation
VO	Village Organization
VRF	Vulnerability Reduction Fund
VRP	Vulnerability Reduction Plan
SECC	Socio Economic Caste Census

Utility Note

Introduction:

The Government of India (GoI) established the National Rural Livelihoods Mission (NRLM) in June 2010 to implement the new strategy of poverty alleviation woven around community based institutions, which is renamed as "Aajeevika". The programme was formally launched on 3rd June, 2011 at Banswada, Rajasthan and is being implemented in a mission mode across the country.

Core belief:

The core belief of National Rural Livelihoods Mission (NRLM) is that the poor have **innate capabilities and a strong desire to come out of poverty**. The challenge is to unleash their capabilities to generate meaningful livelihoods and enable them to come out of poverty. NRLM focuses on universal inclusion of the poor, prioritizing the poorest of the poor, identified through participatory processes and converted into institutions of the poor that are supported to leverage formal credit and access services and benefits meant for the poor, as well as develop innovative community led interventions leading to sustainable livelihoods and improved quality of life.

Mission:

The mission of NRLM is "to reduce poverty by enabling the poor households to access gainful self-employment and skilled wage employment opportunities, resulting in appreciable increase in their incomes, on a sustainable basis through building strong grassroots institutions of the poor. These institutions enable and empower the poor households to build-up their human, social, financial and other resources, solidarity, voice and bargaining power. They, in turn, enable them to access their rights, entitlements and opportunities."

NRLM Values:

The following core values shall guide all the activities under NRLM:

- strong belief in the capacities and skills of the poor;
- providing a meaningful role for the poor in all project processes – planning, implementation and monitoring;
- promotion of transparency and accountability in CBOs; and
- Reducing their dependence on external support agencies.

Guiding Principles:

The following principles inform all the activities of the Mission:

- poor have a strong desire to come out of poverty, and have innate capabilities to realize the same;

- social mobilization and building strong institutions of the poor are critical for unleashing the innate capabilities of the poor; and
- A dedicated and sensitive support mechanism is required to induce the social mobilization, institution building and the empowerment process and facilitating knowledge dissemination, skill building, access to credit, access to marketing and access to other livelihoods services would facilitate the upward mobility of the poor.

About the Hand book on Training Module outlines:

The hand book on PIP- PPA training module outlines is prepared with the objective to support SRLMs on various capacity building activities. These out lines are prepared to provide training to SHG members, Leaders, Cadres, Staff and trainers. It basically aims at providing session plans along with the resource material for the same in order to help the trainers who will impart training to Staff and other stake holders, who either lack in content or develop the same or do not have enough material to refer. Besides, it aims at developing the comprehensive understanding among the trainers. It is to be noted that these are suggested module outlines which intends to help the trainers across the SRLMs and also to address their needs of training materials.

Let us first focus on what needs to be done prior to imparting training to Staff and other stake holders. Firstly, it is expected that SRLMs should identify and create a pool of trainers at the state level who will undergo training on these different thematic and they will be called as Trainers of Trainers (ToTs). Secondly, SRLMs need to identify and build a cadre of trainers at district and block level. Thirdly, the trainers at SRLM will impart training to the identified district level trainers who will eventually become the part of trainer's fraternity and this process needs to be followed on a regular basis in order to meet the demand of staff and other stake holders for a period of initial three years.

Once we have enough number of trainers identified and trained at state level, the focus shall be on building the capacities of the staff. The detailed Abstract of training outlines is being attached in order to develop understanding about the PIP-PPA Process.

The training methodology in the programme shall be essentially participatory and interactive, combining various methods like – Interactive Lecture Method (ILM), Small, Focused and Large group discussions, brainstorming, experience sharing, group work, role plays, flip charts, exercises, case studies, training films, pre-and post-training questionnaires, diagramming, mapping and most importantly field immersion to resource SHGs, VOs and Resource Blocks (RBs) followed by action plans.

Some Do's and Don'ts for Trainers:

The trainer team is expected to use this hand book as a ready reference base volume for preparing for theme based sessions as per the design-brief and tips for facilitators, included in each session/topic. The trainer team is expected to prepare their own power point presentations, flipcharts or other audio-visual support aids based on the content in each topic. Typically, at least one-third of the time should be devoted to question and answer and

experience sharing sessions. This could be towards the end of a session. By and large, the trainer team is free to adopt any other methodology which he finds more suitable or else methodology suggested in the module can be followed. The content delineated in each session, although, minor changes/innovations can be made, as per local needs/time-spills. The trainer team is expected to ensure gender-friendly behavior, seating arrangement and proactive encouragement to mainstream participation of the staff. Also, the trainer team is expected to exercise tactful handling of dominators - not allowing them to monopolize discussions and drawing in the shy and inhibited to participate with more ease and confidence.

Before every session, the trainer team is expected to keep all handouts to be distributed ready, along with all training media and material required for effective conduct of the session. During the session, the trainer team is expected to demonstrate good inter-team communication skills, by way of working in smooth coordination i.e. if one member is the key facilitator for a session, then other team members are facilitating the discussion and recording of emerging views. At no stage, they are to engage in conflict or contradictions of each other's views. After every session, the trainer/trainer team is expected to review the effectiveness of the session through quick on the spot feedback of the participants, both verbal and non-verbal, elicit views of the trainer team members on what worked well, what could be improved and what went wrong, which requires rectification in future. Typically at least one-third of the time should be devoted to question & answer and experience sharing sessions.

The “mantra” for trainers for effective training is to know and prepare well for the subject/training to be delivered, facilitate learning through interactive processes, build confidence of participants through effective inter-personal communication and analyze the strengths and weaknesses of every session/training conducted for continuous striving for excellence.

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Participatory Identification of the Poor under NRLM

Based on the experience so far, NRLM, in consultation with SRLMs in the 4th Annual Writeshop, has revised the Participatory Identification of Poor (PIP) process in the NRLM. Accordingly, NRLM uses the Participatory Identification of Poor – Participatory Poverty Assessment (PIP-PPA, referred as PIP or PIP-PPA hereafter) process to assess the poverty situation and track the progress of its target group out of poverty. This process is owned and facilitated by Village Organization/Primary Level Federation with support from community professionals/facilitators/trainers. This process is carried out at periodic intervals.This process takes reference to SECC data (auto-included Households and at least 1-deprivation Households) and the vulnerability criteria under the SECC and builds on these data.

PIP-Participatory Poverty Assessment/Tracking

Round 1:

The First Round of PIP-PPA/T [referred as PIP now onwards]is carried out during the CRP round in the village for initial mobilization. CRP Team with the support of PRP/other staff and community takes up the following activities using SECC data and participatory tools and processes -

- See the village and visit all pockets
- Identify poverty pockets/areas in the village and visit all the households
- Identify visibly poor households and assess their vulnerabilities
- Mobilize 40-60% of them into SHGs and/or revive existing SHGs
- Map the members of SHGs in the village in a social map and indicate their poverty levels as per the agreed indicators for these households
- Present this data to the AamSabha

PRP/Staff may capture this PIP-PPA data into MIS.

Round 2:

Within 3-months of forming Village Organization/Primary Level Federation [VO/PLF], with the support from PIP community facilitators, community cadres and community, conducts the Second Round of PIP. Prerequisites for conducting PIP-PPA Round 2 –

- Orientation to VO EC members on PIP and Participatory Poverty Assessment
- 1-2 day Training Cadres and Volunteers from the VO membership/village on PIP
- Availability of Profile of the Members of SHGs including SECC data

As part of PIP-PPA Round 2, VO/PLF takes up/ensures following activities, over 2-4 days

- Announce conduct of PIP Round 2 and inform GP Leaders and other stakeholders 2-3 days prior to the exercise
- See (PIP facilitators along with VO leaders and others) around the village, various pockets in the village and houses in the village
- Gather the SHG members at a place and facilitate community members to draw social map of the village and point out the houses with SHG membership on the map
- Generate, in consultation with the community, and agree on poverty and vulnerability indicators (about 15, including existing indicators came up during Round 1, SECC deprivation indicators, state specific indicators and local indicators)
- Assess each member household (on a PIP household card) against the above indicators in a participatory manner, including the progress of the previous member households on these indicators
- Document, including photographs and process video, the entire process
- Present the data in the AamSabha/GramSabha. Inform AamSabha if any member household is not part of SECC list or has additional vulnerabilities. Take on board/include changes, if any, suggested by AamSabha/GramSabha.
- Finalize PIP-PPA document and make at least 3 copies for VO/PLF/CLF/BMMU's use.
- Take this data into MIS
- Sit with the data and develop an action plan to mobilize the left out households, if poor and vulnerable, as quickly as possible (not more than 6 months)
- Develop a Vulnerability Reduction Plan to address the needs of the poorest and vulnerable, and vulnerabilities of the members
- Develop a Convergence Plan to access rights, entitlements and schemes for the benefit of the members
- Monitor the progress on the plans and progress on the indicators

Round 3 onwards:

VO/PLF conducts the PIP-PPA in an incremental manner every year/2 years, over 1-2 days

- Assess the status/progress (against the indicators) of all the member households, including households that have been mobilized after PIP Round 2
- Take this assessment into MIS
- Continue to make annual plans (Vulnerability Reduction Plan, Convergence Plan, and Livelihoods Plan), implement and monitor the progress on the plans and the indicators

Activities at the Mission Level

To facilitate the PIP-PPA in villages, the SRLM needs to take up the following activities –

- Customize state-specific PIP-PPA policy and orient the staff to the same
- Build/create a pool of Resource Persons/Facilitators from the staff, community and outside at State, District, Block and Community levels and conduct training to them
- Develop/finalize PIP-PPA modules, material, tool kits etc., to train these resource persons, EC members of VOs/PLFs, and GP and other leaders and stakeholders. The module needs to include inputs on analysis of the information that arises out of the PIP exercise.
- Develop a PIP-PPA Plan for the state (district/block/village wise) and Calendar and roll-it out in consultation with VOs/PLFs, including ensuring presence of the resource persons and availability/supply of PIP-PPA material.
- Ensure presence of staff in the PIP-PPA rounds
- Facilitate GPs to conduct Gram Sabhas
- Facilitate development of the various plans at village level and support in their roll-out
- Plan and develop special interventions around the major/critical vulnerabilities, as indicated in the PIP-PPA data
- Take PIP-PPA data agaisnt indicators into MIS, analyse data and share with the community regularly
- Track the progress of the member households out of poverty and facilitate VOs/PLFs/CLFs to track on their own

SRLMs may please note that these are the bare minimum activities that need to be ensured in the PIP. SRLMs are free to improvise over these protocols customising the process to suit the local conditions.

Participatory Identification of Poor (PIP)/ Participatory poverty Assessment (PPA) (20 Hrs)

Objective: The participants will understand the PIP-PPA process

S. No.	Time	Topic	Content
1	1:00 hrs	Introduction	❖ Participatory Identification of Poor ❖ Pre-requisites of PIP ❖ When, what and how to do
2	2:00 hrs	1st Phase (1st CRP Round)	❖ During 1st round CRP visit ❖ Walk around ❖ Mobilization ❖ Social Mapping and PIP Process
3	2:00 hrs	Social Map	❖ Composition of TEAM ❖ Drawing social map ❖ Identification of SHG member Houses ❖ Identification of Non SHG member Houses ❖ Identification of SECC (7) deprivation HHs ❖ Identification of HHs with local criteria ❖ Sharing the information in Gram sabha ❖ Preparation of documentation
4	2:00 hrs	SECC 7 deprivations	❖ Households with only one room, kucha walls and kucha roof ❖ No adult member between the ages of 16 and 59 ❖ Female headed households with no adult male member between 16 and 59 ❖ Households with disabled member and no able bodied adult member ❖ SC/ST household ❖ Households with no literate adult above 25 years ❖ Landless households deriving a major part of their income from manual casual labour
5	2:00 hrs	2nd Phase (2nd CRP round)	❖ During 2nd Round CRP visit ❖ Loose VO should take the LEAD ❖ Re –visiting the Social Map with SHG Members

S. No.	Time	Topic	Content
			❖ Update the previous data/map ❖ Data incorporation in VRP ❖ Presentation of data in Gram sabha by VO ❖ Focus on deprived HHs as per SECC ❖ Modification of deprivation indicators by Gram sabha
6	2:00 hrs	3rd Phase	❖ VO takes the lead ❖ Progress verification of VRP implementation ❖ Member Household progress ❖ SECC 7 deprivations status
7	2:00 hrs	The guiding principles of PIP	❖ They (meaning the people) know it ❖ Moving to visual from Verbal ❖ Listen and learn from the people ❖ Embracing error ❖ Free of biases ❖ Optimizing trade-offs ❖ Principle of Optimal Ignorance ❖ We more often compare than measure ❖ The principle of cross checking and triangulation ❖ The principle of seeking diversity ❖ People doing it" or "they do it". ❖ The principle of self criticality and owning responsibility ❖ Sharing of information ❖ Whenever in doubt ask the questions
8	2:00 hrs	Key tools of PIP	❖ Transect walks ❖ Mapping ❖ Ranking ❖ Vulnerability and well-being analysis ❖ Focus group discussion (FGDs)
9	1:00 hrs	Constitution and training of PIP team	❖ Size of the team ❖ Members of primary federation (VO) ❖ Project staff ❖ External resource persons/Facilitators ❖ Orientation to the team

S. No.	Time	Topic	Content
			❖ Roles & responsibilities of Team Members
10	1:00 hrs	Attitudes (Principles of Participatory Approaches)	❖ They know and they can do it ❖ Embracing error is the norm rather than the exception ❖ Respect diversity ❖ Avoid Biases ❖ Using your best judgment at all times is essential ❖ improvising, inventing and adapting are crucial ❖ Optimal ignorance
11	1:00 hrs	Behavior	❖ Move away from Dominance ❖ abandon holding the “stick” or holding the “pen ❖ Do not wag your figure ❖ Do not lecture ❖ abandon the search for a blue print. ❖ self critical and self aware ❖ Be culturally sensitive ❖ Avoid biases
12	2:00 hrs	Actions and Exercises	**Action at village level** ❖ Collection of secondary data ❖ Planning the PIP/PPA process and timings ❖ Organizing information campaigns ❖ Transect Walk ❖ Facilitate Poverty/vulnerability Analysis ❖ Cross check all outputs ❖ Presentation by the SHG members ❖ Presentation of the PIP/PPA outputs to the Gram Sabha

Participatory Identification of Poor – Participatory Poverty Assessment

[PIP-PPA]

Suggested Guidance Module

Introduction

The Participatory Identification of Poor – Participatory Poverty Assessment (PIP-PPA, referred as PIP hereafter) is a process where community assesses the status of the poverty and vulnerability indicators of the households (using SECC deprivations plus state and local indicators for poverty and vulnerability). PIP-PPA (Participatory Poverty Assessment) would be a step towards community participation and community ownership of the programme.

I. Pre-requisites of PIP

The '**non- negotiable principles'** of PIP process would include the following.-

- Community Based and Community Driven Process..cardinal principles: "They Do It" or "Hand over the Stick". (See section II below for details)
- Facilitators support the SHG members' efforts, not supplement it.
- The process must be kept out of the influence of vested interests and dominant persons.
- There is no one best way of doing PIP. Use your best judgment and improvise all the time

II. WHEN, WHAT AND HOW TO DO?

The Purpose of the PPA: Assess the Poverty and Deprivations of member Households in SHGs

Phases: 3 Phases

Processes:

1st Phase: Entry Level of CRP Team after the initial mobilization and identification of existing Groups is completed (by 10th or 11th day)

1. Walk around: Entry point activity done at the beginning of the CRP round. The CRP team and the active women identified walk around the village in small groups of 2-3 members observing the layout of the village and interacting with the communities. The CRPs to make a mental map of the location, the living conditions of the SHG members.
2. Mobilisation: The CRPs and active women identified would follow the SM protocols during the initial CRP round. During the interaction, a mutually convenient time is set for the PIP process on the 10th/11th day, based on the understanding of the size and spread of the habitation.
3. Social Mapping and PIP Process :
    i. At the appointed time, the New/Existing members of SHGs congregate at a convenient and acceptable to all location, preferably with enough open space.

ii. The CRPs trained on the concepts of Vulnerability, poverty and deprivation, set the process by asking the SHG members to map their habitation preferably on the open ground using rangoli and other locally available resources, duly identifying available physical and natural landmarks and plotting households.

iii. Once the households are plotted, members are asked to identify their own houses on the map. If felt important, two different colors/colour Cards can be used to depict households of members of existing SHGs and the new SHGs. One can place Color Cards with Name and a Serial No. against each household. Helpful in quick recollection.

iv. Upon complete identification of households of all members, the members are asked to plot on the households the 7 SECC deprivation criteria[1] + other criteria, using symbols, locally available material. Each Criteria to be first exhausted before the next criteria.

v. The SHG members are encouraged to identify any other locally relevant Vulnerability, deprivation criteria and plot the same against the households.

vi. Once the criteria are completed and all households discussed, a quick re-check is done and only then transcribed as is with all the details on a Chart Paper of suitable size. More than one chart paper can be used.

vii. The Social Map thus prepared is presented and the Gram Sabha/Aam Sabha debriefed and becomes the property of the community for future reference.

2nd Phase: 2nd round of CRPs Upon formation of VO, the CRPs would revisit the map with the members of the SHGs and the VO to ascertain variations and update previous dataset. Data to feed into the Vulnerability Reduction Plan and Visioning (protocols detailed elsewhere). The VO presents the updated social profile of its members to the Gram Sabha. The VO presents details of such member households not in SECC list for Gram Sabha endorsement for their due inclusion. SECC Gram Sabha may suggest appropriate modifications/suggestions in the deprivation indicators and households thereto.

[1] Seven Deprivation Criteria include :

1. Households with only one room, kucha walls and kucha roof
2. No adult member between the ages of 16 and 59
3. Female headed households with no adult male member between 16 and 59
4. Households with disabled member and no able bodied adult member
5. SC/ST household
6. Households with no literate adult above 25 years
7. Landless households deriving a major part of their income from manual casual labour

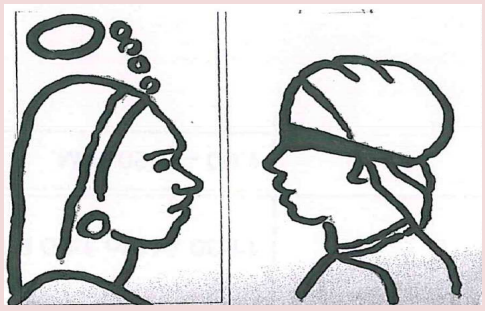
3rd Phase: Ongoing Annual process continued by the VO to review performance on the Vulnerability Reduction Plan, Visioning and member households progress out of poverty.

III. The guiding principles of PIP

The guiding principles of PIP are those that of PRA/PLA which are as follows:

<table>
<tr><td rowspan="2">***First*, "**they (meaning the people) know it".

PIP is based on the principle of learning rapidly and progressively from SHG members through participatory methods and tools .

It is worth remembering that the PIP Team is in the situation of "They Know, we don't know" in"*Johari's Window*".</td><td colspan="2">  </td></tr>
<tr><td>THEY KNOW</td><td>WE DON'T KNOW</td></tr>
<tr><td colspan="3">***Second*,** Moving to visual from Verbal. Using Diagrams, charts, maps, scoring, ranking matrices and so on instead of restricting ourselves to interviewing and talking to the SHG members</td></tr>
<tr><td colspan="3">***Third***, In PIP we Listen and learn from the people; we move away from lecturing to observing.</td></tr>
<tr><td colspan="3">***Fourth*, embracing error**. If we make mistakes, we accept them, learn from them and move forward. Robert Chambers called this "fail forward"</td></tr>
<tr><td colspan="3">***Fifth*,** PIP should be free of biases: professional bias, roadside bias, time bias, seasonal bias, gender bias, people bias, diplomatic bias and beneficiary bias[2].</td></tr>
<tr><td colspan="3">***Sixth*,** Optimizing trade-offs: relating the costs of learning to the usefulness and truth of information, with trade-offs between quantity, relevance, accuracy and timeliness of information.</td></tr>
<tr><td colspan="3">***Seventh*,** PIP involves the "Principle of Optimal Ignorance": not knowing what is not worth</td></tr>
</table>

[2] See Robert Chambers: "Rural Appraisal: Rapid, Relaxed and Participatory", in Amitava Mukherjee (ed. 2004 edition): *Participatory Rural Appraisal Method and Applications in Rural Planning* (New Delhi: Concept Publishing Co), for details of these biases.

knowing. We do not try to know from the community what we do not need to know.
Eight, in PIP we more often compare than measure. We know things with appropriate imprecision, not measuring more than what is needed. Keynes is famously believed to have said: "It is better to be roughly right than precisely wrong."
Ninth, the principle of cross checking and triangulation: cross checking the reliability and validity of information by putting it to different tests, changing methods for collecting information, changing locations, timings of the participatory exercises, groups of participants (like doing the same exercise with men and women separately), teams conducting PIP etc.
Tenth, the principle of seeking diversity: deliberately looking for variety, noticing and investigating differences. It involves going beyond looking for blue prints. Remember there is no one correct way of doing things.
Eleventh, the principle of "people doing it" or "they do it". The people themselves facilitate, investigate, analyze, present findings and learn. This has also been called "handing over the stick" or "handing over the pen" if one likes.
Twelfth, the principle of self criticality and owning responsibility, meaning that those who facilitate the PIP process are continuously examining their behavior and trying to improve, recognizing errors if any as an opportunity to learn to improve.
Thirteenth, sharing of information: between the people, between people and outsiders (facilitators), between different facilitators and between organizations. Unlike in traditional methods, there is no, what has been called, stealing of information from the people.
Fourteenth, whenever in doubt ask the questions: "Whose knowledge counts?" "Whose reality counts?" "Whose criteria count? "Whose needs count?" "Whose problems count?" Whose solution counts?" "Whose planning counts?" "Whose monitoring counts?" "Whose evaluation counts?" The answer should always be "Theirs", not ours.

IV (a) Constitution and training of PIP team

The PIP team constitutes members of loose primary federation; project staff (CC, PRP) supported by the facilitator(s) and **external resource persons**. The team of facilitator(s) and **external resource persons*** will stay in the village for 2-3 days and arrive before PIP exercises for explaining, campaigning, rapport building and understanding the village dynamics.

Some points must be recognized during the formation of PIP team:

- Generally the number of facilitators and external persons should not be more than 5 (practical and manageable).

- The participants in the village (the community members) should include people from all section of the poor in terms of location in the village, gender, caste, ethnicity, and religious background etc.(if possible) otherwise, the existing SHG members and vulnerable families participation is essential
- It may be a good idea to facilitate the active participation of some literate villagers who could "hold the stick" or the "pen" as it were to make the process truly participative and effective.
- Briefing SHG members/VO members for two-to-three days on how to conduct the PIP exercise using participatory methods and seek to address all questions and apprehensions of the SHG members, is essential.

The following are the points need to be discussed in the briefing:

- Discuss the consequences of exclusion of specific groups such as "people with disabilities (PWD), people belonging to SCs and STs, religious minorities, migrants, women and difficulties in identifying these groups and help the SHG members to evolve broad strategies to ensure identification of such vulnerable conditions.
- Indicate the uses of key tools of PIP- transect walks, mapping, ranking, vulnerability and well-being analysis and conducting focus group discussion (FGDs).
- A list of Do's and Don'ts should be evolved as no SHG households should be seen as being favored or indicators manipulated.
- Ways and means to deal with difficult people should be discussed. Difficult people include
    - *The Ms/Mr. Know All*
    - *The Saboteur*
    - *The shy person.*
    - *People with limited vocabulary.*
    - *People who are bored.*
    - *The procrastinating people.*
    - *The destructor.*
    - *The trappers.*
    - *The Integrator.*
    - *The positive person.*
    - *The recognition seekers.*

IV. Attitudes and Behavior

It is critical that the PIP Team have the right attitude and behavior. The suggested **attitudes,** flowing from the Principles of Participatory Approaches are:

1. People know their situations and can analyze space, time, institutions, relationships and preferences..They can draw maps, they can do a transect walk, they can do ranking. They can act to solve their problems. Thus "***they know and they can do it***"".
2. ***Embracing error is the norm rather than the exception***
3. ***Respect diversity***. Diversity provides amongst others, more insights, information and solutions.
4. Listening to people and observing them carefully is important as they enhance learning.
5. ***Avoid Biases***. Gender Bias, Time Bias, Professional Bias, Seasonality Bias, People Bias, Roadside Bias, Place Bias and Diplomatic Bias distort reality. They must be eliminated.
6. ***Using your best judgment at all times is essential***: There is no one correct way of doing things. Use your best judgment on every issue.
7. *Flowing from the above* ***improvising, inventing and adapting are crucial***: Innovation and improvisation in carrying out a PIP (such as improvising methods, inventing new tools, adapting existing processes to new situations) are keys to a good PIP exercise.
8. We do not need to know what we need not know: exercising ***Optimal ignorance***:

The appropriate **behavior** for facilitating a good PIP exercise should include the following:

1. ***Move away from Dominance***. Allow People to participate	
2. The facilitators should ***abandon holding the "stick" or holding the "pen*** or abandon exercising authority. Pass it on to the SHG members – it is their reality.	
3. ***"Do not wag your figure"*** - be humble. Only then will they learn from the community.	
4. "***Do not lecture*** the SHG members on what they are or what they should do or should not do etc. The PIP process is to learn from the SHG members what they know but we don't know: their realities, from their view	
5. The facilitators should ***abandon the search for a blue print.*** *Attempt to* capture the diversity of views and perceptions.	

6. The facilitators should be ***self critical and self aware***. If you make mistake or something goes wrong, acknowledge it. Learn from it and move forward. **"Fail Forward".**
7. Be culturally sensitive if you are not from the village.
8. Avoid biases mentioned above.

V. Actions and Exercises

VI. (a) Action at village level

1. Collection of secondary data (SECC data, BPL data, village information etc.) before the start of the process and have prior knowledge of the area for good facilitation.
2. Planning the PIP/PPA process and timings for carrying out the process with villagers.
3. Organizing information campaigns on PIP at community level in the villages.
4. SHG members carry out Transect Walk (or going around village) and Mapping and also other exercises. Help the SHG members to record the Transect Walkand mapping exercise(s) that the SHG members undertake, noting there could be social maps, health maps, literacy maps etc.,
5. Facilitate Poverty/vulnerability Analysis of the SHG members,
6. Cross check all outputs emanating from the exercises or what is called triangulation. As stated earlier, triangulation can be carried out in different ways: using different methods, different sets of participants, different timings and different location for the participatory exercises.
7. Presentation by the SHG members of the outputs and their analysis, from the exercises in an open forum. Give SHG members a chance to make minor changes.
8. Presentation of the PIP/PPA outputs to the Gram Sabha.

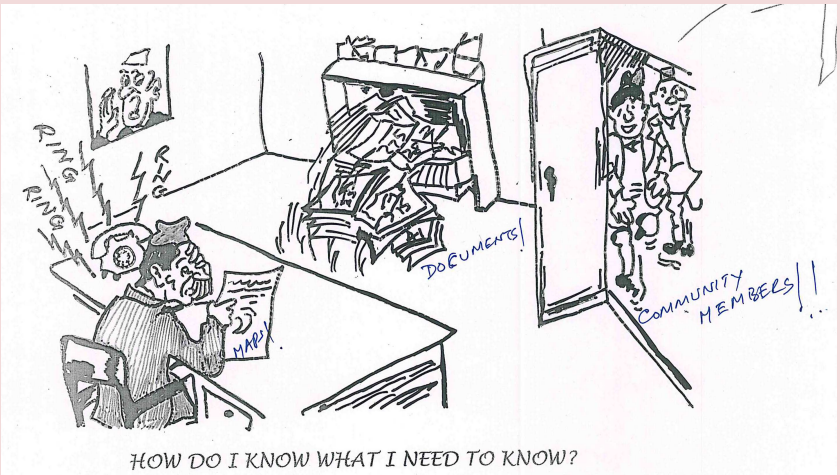
Please make special efforts to arrange the copying/ documenting of instruments (such as maps, rankings etc) developed by the SHG members on floors, walls etc for record, future reference and analyses

VI (b) *Collection of Secondary data*

It is reiterated that collection and analysis of secondary data about the community or village and SECC data is critical for a successful PIP/PPA. Such data can be collected (and studied) from village Panchayats or Statistical department or from other sources depending upon the

specific arrangement within the State. Family register available in the Gram Panchayat can be one source of information. **SECC data to be consulted for member's deprivation indicators.**

The secondary data should be collected and examined before entering a community. This will help in proper facilitation of the process, correct issues to be seen in the right perspective. Ask the right OPEN ENDED questions from the community. Otherwise the facilitators may be at sea and ask the he question that the man is asking in the cartoon below: "How do I know what I need to know"..



VI (c) ***Plan PIP process, date, place and time***

(i) Consensus

Get consensus for geographical location, date and time of conducting the process by taking the convenience of the common people, especially women into account. The timing should suit those who may be working outside their homes and those traveling outside the village to their work sites- stone quarries, mines, forests, markets, etc.

(ii) Location etc.

Actual locations where the PIP will take place should be

1. Common public place open to all the people in the selected area irrespective of caste, religion. Examples could be schools when closed, Panchayat Bhavans, and community halls

2. It should be barrier free so that PWD are not dissuaded from joining.

3. It should be convenient for all people (especially women) to come.

Manage expectations. Do not unduly raise expectations of the community.

Rapport Building (The key to good participatory exercise) can be done through:

-Learning–by-doing, by walking, by talking

-Giving a helping hand.

-Speaking in their language

-Visiting the community according to their convenience.

- Being culturally sensitive.

-Listening to them attentively.

-Meeting common people

4. It should be big enough to accommodate all the people and to carry out the participatory exercises.

(iii) The Size of the number of participants and facilitating team

There is no hard and fast rule in this regard. No fixed number can be set about the number of people who could participate in the participatory exercises. However, as a rule of thumb, ideally it would be convenient to take no more than 100 households at a time. But it may vary in some place where there is scattered habitation or situation similar to this and where the density is very high with large villages. .

If the number of SHG members participating in the PIP exercises, appears to be more than what the facilitating team can manage, it would indicate that the SHG members is very large. In that case one can have more than one participatory process for each exercise though this is not necessary. For example, for a Transect Walk, one can have separate Transect Walks for men and women; or have separate Transect Walks in different Mohalls/Tolas/Colonies and so on. In these cases the analysis emanating from the different outputs need to be integrated into a coherent whole.

VI (d) ***Organize information campaigns on PIP at community level***

A communication campaign for information sharing and rapport building at the community level needs to be undertaken. Before the 1st round of PIP the campaign is about CRP round and for the next rounds should be about the PPA/PIP. The purposes of this campaign would be to inform all members of the communities about NRLM, the PIP/PPA process and its purpose and the timeline. Most importantly this is a good time to manage expectations. Information dissemination is very important as it will ensure that households are aware of the PIP and get involved in the process by participating when it is being conducted so that they get a chance of giving their input especially of being identified and included as beneficiaries for NRLM. The campaign and the actual PIP/PPA process should be some days apart to ensure that the SHG members absorb the information dished out and gives a kind of notice for the SHG households to be present in the village during the PIP/PPA process. In this campaign, opinion makers, members of PRIs and local school teachers could be involved as they are often opinion makers and can disseminate the message easily.

The communication campaign may adhere to the following sequence -

1. Identification and interaction with key informants/community leaders either on a one-to-one basis or in small group, preferably more than once. Their support can also be taken for organizing village / habitations level meetings.
2. Organizing village level meeting or few meetings combining 2-3 habitations depending on geographical spread of village. The project team should ensure that people from all habitations are able to attend these meetings. If necessary conduct separate meetings for distant habitations.

3. Distribution of IEC material – fliers, wall paintings, posters (at public places like Panchayat Ghar, School, Post office, near common water resource etc.) or other low cost mass communication materials.

4. If in villages, the timings for the meetings are late in the evening and several other activities such as folk media etc are scheduled to be organized, the sound and light arrangements should be made, as may be appropriate.

Good Practice –Awareness raising prior to identification

Tamil Nadu V K Project, adopted a unique strategy for making PIP a truly informed process. Realizing that some groups such as People with Disabilities (PWD) are at a risk of getting left out and this may stem from basic lack of awareness on the types of disabilities and how they affect people's livelihood options and opportunities, it decided to raise awareness around disability prior to the PIP. Thus with the support of the Gram Panchayat, a series of hamlet level disability awareness programmes were organized. Making people aware of the various types of disabilities, rather than those most commonly observed, was the focus of these awareness campaigns. It hired resource persons who are experienced in disability field to do this special awareness programme. For the project, identifying PWD in all its districts and blocks is one of its important achievements.

VI (e) *Transect Walk/ Walking around village:*

Keep in mind!

Do not fall into traps some influential people may lay such as avoiding walking to cut-off hamlets or poor hamlets quoting difficulty in walking due to broken roads/lanes or unhygienic conditions for the project. Be alert these may be tactics to prevent exposing the poverty and exclusion of some groups!

This could be one of the first actual steps in conducting the Participatory Identification of Poor. A transect walk is a systematic walk along a defined path (transect) across/around the community/ area together with the SHG members to explore the vegetation, habitation, infrastructure, water and sanitation conditions, crops, etc. by observing, asking, listening, looking and producing a transect diagram. The transect walk is normally conducted during the initial phase of the fieldwork. It is best to walk a route, which will cover the greatest diversity in terms of vegetation, habitation, infrastructure, water and sanitation conditions, crops, etc.

Instead of Transect walk the facilitators along with SHG members can choose to walk around the village, covering all the pockets of village. More than Transect walk this will help the facilitators to see all the areas and identify all the pockets of village and its inhabitants. These walks are conducted jointly by the PIP facilitators and external resource persons and SHG members. Same process of asking questions and noting important things etc should be followed just as transect walk. The information collected during the walk is used to present the findings visually in the form of a diagram.

A suggested way to conduct a Transect Walk/Village walk

Organize 2 or 3 groups with a mix of participants such as women and men, young and old. Either the different participants can be asked to form different team members for separate transect walks, showing the areas of most importance to them, or, each group can have responsibility for a different topic while they all walk together. For example, one group may focus on different pockets cast or class wise inhabitants, a second on soils, land use and cultivation, trees, vegetation and water resources, and a third, on infrastructure, housing and services. After completing the transect walk the groups share the information from their walks to construct the transect diagram(s) together Or there could be separate thematic Transect /Village walk Diagrams. See diagram on Transect attached.

Using existing Village Maps , if any and/or on the advice of the community members, choose a more-or-less straight line through the area, say from East to West or from North to South. The line chosen should take in as many of the different physical zones, types of vegetation, land-use areas and sections of the community as possible. It is often a good idea to start from the highest point in the area and walk straight to the other end.A Transect walk is always carried out on foot.

While undertaking a transect walk/Village walk, listen, ask questions about each zone, area, people who stay there , facilities/infra structure available, soil conditions, vegetation, livelihoods, problems, solutions etc in the village. Everything heard is written down as the walk proceeds. During the walk, make time for brief and informal interviews (always with open ended questions) with women and men met along the way.

During these interviews, discuss the critical issues faced by the SHG members and ask whether there are other issues as well. Seek their views on opportunities and solutions to problems if any. One of the advantages of doing a transect/village walk is that often people may be found more willing to discuss sensitive issues such as land ownership patterns when they are in a group than individually. Allow sufficient time for the transect walk. It may take several hours depending on which discussions are held amongst the PIP Team and the SHG members.

Interview the Transect/village walk (Diagram) through open ended questions. Record the information gathered during the process of interviewing the Transect walk. This is a must.

Note a transect walk/Village walk is not a mapping exercise and does not involve going round the village on roads and alleys.

VI (f) *Mapping*

Mapping is a powerful tool. It is a visual exercise to gather and present information about the village in 'pictorial' form. Depending on the map facilitated, maps can give a whole lot of information including the layout of the village, demography/population endowment, natural resources endowment, status of health especially of women, state of literacy especially female literacy, gender discrimination and infrastructure. The potential of this participatory tool is immense. For example, a social map of a village can show visually the physical and social arrangement of the inhabitants and the location of the basic service delivery points. Through this map one can clearly see the differential access to resources and infrastructure, reflecting pockets of poverty and exclusion. For mapping exercises facilitate the process such that the SHG members choose a location which allows the maximum number of households, specially the vulnerable ones, to participate easily. SHG members can either draw habitation wise or village wise map according to their comfort and convenience.

Keep in mind!

Social mapping seems a harmless exercise, but some groups realizing its potential in exposing power dynamics or exclusionary practices may try and dominate discussions while mapping out resources, households or agreeing to mark houses with child labour, bonded labour, etc.

Remember

1. If any female member of a household decides to declare herself as a separate household, she should be recorded as a separate household. Widowed, separated, second wives, single women are some examples of women who could declare themselves as a separate HH.

2.Though domestic help workers of the household who are normally living together and taking food from her/his master's household are not eligible to be treated as a member of her/his master's household. For the purpose of the PIP, such persons are to be treated as a separate household(s) and separate no will be given to the household.

It is reiterated, even at the risk of being repetitive, that mapping involves spatial drawing of any area drawn, showing a range of items like schools, offices, infrastructure, crops, livestock, farm size, water bodies, fields, forests, trees, roads, facilities, common property resources, literacy, diseases etc,., depending on the theme/themes under discussion. Mapping can also be theme specific like resource map indicating natural resources of the locality, health map showing health status of the villagers, literacy map showing literate/semi-literate and illiterate households/people in the village.

Who maps? This is a critical question and the answer is the SHG members themselves, whether women, men or children. It has to be drawn by members of the SHG with support from other members of the community and facilitation by the PIP Facilitation Team. Often

two or three members (may be key informants) of the community lead a participatory mapping exercise while others present there help them in so doing by watching it getting done, reminding the group of items being left out, cross checking the map for errors and omissions, adding details and providing more information.

It may be underscored that maps are generally mental maps of individuals/groups and communities. They reflect SHG 's perspective and are different from professional maps. Illiterate and semi literate people can draw maps with ease and explain different items, even by using selected symbols.

A suggested way to facilitate a Mapping Exercise.

There is no one correct way of carrying out any participatory exercise. We outline here steps which have been found useful by some practitioners of participatory tools and methods.

1. As stated earlier, fix location (preferably a public place like a Panchayat Bhawanor a School, if it is a holiday) and time for the Mapping Exercise with the SHG .
2. Make a formal invitation to the SHG members to come for the Mapping Exercise.
3. Explain once again to the SHG members, the purpose of the exercise.
4. A Map can be drawn on the floor of the public building or on the ground or on a very large sheet of paper (one can, for example, join several Chart Papers together to make a large sheet of paper).
5. Leave it to the choice of the SHG members to choose the material for creating the map, like "Rangoli Powder", colors, chalk, seeds, stones, sticks, leaves, flowers etc..
6. While the facilitators can provide materials for the exercise, encourage the use of local material as far as possible.
7. Start facilitating the mapping exercise by requesting the SHG members to first draw the prominent physical features like roads, school building, places of worship, ponds etc.
8. Then encourage them to keep on adding whatever exists in the village like wells, trees, houses, fields etc.
9. Once the process starts the SHG members themselves will take the process forward.
10. Be proactive to enable those who are left out to join in the exercise, noting that you should facilitate only and intervene when strictly necessary.
11. Watch the process, listen what people are saying, take down notes and record hidden "transcripts": gestures, body language, whispers, etc.
12. Once the Map is ready you may ask the SHG members present to identify ***their own houses.***

13. You may request the SHG members to number the houses. This becomes useful later in some cases.
14. Request the SHG members to distinguish the houses with details you want to learn about, like Pucca Houses, Houses belonging to women headed households, houses belonging to SCs and STs etc.,
15. If the map has been drawn on the ground or on the floor, once the Map is ready, copy the map on a large sheet of paper. Do not miss or mess with the details while copying.
16. Triangulate as may be necessary.
17. **Interview the map and probe, with open ended questions, issues about which you are not clear. Request for more information if needed. This is a must.**

VI. (g). A way of analyzing the State of poverty, vulnerability in a village.

It is possible to do a Vulnerability or wellbeing analysis by different methods, one of which is described below**.**

1 As stated earlier, fix location (preferably a public place like a Panchayat Bhawan or a School, if it is a holiday) and time for a Vulnerability Exercise with the SHG .

2 Make a formal invitation to the SHG members to come for the Vulnerability Analysis or Poverty analysis.

3 Explain once again to the SHG members, the purpose of the exercise.

4. Request the SHG members to prepare a list of all the households in the village, may be mohalla wise. Typically a few volunteers will come forward to prepare this list.
5. Each member housel holds should be provided with a PIP/PPA card which will include all the indicators printed
6. Request the Volunteers to read out the names. If someone's name is missed, include it.
7. Now provide the SHG members with flash cards.
8. Request the SHG members to write down the name of the households on the card. Ensure that only one name is written per card.
9. Facilitate the SHG members to identify and finalize the vulnerability indicators. Introduce them about vulnerability and inform about the SECC deprivation indicators and also state specific vulnerability indicators.
10. Request and facilitate SHG members to identify local vulnerability indicators. For example landlessness, homelessness, being bonded labour, people with disability, local backward community etc. could be criteria for identifying who are vulnerable in their area.

a. Put up a Chart Paper or Flip Chart on any wall or tree at the place of the exercise. Request the members of the community (may be a volunteer from them) to write down these indicators in block letters in local language on the flip chart as one column.

11. Ask the Volunteer to read out these indicators loudly so that everyone can hear. Again seek the community's agreement and make room for them to change should they wish to.
12. Help the community to restrict the number of vulnerability to ten to fifteen including SECC, State and local indicators. In case they evince a very large number of criteria, help them prioritize them and select five or six. Simple scoring method can be used for the purpose.
13. Again put up another Chart Paper or Flip Chart on any wall or tree. Request the members of the community (may be a volunteer from them) to write down these prioritized indicators in block letters in local language on the flip chart as one row.
14. Again ask the volunteer to read the prioritized indicators aloud so that all can listen.
15. Now number each indicator and assign each indicator a color or symbol to represent it. Suppose there are ten indicators. For indicator1, the color to represent it could be red. For indicator 2 to represent it could be yellow. For indicator 3 the color to represent it could be black. For indicator 4, the colour to represent it could be green. For indicator 5 the colour to represent it could be blue and so on. Instead of colours one can use separate symbols like +, ++, @, *, ** or any locally available material like beeds, leaves, sticks, stones and so on for each criterion.
16. Now request a community member to read out the names of each household **one by one** and request the community members to identify if the household whose name is read out satisfy indicator number 1. If it does, request them to mark the household by the assigned symbol or color. Repeat the process for each household. Same can be noted down in their PIP/PPA card Then repeat the process for indicator number 2 and request the community to identify those household whether they have indicator number 2 applicable to it and to mark those households where indicator number 2 applies by assigned symbol or color yellow dots. Repeat the process for every indicator for every household, until all the households have been considered for all the identified indicators and appropriate dots or symbols are placed against them on the map.
17. Same indicator should be marked in their PIP card simultaneously.

18. Note that some households may not have any dots/symbols at all if none the stipulated vulnerability indicator apply to them and some households may have all the dots.

19. Invite the community members to review the work they have done and invite them to correct any mistake that might have crept in.

20. Now request the community to keep in separate lots the cards representing households belonging to different categories of poor. Lay them on the floor or on the ground or paste them on the wall.

21. Invite all the members of the community to review the outcome. If they want to make any change, invite them to do so.

22. Now facilitate the process for the community to finalize the process.

VI (h). Poverty or Vulnerability Analysis by perception

Facilitate the conduct of vulnerability Analysis to investigate perceptions of vulnerability differences and inequalities in a community, to discover local indicators and indicators of vulnerability and poverty of households in the community. It should be compared with the SECC data.

Through the discussion among villagers try to note down

Community's view point on different vulnerability criteria which

helps in fixing the indicators in that village/hamlet. These indicators may be already in the SECC data or additional.

SECC data and deprivation indicators can be used to help the communities to set the poverty/vulnerability indicators within the village/hamlet.

(Note: This vulnerability analysis is to be done for the members of SHG. This detailed vulnerability exercise can be done in the 2nd round. In the third and after rounds this vulnerability analysis will include the tracking of progress or change that happened with the already identified vulnerable members of SHG.)

VI. ***Cross check all out puts emanating from the exercises or what is called triangulation. Triangulation can be in different ways: using different methods, different sets of participants and timings/place.***

VII. ***Sharing***

There are four pillars of any participatory exercise: attitudes and behavior, methods and tools, processes and sharing. Once the process is facilitated and the methods and tools are applied

by the community, the outputs of participatory exercises must be shared with all members of the community. This gives them a chance to see each other's work and make any correction that they may wish to make. An easy way to share this is to present and display all the outputs at a common place easily accessible to all, like a Panchayat Bhawan or a School Building.

The outputs of participatory exercises will also contain PIP list will consist names of various categories of poor families, like very poor, poor, disabled person and any other vulnerable households etc.

I. *Presentation and Approval in Gram Sabha*

After the proper documentation of data, fix the date and venue for Gram Sabha/Aam Sabha well in advance for sharing PIP/PPA findings. Invite well in advance all the stakeholders (PRI member, ASHA, AWW, important accepted leader of the village, community) at GP or wards level. Share the PIP/PPA information in chart papers. After sharing, the Grama Sabha may approve the list or otherwise the list will be handed over to GP for their perusal.

Integrate PIP/PPA output with Project Planning and Monitoring and Evaluation System

PIP and project planning and monitoring - The outputs and outcomes of the PIP/PPA exercises and list will be used as participatory planning tool for the NRLM. One advantage of this is that, it immediately informs the project where to start new groups based on marking of hamlets that are left out of current programmes, where to build on existing groups, where to have separate mobilization and institution building such as in the case of People with Disabilities.

Apart from providing insights for targeting the output of PPA will be used for developing convergence plan, Vulnerability Reduction plan, special project planning etc.

II. PIP/PPA Process and Linkage to Project MIS-

The PIP/PPA process brings out critical data to be monitored during the course of implementation of NRLM and it is critical to decide how the PIP/PPA process output is to be linked to the MIS. It is suggested that the data may be linked to the MIS for high quality monitoring system at this stage.

III. Updating the PPA/PIP or reiteration of process

Inclusion of each and every poor and vulnerable in NRLM Target Group is the ultimate aim of PIP process. Therefore every year the list will be updated in Gram Sabha to include the left out poor if any Helping or supporting CBOs /VOs in assessing the vulnerability of its SHG members and tracking the progress/change happened in their situation with the NRLM implementation is the ultimate aim of PIP/PPA. Outcome of PIP/PPA will be used as the base line as it will give a clear picture of socio–economic background and vulnerability conditions of each and every member house-hold of the village in the initial phase of the program. If any grievance comes within a year after the ratification of the list by the Gram

Sabha it will be taken up by Gram Panchayat and discussed and resolved in the next Gram Sabha.

IV. Maintenance of the Outputs from Participatory exercises

All outputs from the PIP/PPA process form an essential part of the baseline data for the village in question. Thus, it is critical that the whole process of PPA/PIP to document and all outputs from the PIP process to be preserve. It is suggested that they be preserved both in original and electronically, at two locations. It should be the responsibility of the SPM looking after (M&E) at the SMMUs and the DPMs to preserve the outputs under reference, at the State and District Levels respectively. But originals to be maintained at the VO/PLF level for their use in planning.

Annexure

Annexure I

Automatic exclusion indicators according to 'Report of Working Group on Rural Livelihood Mission"

1. Household with motorized four wheeler/fishing boat/Mechanized three/four wheeler agricultural equipment
2. Household with Kisan Credit Card with credit limit of Rs. 50,000 and above;
3. Household with any member as a Government employee;
4. Household with non-agricultural enterprises registered with the Government;
5. Household with any member of the family earning more than Rs. 10,000 per month;
6. Household paying income tax;
7. Household paying professional tax
8. Household with three or more rooms with all rooms having pucca walls and roof
9. Household owning at least 2.5 acres or more of irrigated land with at least one irrigation equipment; 5 acres or more of irrigated land for two or more crop seasons; or at least 7.5 acres of land or more with at least one irrigation equipment.

Annexure- II

Automatic inclusion indicators according to 'Report of Working Group on Rural Livelihood Mission

I. Households that have completed MGNREGS work of 15 days/year for at least 2 years.
II. Scheduled Tribes including Particularly Vulnerable Tribal Groups
III. Scheduled Castes
IV. Nomadic Tribes and De-notified Tribes
V. Fisher folk
VI. Hand using legacy artisans
VII. Isolated communities (away from habitations)
VIII. Households of manual scavengers
IX. Households of bonded labourers
X. **Women headed and managed households** (single, divorced, deserted, widows etc.)
XI. Households with persons with disability
XII. Households with elderly but with no persons in the age group of 16-59 years
XIII. Destitute households
XIV. Shelter-less households
XV. Households involved in daily wage labour
XVI. Households with migrant labour
XVII. Households with people working in
XVIII. hazardous occupations

What is a Woman Headed House-hold

A household headed by a widow, a divorced/ separated woman, a deserted woman, a second wife, an unmarried woman. She would have a main responsibility of providing the economic resources to the family. This responsibility is in addition to her responsibility of managing domestic work and participation in community activities.

Normally the absence of an adult male member would qualify a household to be listed as a female headed household; however, if there are no adult male members between 16-59 years, it is obvious that for all practical purposes it is a female headed household.

If a woman is living in a disharmonious relationship she may not have access to benefits under government schemes and may not be able to get out of poverty or the household. She should be recorded as a separate household if she wants to declare herself as a separate household

Source-Socio- Economic caste census 2011– Rural (Instruction Manual for Enumerators)

XIX. Households having persons living with HIV and AIDS

XX. Communities affected by/ displaced by natural calamities/ development projects

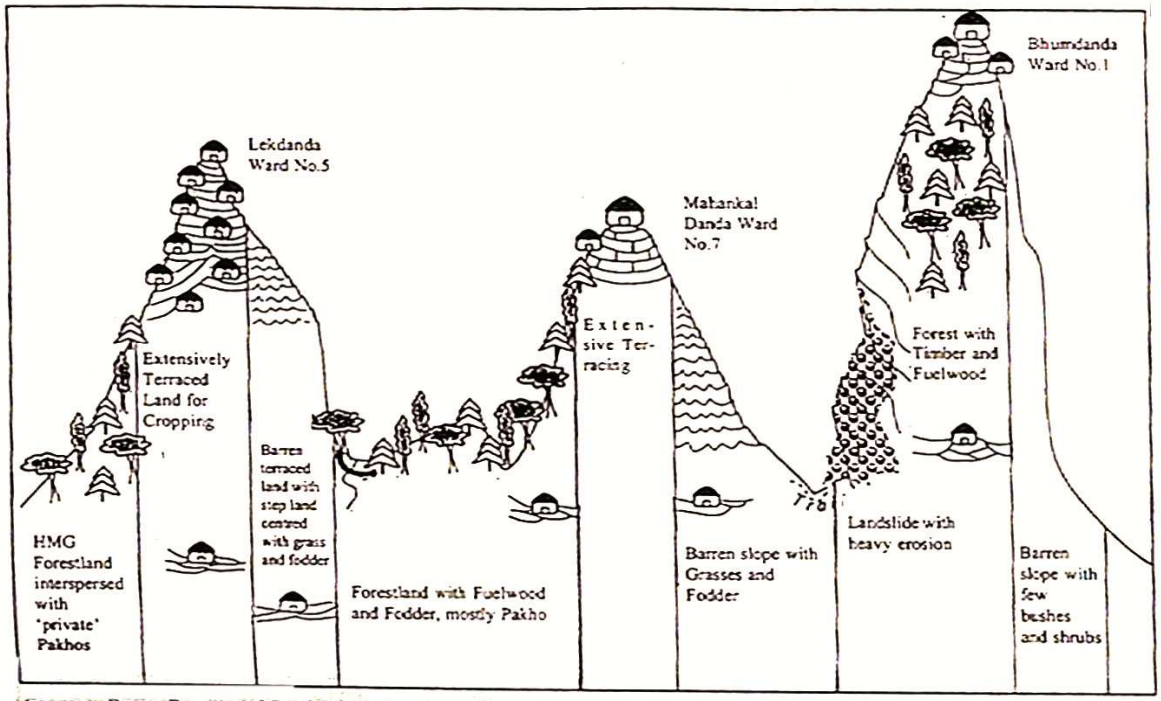
XXI. Households displaced out and communities living in difficult areas (LWE areas under conflict, difficult geographical terrain

Annexure - III

Examples of Participatory Tools and Methods

Transect

Figure 24A: Transeet of Ghusel, Lalitpur District, Nepal



Source: *Power, Process and Participation* (London: Intermediate Technology Press) 1996.

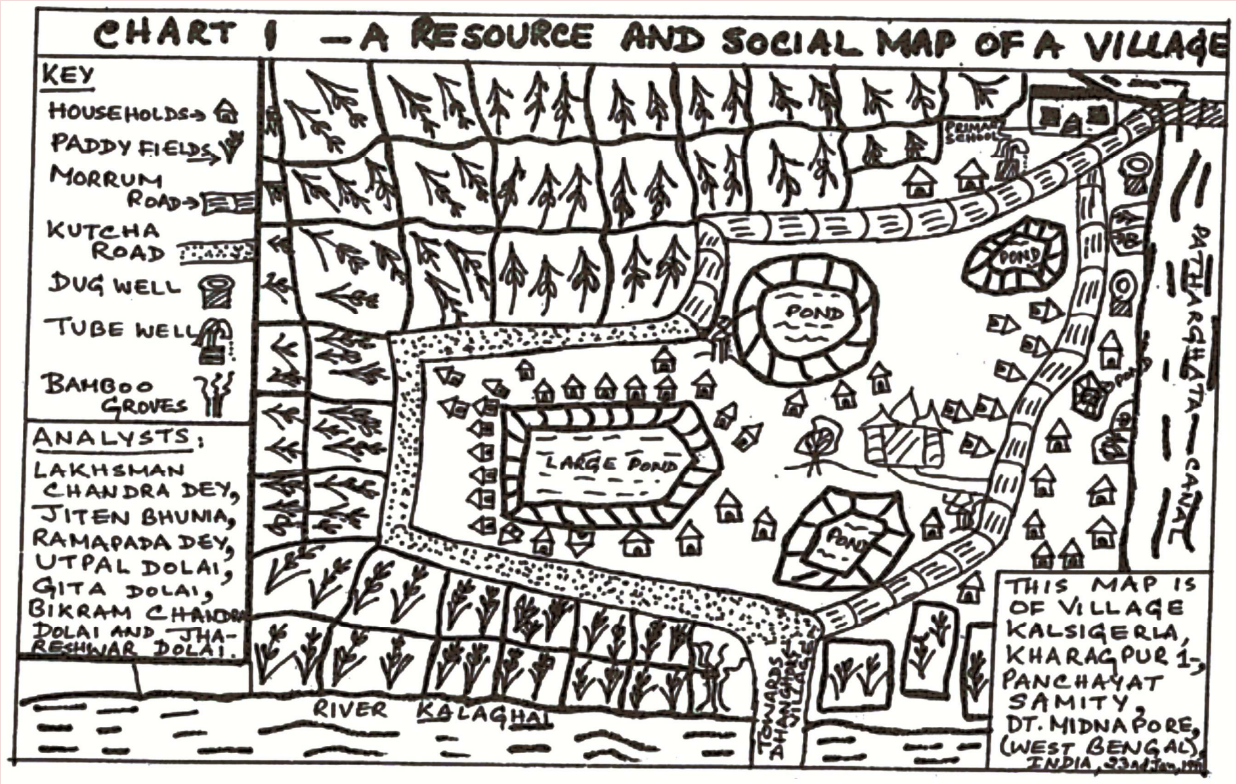


CHART 1 – A RESOURCE AND SOCIAL MAP OF A VILLAGE
KEY
HOUSEHOLDS
PADDY FIELDS
MORRUM ROAD
KUTCHA ROAD
DUG WELL
TUBE WELL
BAMBOO GROVES
ANALYSTS:
LAKHSMAN CHANDRA DEY,
JITEN BHUNIA,
RAMAPADA DEY,
UTPAL DOLAI,
GITA DOLAI,
BIKRAM CHANDRA DOLAI AND JHARESHWAR DOLAI.
POND
LARGE POND
PRIMARY SCHOOL
PATHARGHATA CANAL
RIVER KALAGHAI
THIS MAP IS OF VILLAGE KALSIGERIA, KHARAGPUR 1, PANCHAYAT SAMITY, DT. MIDNAPORE, (WEST BENGAL) INDIA

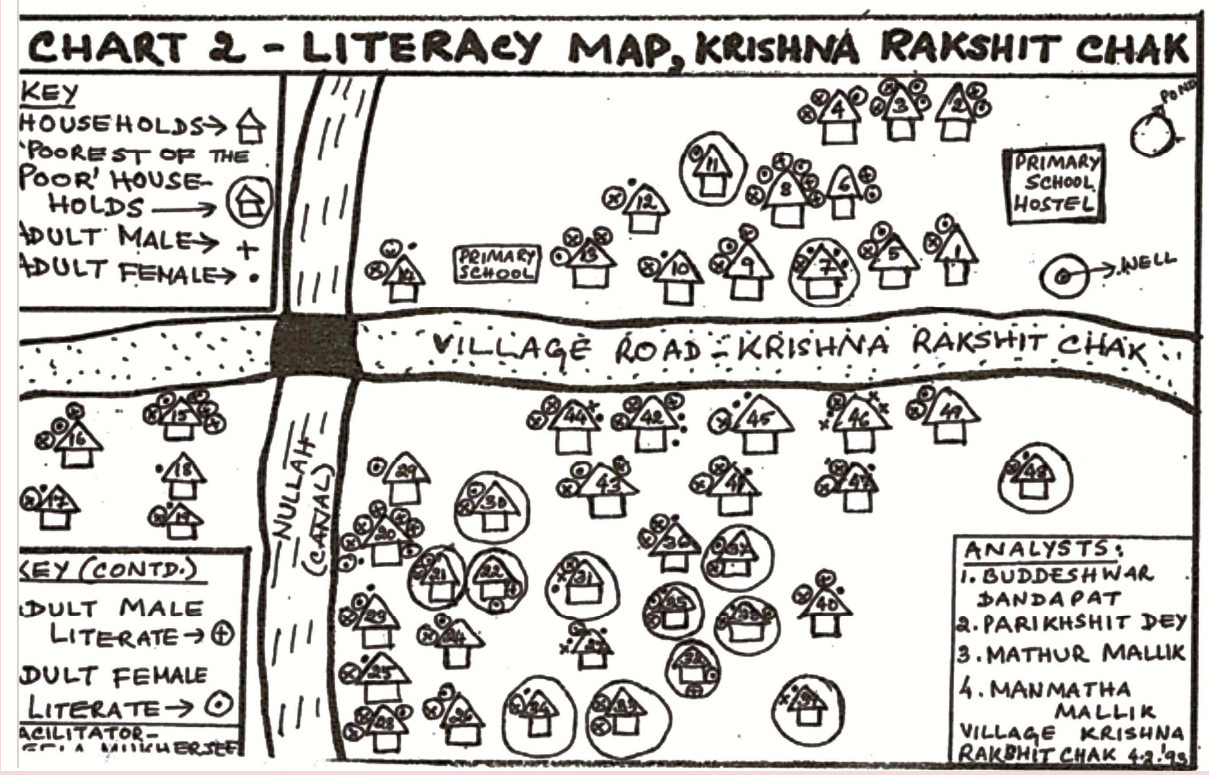
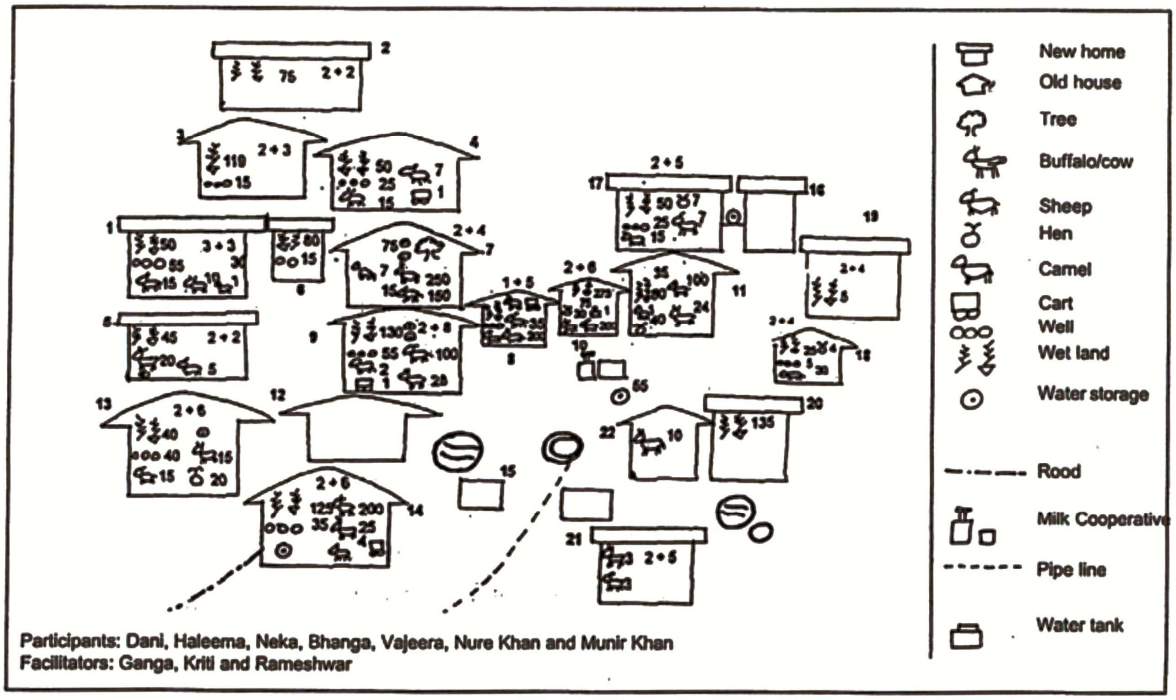


CHART 2 - LITERACY MAP, KRISHNA RAKSHIT CHAK
KEY
HOUSEHOLDS
'POOREST OF THE POOR' HOUSEHOLDS
ADULT MALE
ADULT FEMALE
KEY (CONTD.)
ADULT MALE LITERATE
ADULT FEMALE LITERATE
PRIMARY SCHOOL
PRIMARY SCHOOL HOSTEL
POND
WELL
VILLAGE ROAD - KRISHNA RAKSHIT CHAK
NULLAH (CANAL)
ANALYSTS:
1. BUDDESHWAR DANDAPAT
2. PARIKHSHIT DEY
3. MATHUR MALLIK
4. MANMATHA MALLIK
VILLAGE KRISHNA RAKSHIT CHAK 4.2.'93

Figure 19: A Resource and Social Map of A Village

Source: Neela Mukherjee: *Participatory Rural Appraisal: Methodology and Application*. (Concept, New Delhi) 1997

Figure 18: Social Map with Asset Details



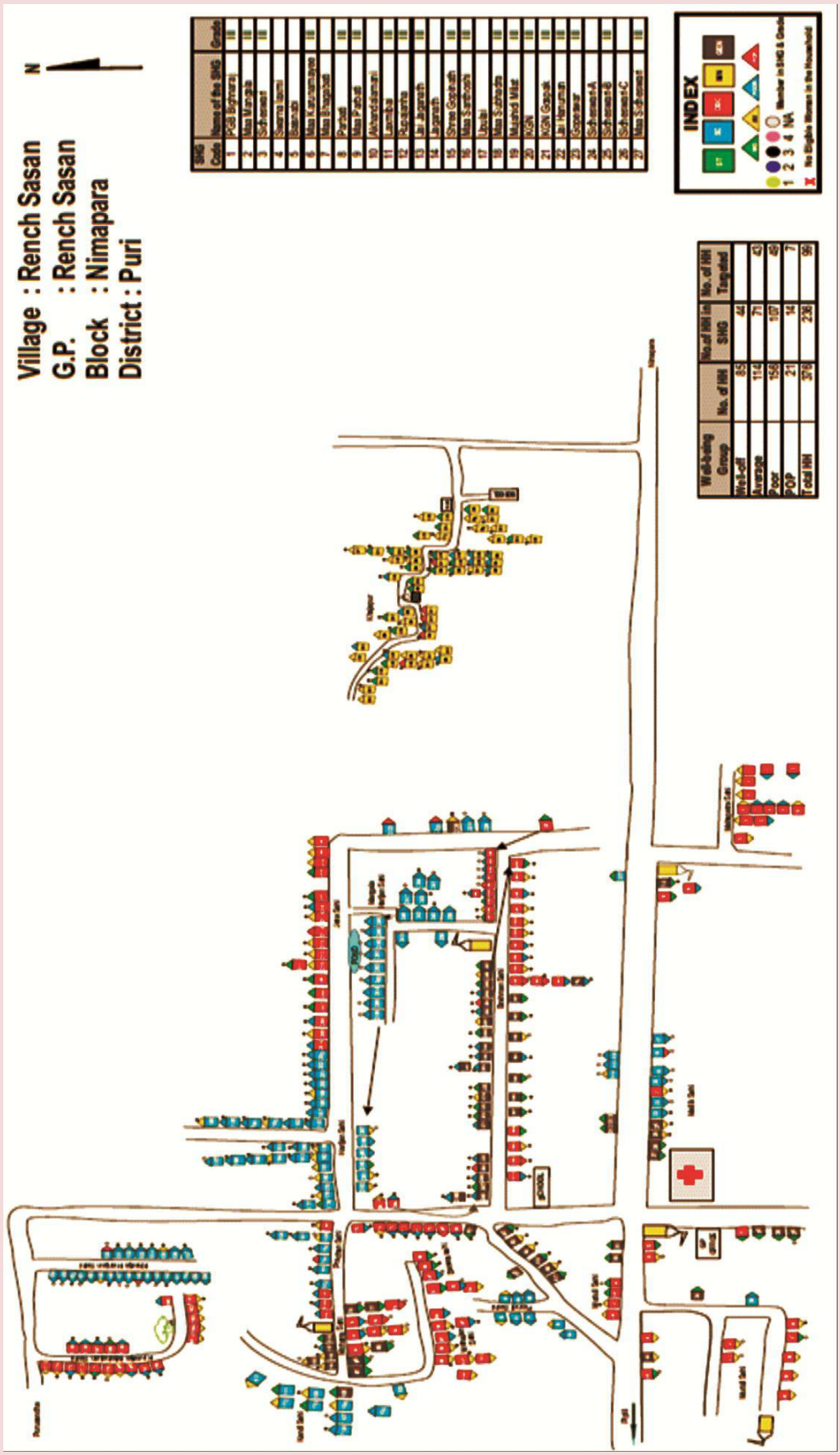
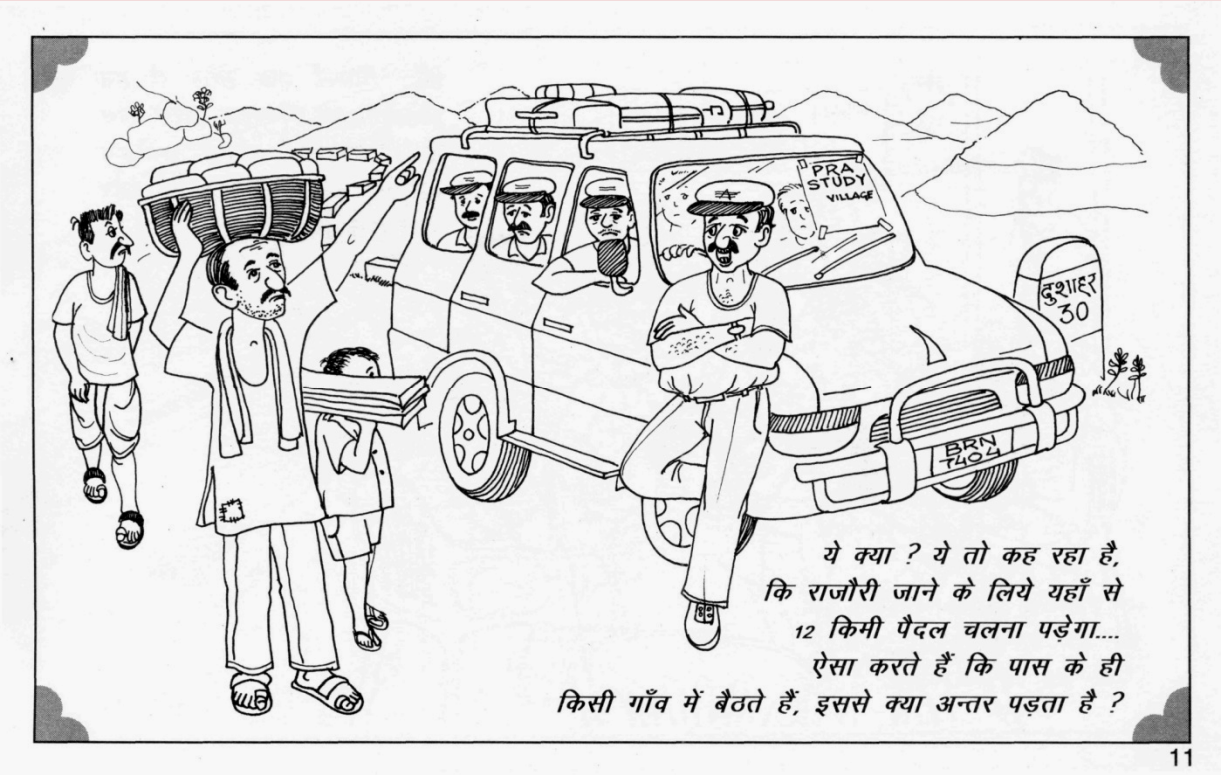

Village : Rench Sasan
G.P. : Rench Sasan
Block : Nimapara
District : Puri
N
INDEX
SHG Code
Name of the SHG
Grade
Wellbeing Group
No. of HH
No.of HH in SHG
No. of HH Targeted
Well-off
Average
Poor
POP
Total HH

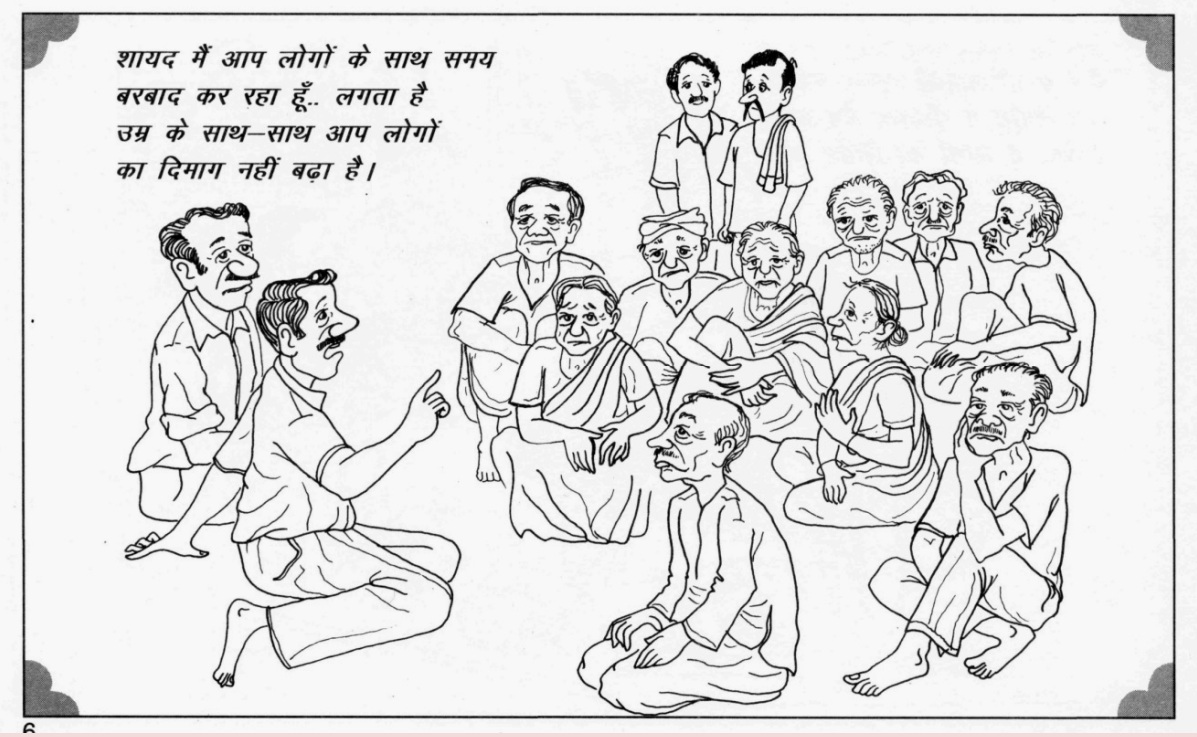
CHART 24 - WELL-BEING GROUPING, VILLAGE KALSIGERIA
PATHARGHATA KHAL (CANAL)
KUTCHA ROAD
POND
BIG POND
TEMPLE
KEY
POOREST HOUSEHOLDS OF THE VILLAGE
BETTER HOUSEHOLDS OF THE VILLAGE
Beneficiaries covered under IRDP
Beneficiaries covered under NT
VILLAGE ANALYSTS
RAMAPADA DEY
UTPAL DOLAI
GITA DOLAI
BIKRAM CHANDRA DOLAI
JITENDRA CHANDRA DOLAI
JHARESHWAR DOLAI
VILLAGE KALSIGERIA
FACILITATOR-
NEELA MUKHERJEE
23.1.1991

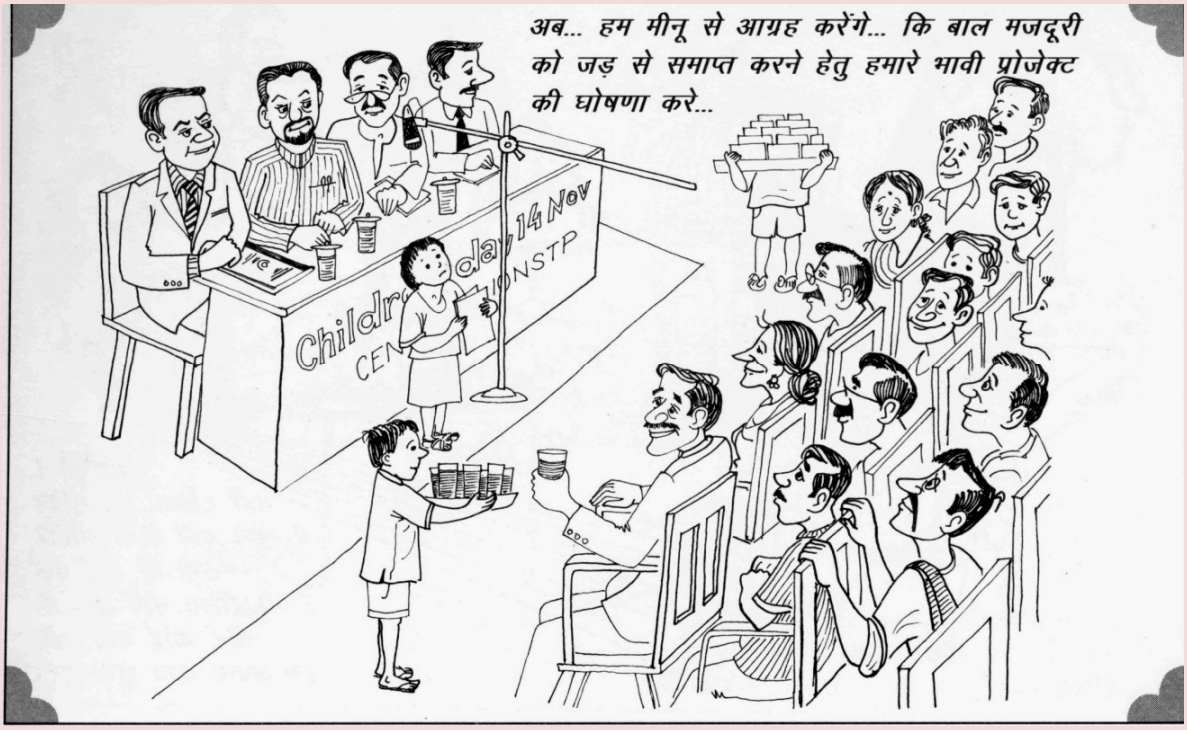

PRA
STUDY
VILLAGE
दुशाहर
30
BRN
7404
ये क्या ? ये तो कह रहा है,
कि राजौरी जाने के लिये यहाँ से
12 किमी पैदल चलना पड़ेगा....
ऐसा करते हैं कि पास के ही
किसी गाँव में बैठते हैं, इससे क्या अन्तर पड़ता है ?
11

X अरे, अरे ! इस चित्र को आप लोग सीधे चार्ट पेपर पर क्यों नहीं बनाते ?
हमें वापस ले जाने में सहुलियत होगी....
ALLOW PEOPLE TO MAKE THEIR OWN MAP
- WITH LOCAL MATERIALS
- ON THE GROUND

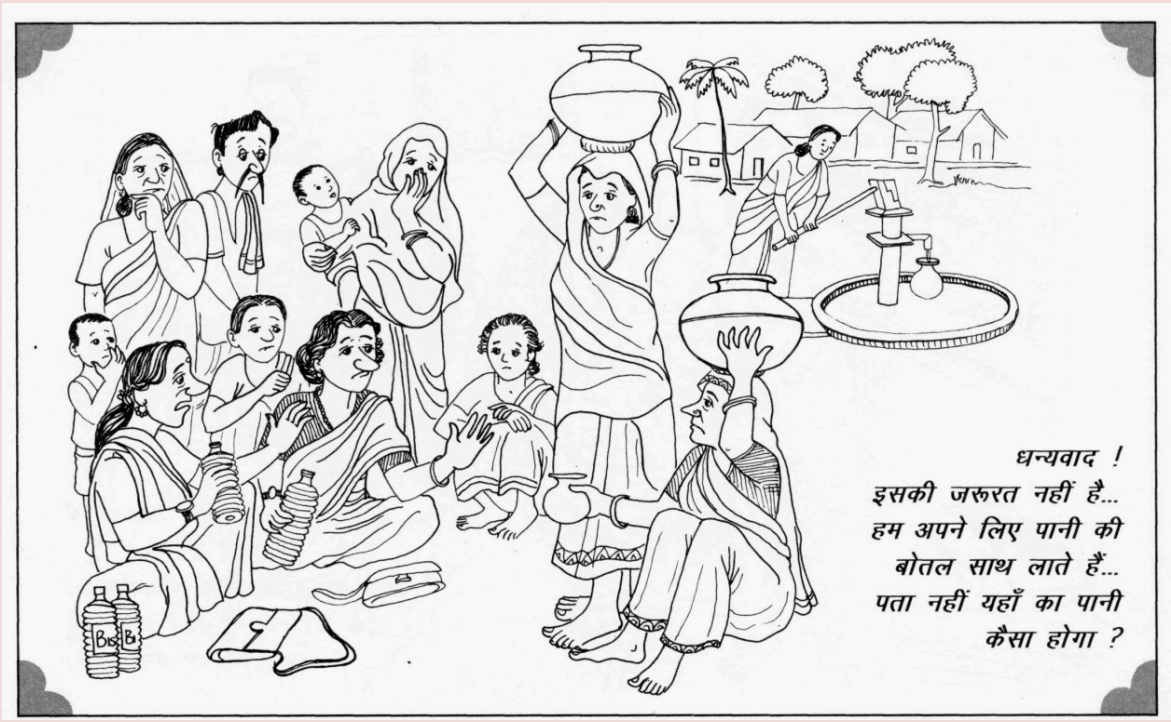
X मैं यहाँ सिर्फ आप लोगों की बात 'सुनने' के लिये आया हुँ।
✓ ACTUALLY ALLOW PEOPLE TO SPEAK- THEY KNOW

MLP*TRAINING
हाँ, ये बढ़िया आइडिया है! इनको कुछ समूह कार्य दे दिया जाये... तब तक हम एक नींद ले लेंगे।
17

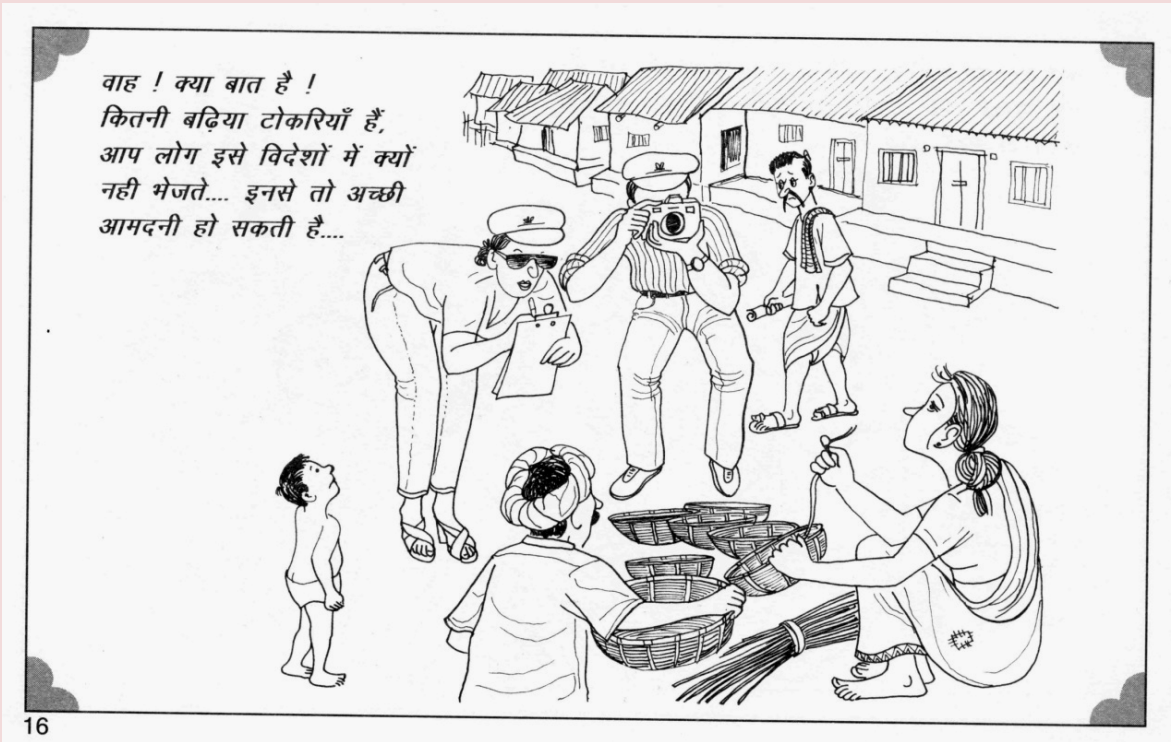

शायद मैं आप लोगों के साथ समय
बरबाद कर रहा हूँ.. लगता है
उम्र के साथ–साथ आप लोगों
का दिमाग नहीं बढ़ा है।

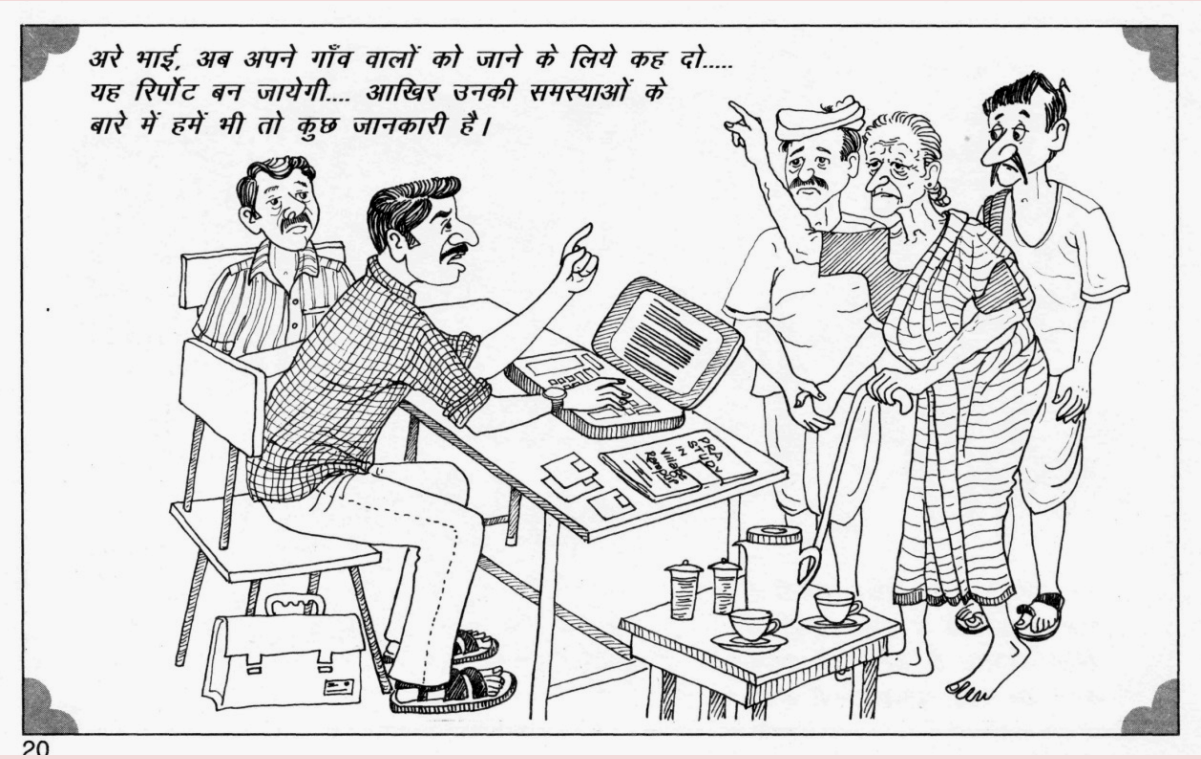

अब... हम मीनू से आग्रह करेंगे... कि बाल मजदूरी
को जड़ से समाप्त करने हेतु हमारे भावी प्रोजेक्ट
की घोषणा करे...

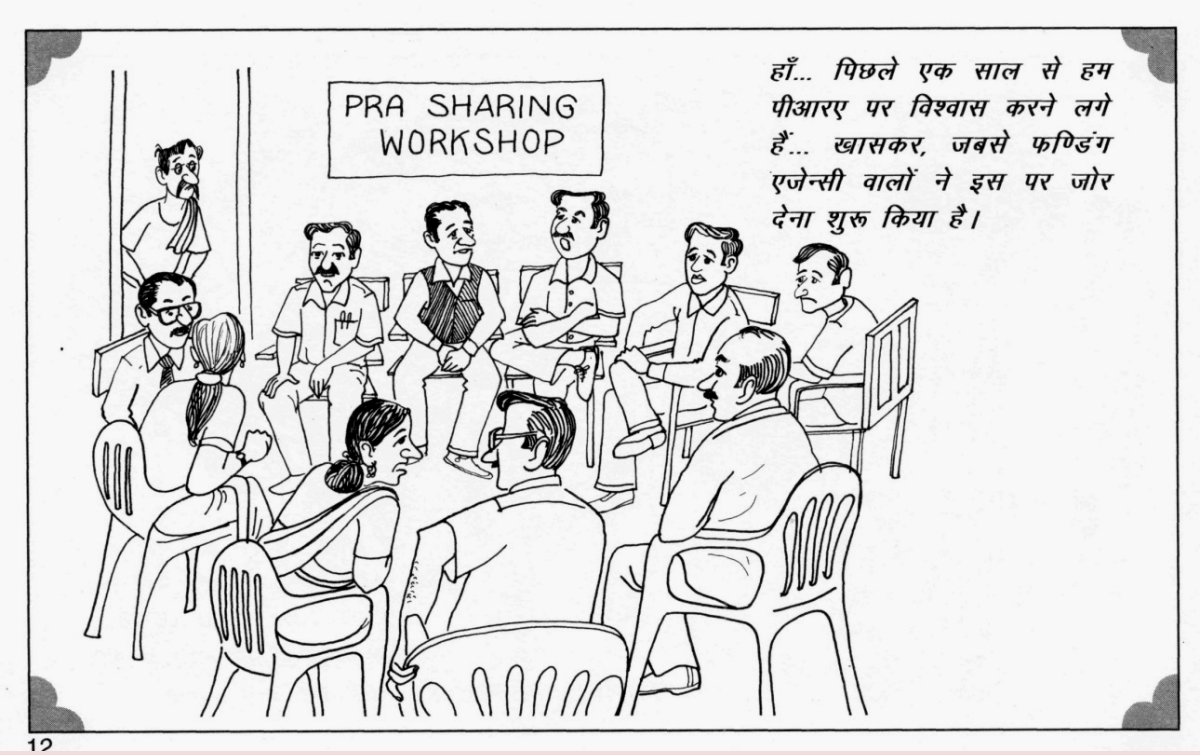
अच्छा !
यह पीने का पानी है ?
तब तो यहाँ हैज़ा
जरूर होता होगा,
फिर तो
नई स्वास्थय परियोजना
में हैज़ा पर विशेष
ध्यान देना होगा।

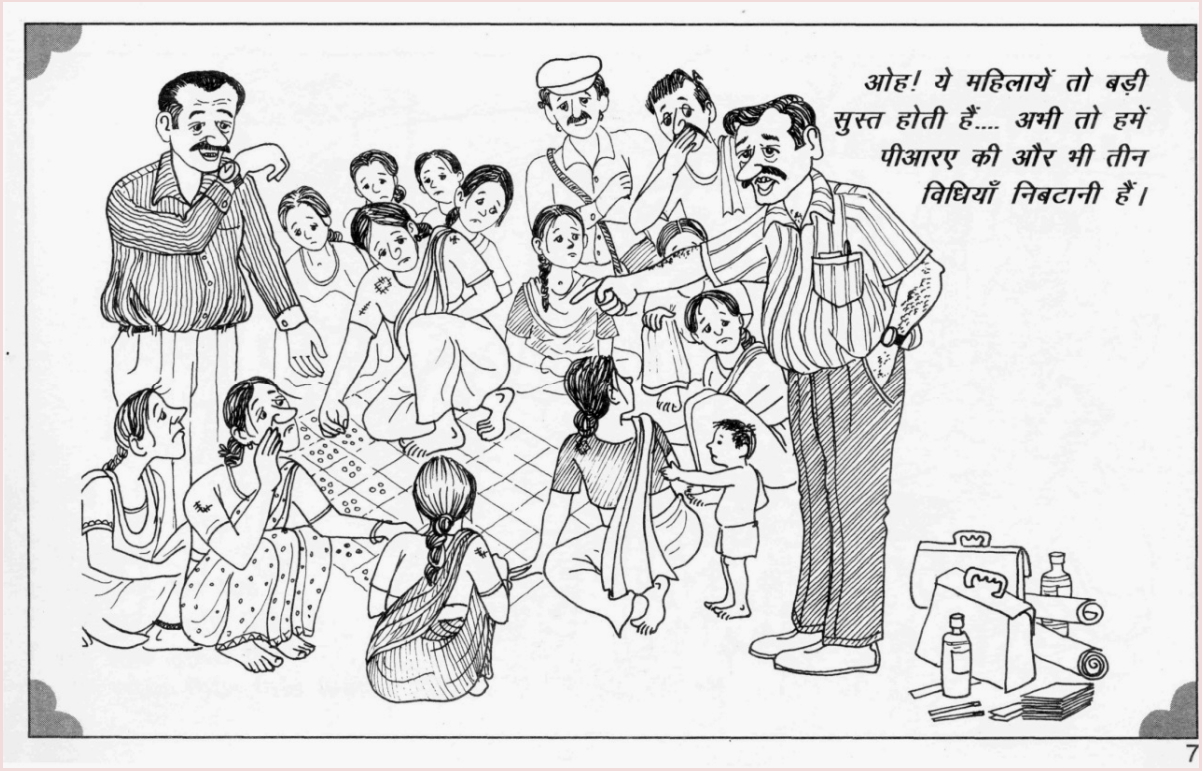

धन्यवाद !
इसकी जरूरत नहीं है...
हम अपने लिए पानी की
बोतल साथ लाते हैं...
पता नहीं यहाँ का पानी
कैसा होगा ?

अब यह मत पूछिये.... कि हम यह क्यों कर रहे हैं....
हम आपके गाँव में मैट्रिक्स रैकिंक का एक अभ्यास
करने के लिये आये हैं।
15


वाह ! क्या बात है !
कितनी बढ़िया टोकरियाँ हैं,
आप लोग इसे विदेशों में क्यों
नही भेजते.... इनसे तो अच्छी
आमदनी हो सकती है....
16


अरे भाई, अब अपने गाँव वालों को जाने के लिये कह दो.....
यह रिर्पोट बन जायेगी.... आखिर उनकी समस्याओं के
बारे में हमें भी तो कुछ जानकारी है।
20

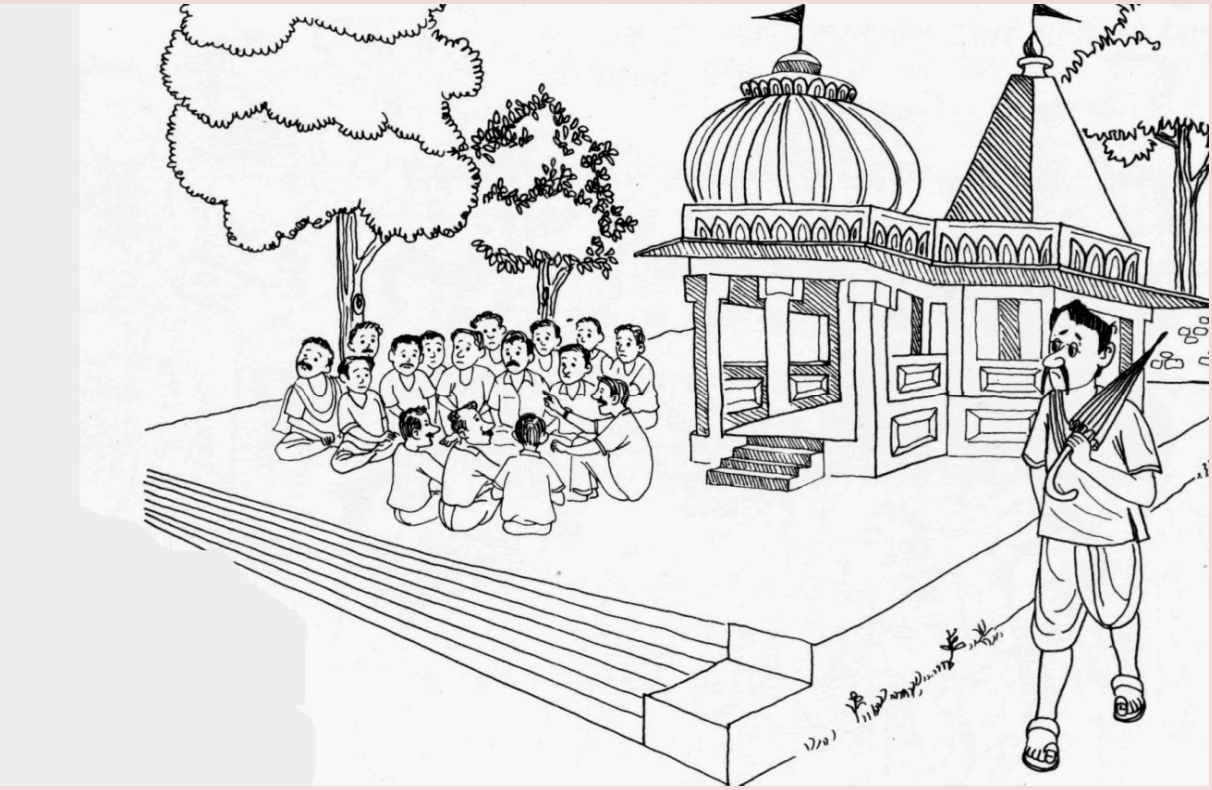

PRA SHARING
WORKSHOP
हाँ... पिछले एक साल से हम
पीआरए पर विश्वास करने लगे
हैं... खासकर, जबसे फण्डिंग
एजेन्सी वालों ने इस पर जोर
देना शुरू किया है।
12


ओह! ये महिलायें तो बड़ी सुस्त होती हैं.... अभी तो हमें पीआरए की और भी तीन विधियाँ निबटानी हैं।
7

अब ये भी आपको बताना पड़ेगा ?
इस रिर्पोट में पीआरए मैप डालिए....
ताकि.. ये लोगों का रिर्पोट प्रतीत हो।
5

हुँह!
कृषि सचिव होने
के बावजूद भी
क्या मुझे तुम लोगों
से खेती सीखनी पड़ेगी ?
मेरी सलाह मानो और
अपनी खेती थोड़ी सुधार लो...

X
दलित यहाँ पर नहीं आ पाएंगे
तो क्या, आप सब हैना ?
✓ Ensure Common Location with
access to all - Dalits, Elderly,
Widows, Disabled etc.



✗ हम सिर्फ दस के बाद ही पहुंचेंगे और हमको चार बजे तक जाना होगा। सब लोग गाव मे ही रहे।

✓ Work to their timings, not ours.

X सर जी , हम लोग इसीसे सब इनफार्मेशन अभी लेलेते हैं | बार बार कौन आएगा ? महिला, बुज़ुर्ग एवं विकलांग नहीं रहने से ख़ास अंतर तो नहीं होगा |

✓ **PIP & SECC with SHGs - Only PIP info**

PARTICIPATORY TRAINING WORKSHOP
2 - 12 SEPTEMBER 2001
वैसे तो मैंने ग्रामीण विकास में
पीएचडी कर रखा है....
अब इस प्रशिक्षण में पीआरए का
एक सर्टीफिकेट मिल जाए तो,
अपना कैरियर बन जाये।
13