



**Dr. MCR HUMAN RESOURCE DEVELOPMENT INSTITUTE OF TELANGANA
GOVERNMENT OF TELANGANA**

**Special Foundation Course -2024
For
All India Services and Central Civil Services Officers
23rd September to 27th December 2024**

**FIELD IMMERSION & ULB VISIT
MANUAL**

**21st October to 28th October, 2024 &
23rd November to 30th November, 2024**

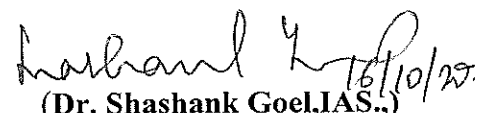
FOREWORD

The Field Immersion Programme is a very important component of the Foundation Course, wherein the Officer Trainees (OTs) are taken out of the confines of the classrooms and are exposed to the realities and complexities of rural life. There can be no doubt that a OT, irrespective of background or the service to which he/ she belongs and his/ her perception of the role of the service, requires an organized sensitization to the rural & urban dynamics as an interested participant-observer.

The poverty, inequality of opportunities and lack of access to various facilities are the facts of life in rural areas. The development of rural areas and alleviation of poverty have been given priority in the plans and policies of India since Independence. There are a large number of Government sponsored programmes/schemes being implemented in the rural areas for achieving the above objectives. The OTs are expected to gain a first-hand understanding of these programmes/ schemes during their stay in the villages. At the same time, the OTs are expected to be exposed to initiatives that have succeeded, seeds of change that have been sown, opportunities that have been utilized and interventions, whether governmental or non-governmental, that have worked. The OTs will also organize 'Swachh Bharat Abhiyan' with the help of villagers and district administration during their stay in the villages.

From the current year onwards, the Village Visit has been renamed as "Field Immersion and ULB Visit", incorporating the visit to Urban Local Body also as part of the programme. This assignment is a conscious attempt to send OTs to villages and Urban Local Bodies, with varying levels of development and socio-economic characteristics with the intention of exposing OTs to a wide range of scenarios. Hope you have a fruitful learning experience during the period of Field Immersion and ULB Visit.

Date :16.10.2024


(Dr. Shashank Goel, IAS.,)
Director General

Index

#	Chapter	Page No
1	Overview of Field Immersion (FI) & ULB	3
2	Objective of Field Immersion (FI) & ULB	4
3	Methodology for Field Immersion (FI) & ULB activities	5-10
4	Participatory maps	11-16
5	Day wise Activities & Out comes	17-24
6	Data Collection Methodologies	25-34
7	Presentation of Field Immersion and ULB visit report	34
8	Report writing Format	35-38
9	Consolidated Field Immersion (FI) & ULB Presentations, contents and report format	38-40
10	Guidelines on short film on FI & ULBs	40
11	Day wise activity Chart	41-45

1.0 OVERVIEW OF Field Immersion (FI) and Urban Local Bodies (ULB) Visit'

"People who change after change, will survive. People who change with the change, will succeed. People who cause the change, will lead." Narendra Modi, Prime Minister of India

The Field Immersion and ULB visit is an integral component of the Foundation Course, is designed with the concept of "Onsite learning" to complement "Offsite learning." In the past, these programmes have been organized in villages to sensitize Officer Trainees to the realities and complexities of rural life. However, with the introduction of Mission Karmayogi, changes in the approach and methodology of the FI & ULB Visit have become necessary. Given the diverse service backgrounds of Officer Trainees, as well as changing landscape relating to growing importance of urban areas, the FI & ULB Visit for the Spl. Foundation Course will be conducted in both rural and urban settings.

Under the Field Study and Research Programme the Officer trainees will visit a Village and an Urban conglomerate in a group of 5-6 members to have first-hand experiences on various aspects of Rural and urban India. The Officer Trainees will stay around 3-4 days in a village and 1-2 Days in a urban set up to understand the socio-economic development, citizen centric services across the rural and urban set up of the country. The program will also foster esprit de corps by organizing group visits and facilitating interactions with diverse groups in rural and urban settings.

The participatory approaches proposed for use in the FI & ULB Visit can significantly influence attitude and behaviour changes among participants. This, in turn, will help Officer Trainees incorporate these changes into their objectives throughout their service careers.

The FI & ULB Visit of the Special Foundation Course will be organized from September 23 to December 27, 2024, across 12 districts in Telangana State. The selected districts represent the Telangana's cultural heritage and also focus on tribal areas, award-winning Panchayats, Hriday Cities and meeting other significant aspects. The manual for Field Study and Research Programme has been prepared to facilitate the process of conducting Field study and research programme by using "participatory approaches" and open-ended field inquiry and other qualitative methods as distinct from conventional "academic research".

2.0. Objective of FI & ULB Visit

The objectives of the Field Immersion and ULB Visit are as follows:

*The **Field Immersion** and **ULB Visit** aims to sensitize the Officer Trainees towards rural life. Broadly, the objectives of the **Field Immersion** and **ULB Visit** are the following:*

- 1. Assess the socio-economic-political dynamics that exist in a village;*
- 2. Recognize the importance of the need to learn from the villagers in evolving people-based solutions to local problems;*
- 3. Evaluate the spatial and temporal changes that have occurred in the village in terms of quality of life because of Governmental and non-Governmental interventions or due to the sheer efflux of time;*
- 4. Evaluate the working of various village level institutions, both formal and informal, in terms of participation and effectiveness;*
- 5. Understand and analyse the problems faced by the rural people especially the marginalized sections such as Scheduled Castes, Scheduled Tribes, Physically Challenged, old, poor, landless, women, etc.;*
- 6. Understanding group dynamics through organization of cleanliness campaign (Swachh Bharat Rural) with the help of villagers and the District Administration and prepare a report on that.*
- 7. Workings of various local-level government/para-government institutions and elected bodies, grassroots level organizations like farmer Producer Organisations (FPOs) and Self Help Groups (SHGs).*
- 8. Understand the convergence of different schemes, programs, and resources to reinforce Atmanirbhar Bharat*
- 9. Understand the skill development ecosystem, including: Youth aspiration and Skilled workforce and Self-Employment Rural level Entrepreneurship*

Urban Visit Objectives:

- Understand urban development challenges through visits to city/town slum areas, focusing on:
- Citizen-centric services- E-services, DBT, UPI, Online-Grievances, etc.
- Waste management practices
- Slum development initiatives
- Nature and structure of urban poverty in slums
- Culture/ Heritage
- Citizen-Centric Services in Rural area
- Sensitize officer Trainees about - Citizen-centric services- KIOS, E-services, UPI, DBT and extent of digitisation in the implementation of scheme

3.0. Methodology for FI & ULB Visit Field Activities

The Field Immersion and ULBs (FI&ULBs visit) methodology focuses on qualitative methods and participatory approaches.

Participatory approaches to be used include:

- Field-level participatory tools/observations
- Stakeholder analysis
- Situational analysis
- Community consultations, meetings, and workshops
- Focus group discussions (FGDs)
- Key informant interviews (KIIs)
- Reflective practices
- Appreciative inquiry

These activities will address functional, behavioral, and domain competencies. The Situation-Behavior-Impact (SBI) model will be utilized to provide effective and constructive feedback on behavioral aspects.

3.1 Participatory Approaches

3.1.1 Field Level Participatory Tools and Observations

- Under FI &ULB participatory tools such as mapping, transect walks and Institutional review, Visioning Exercise (VisE), etc. will be used.
- The Village group will record observations related to infrastructure, basic facilities, and community development

3.2 Qualitative Methods

3.2.1 Stakeholder Analysis

The Group on arrival will identify key stakeholders, including local authorities, community leaders, and residents and will analyse the roles, interests, and influences of different stakeholders in the community. The Officer Trainees will develop strategies to engage stakeholders effectively.

3.2.2 Situational Analysis

The OTs' group will conduct a situational analysis to understand the current status of focus areas the village and Identify key challenges, opportunities, and areas for improvement. Information from field observations and stakeholder analysis can be used to conduct the situational analysis.

3.2.3 Community Consultations, Meetings, and Workshops

- Organize community consultations to gather input from residents.
- Conduct meetings and workshops to discuss findings and develop action plans.
- Ensure inclusive participation by involving diverse groups within the community.

3.2.4 Focus Group Discussions (FGDs):

- Conduct FGDs with different community groups, including women, youth, and marginalized communities.
- Use structured and semi-structured questions to facilitate discussions.
- Record and analyse the perspectives and insights shared during FGDs.

3.2.5 Key Informant Interviews (KIIs)

- Conduct KIIs with key informants such as local leaders, government officials and subject matter experts
- Use open-ended questions to gather in-depth information on the roles and responsibilities of key functionaries at the grassroots level and the effectiveness of local institutions
- Document and analyse the responses for valuable insights.

4.0. Reflective Practices

4.1 Reflective Sessions

- Schedule regular reflective sessions for participants to discuss their experiences
- Encourage participants to reflect on what they discussed, challenges faced, and solutions identified.
- Document reflections to inform future actions and improvements.

4.2 Appreciative Inquiry

- Use appreciative inquiry to identify and build on the strengths of the community.
- Focus on what works well and how these successes can be expanded.
- Engage the community in envisioning a positive future.

5.0. Processes to be followed for conducting FI & ULB Visit

5.1 Pre-Field Preparation

- Session on FI&ULB will be conducted to prepare the Officer Trainees on participatory tools and qualitative methods.
- Selection of Urban and Villages Areas and a detailed plan for field activities, including schedules and logistics will be handed over to the Officer Trainees (Administrative Manual) at the time of departure for FI & ULB Visit.

5.2 Field Activities Execution

- Implement field activities as per the plan, ensuring active participation of all stakeholders.
- Collect and document information using participatory and qualitative methodologies
- Prepare Daily notes on activities conducted in the village
- Prepare a short-film

6.0. FI &ULB -Days in Rural & Urban areas

Visits	Duration	Focus Areas
A. Minor Village	3.5 Days	Rural Infra, Health, Education, Sanitation, Agriculture & Land, Poverty & Unemployment, PRI, quality of life and livelihood mechanisms More Focus on Citizen-centric services- E-services, KIOS, UPI, DBT and extent of digitisation of implementation of scheme, Skill Development, Entrepreneurship, FPOs, ODOP & SHGs, Atma Nirbhar Bharat, Renewable energy through solar and wind power, Gender relations and Cultural, Heritage
B. Major Village	1.0 Day	Rural Infra, Health, Education, Sanitation, Agriculture & Land, Poverty & Unemployment, quality of life and livelihood mechanisms
C. Urban – City/Town	2.5 Days	Waste management practices Slum development initiatives Nature and structure of urban poverty in slums Citizen-centric services
Total FI &ULB	07 Days (01 Day for Travel)	Focusing on Behavioural, Functional and Domain competencies

7.0. Tools and Techniques /Activities

7.1 Contact with Key stakeholders: The FI & ULB Visit will commence with the establishment contact with the key stakeholders. The usual persons to be contacted are the ULB representatives, functionaries, Officers of Urban Development departments, Village Gram Pradhan, the school teacher, the office bearers of the Panchayat, the NGO representatives, Patwari/Lekhpal, VLW, Members of SHG/FPO, the village shopkeeper, the village doctor/ the Registered Medical Practitioner (RMP), the serving and retired government personnel, the Auxiliary Nurse Midwife (ANM), the Anganwadi Sevika, Accredited Social Health Activist (ASHA) and traditional governance system representatives where applicable, because they represent the formal power structure of the rural society.

The key to mobilizing the community for various activities lies in the empathy, respect, and concern you demonstrate, which includes both verbal and non-verbal communication. Your body language should reflect your attitude and behavior, indicating respect, concern and a genuine intention to learn from the community.

7.2 KIIs and community consultation

Key Informant Interviews (KIIs) are a pivotal qualitative method that provides exclusive insights from individuals with extensive knowledge or experience in a specific area. They are qualitative, open-ended interviews of who have in-depth knowledge or experience relevant to the topics like Atmanirbhar bharat, citizen centric services, heritage development, skill development and entrepreneurship, livelihood, etc. and selected for your first-hand knowledge about a topic of interest. The interviews are loosely structured, relying on a list of issues to be discussed. Key informant interviews resemble a conversation among acquaintances, allowing a free flow of ideas and information. You can frame questions spontaneously, probe for information and takes notes, which are elaborated on later.

Steps/ Process of KIIs

- First, identify the groups and organizations from which key informants should be drawn—for example, host government departments, Locals, contractors, beneficiaries. Entrepreneurs, skilled people, etc. It is best to include all major stakeholders so that divergent interests and perceptions can be captured.
- Second, select a few people from each category after consulting with people familiar with the groups under consideration. In addition, each informant may be asked to suggest other people who may be interviewed.
- Conduct interviews, Establish rapport. Begin with an explanation of the purpose of the interview, the intended uses of the information and assurances of confidentiality. While interviewing you should avoid technical questions and jargon.
- **Recording and Note-Taking:** It's essential to accurately record the interviews, subject to the informant's consent. This can be done through audio recordings or detailed note-taking. Clear, concise and accurate notes are vital for accurate data analysis.

7.3 Community Consultation

1. Community consultation with a clear purpose helps focus goals and maximise the impact of engagement activities. To clarify the purpose, you have to identify important five sub-steps; namely-

- Define the purpose - the reason for undertaking engagement
- Define the objectives - the desired outputs of your engagement process.
- Objectives of FI & ULB Visit vs. engagement objectives
- Outline the scope and limitations - your engagement process will necessarily be limited by a range of factors. These may include time, availability of locals, and stakeholder capacity.

2. Organize one or more community meetings to discuss quality of life, alternative livelihood options, the strengths of the locality, schemes and programs operating in the village, citizen-centric services and the village development action plan based on the identified focus areas

Public meetings are open gatherings held to engage a wide audience in information sharing and dialogue. Public meetings increase awareness of developmental aspects of the village. It is important to tailor your approach and design an Engagement Plan to address your engagement goal(s) and meet stakeholder needs and expectations. As community stakeholders may have differing capacities and aspirations regarding participation, a tailored approach will help accommodate and encourage diversity in participants. The Engagement Plan should include appropriate tools and mechanisms to ensure equitable processes for all stakeholders and facilitate meaningful contributions.

Brainstorming - A method for developing creative options to a specific problem, issue or scenario. Participants come up with as many deliberately unusual solutions as possible and by pushing the ideas as far as possible. During the brainstorming session there is no criticism of ideas. Once this has been done the results of the brainstorming session can be analysed and the best solutions can be explored. Brainstorming is particularly useful for generating lots of ideas in a short period; encouraging lateral and creative thinking; expanding, 'piggy backing' or 'leapfrogging' on the ideas of others; helping participants to temporarily suspend judgement or criticism and helping shy individuals to participate more effectively.

The activities like Mapping, FGD, etc. proposed for the FI & ULB Visit can be combined with the community meeting.

7.4 Transect Walk/ Walk Through

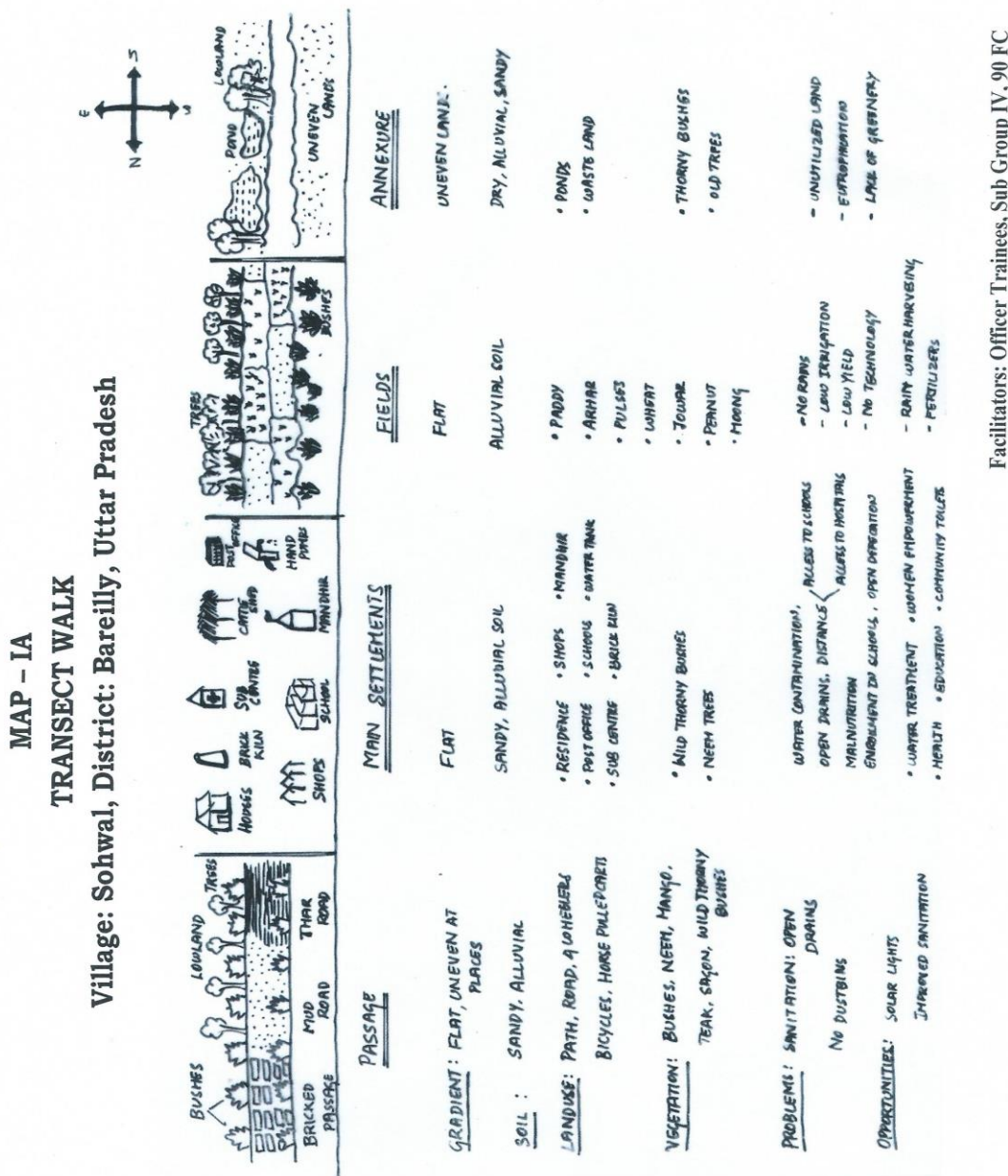
This involves walking through the village along with the villagers and having an overview for acquainting oneself with the ecological, social, economic, topographical, Land use, heritage places, natural resources, communication and other conditions that is observed during the walk. If 'Walk Through' is done following the methodology prescribed, it reflects a fair representation of the village into your minds. 'Transect Walk' or 'Walk Through' are observatory walks or treks across the village in any given area, agreed with the community members.

Objective of TW/ WT:

- To acquaint you with the general conditions of the village.
- Enable you to observe several points of interest including potential tourist spots and relevance from close range, which you would otherwise have missed.

Steps/ Process of TW/ WT:

The Transect Walk could either involve walking through the village diagonally or a more systematic walk through the different localities of the village. A systematic Walk-Through exercise is recommended to gain an appreciation of the focus areas of the Village you are vesting – (i) Traditional Culture/Arts, (ii) Poverty, Unemployment , Migration & Livelihood (iii) Infrastructure availability, housing conditions, access to basic services (iv) Rural Youth – Traditional Skills, Skill Development & Aspirations (vi) Citizen centric Services . The order of priorities, or localities, in the Walk-Through has to be decided by the Officer Trainees through a process of mutual agreement with the villagers who are accompanying them. At the end of the ‘Walk Through’ an exercise has to be done to plot the ‘Walk Through’ on a unidirectional map (for example-Map-IA).



Facilitators: Officer Trainees, Sub Group IV, 90 FC

7.3 Participatory Mapping

Participatory mapping shows the profiles of various aspects of the village and provides insights into hamlets, Focus area Infrastructure (schools, roads, hospital, post offices, etc.), heritage, citizen centric services and this distribution in terms of infrastructure can be particularly revealing. The supporting facilities will also indicate the economic status of the different parts/hamlets of the village.

Objectives of Participatory mapping

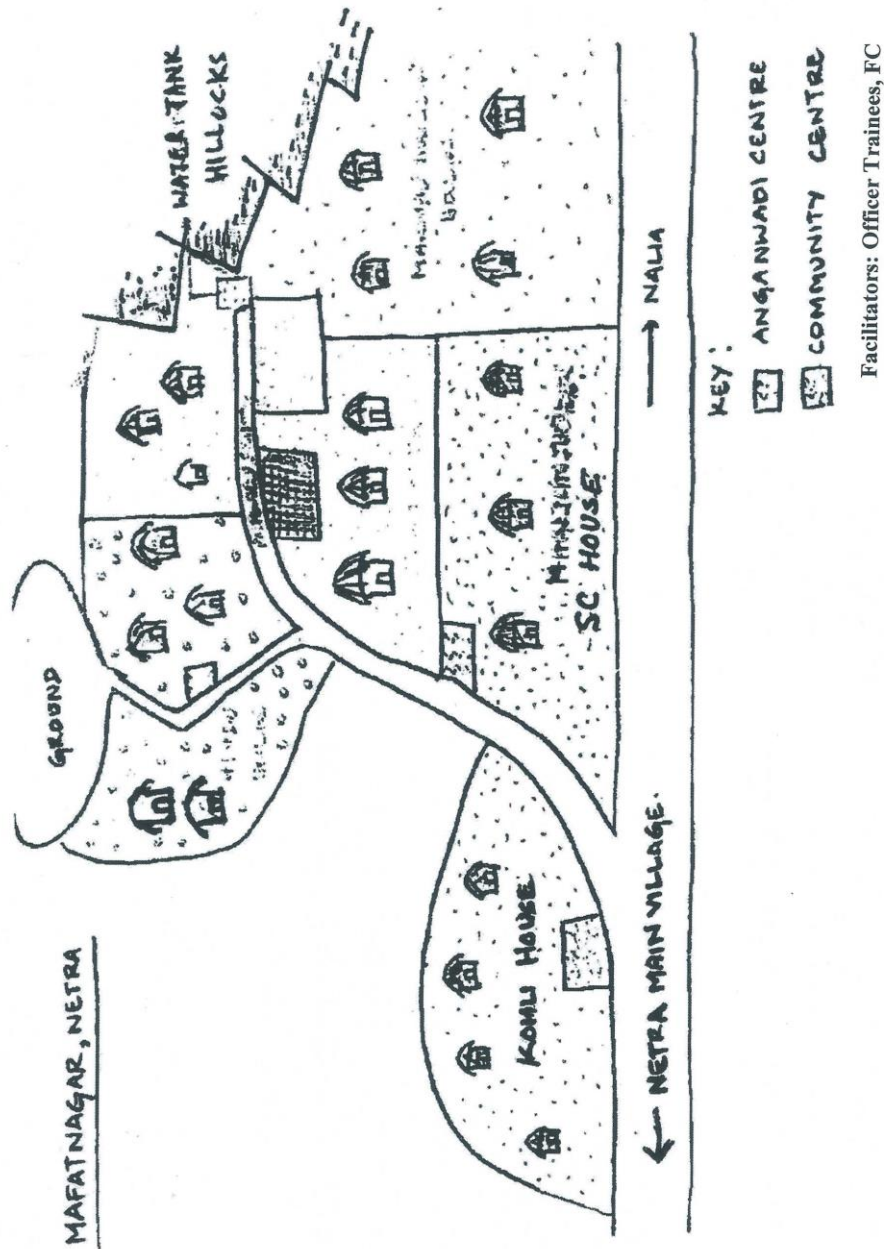
- To profile the social, infra-economic structure of the village
- To map the locations of different heritage sites, location of special artisans and potential areas with scope of development
- To identify thematic areas such as natural resources, infrastructure (social and economic), poverty, scheme beneficiaries, immunization, heritage, education, and others, a map can depict various indicators. For example, it can show the locations of SHG (Self-Help Group) members' households, higher education facilities, households owning cars or motorcycles, BPL (Below Poverty Line) households, public utility places and common properties.

Steps/ Process of Participatory Mapping:

Heritage, infrastructure, public utilities and natural resources Maps are drawn along with the community members to help identify the social and economic infrastructures like school buildings, households, temples, churches, health centers, Anganwadi Centre, and Panchayats, natural resources, heritage places- existing/potentials and artisan classes, etc. at a common meeting places. Sample of socio-economic mapping indicating infrastructures, supporting facilities along with caste clusters have been provided as Map –IIIB in the next page. Concerted and systematic effort has to be made to mobilize the community and get the residents involved in the process – to get widespread participation

- Start by explaining the purpose of the exercise and together select a level ground for preparing a map in the thematic areas mentioned above in consultation with the local people.
- The prominent physical features of their locality to be drawn, allowing them to use whatever materials they choose – local as well as other materials as creatively as possible.
- Watching the process carefully, listening to the discussions and take detailed notes as much as possible.
- Trying not to rush things and avoiding chipping in, while engaging them deeply and actively, so that they have total control and initiative. Having faith in them and showing it too.
- Keeping track of who are actively involved, which section of the society they belong to and who are getting left out and taking proactive steps to involve them in the process. The facilitator's role is limited to just facilitation; intervention is only necessary when the participants are in a rough patch.
- Waiting for the right moment to add or clarify will not disrupt the process. Prompting them with questions like, 'what about', 'what does this symbol represent', etc.
- Triangulating the information generated with others in the locality is useful.

MAP - IIIB
SOCIO-ECONOMIC MAP



7.4 Venn Diagram (VD)/ Chapati Diagram

This is an effective visual method for representing the role or proximity of individuals or institutions and their importance in the perception of the participating group. What is important here is not the quantitative or actual role but how the group perceives this role to be. Here, circles of different sizes represent the importance of individuals or institutions and overlapping of circles provides insights on relationships of institutions/individuals with the community

Objectives of VD/CD:

- To understand the importance of individual or institutions as per community perspective
- To help to describe the relationships of individual or institutions with the community

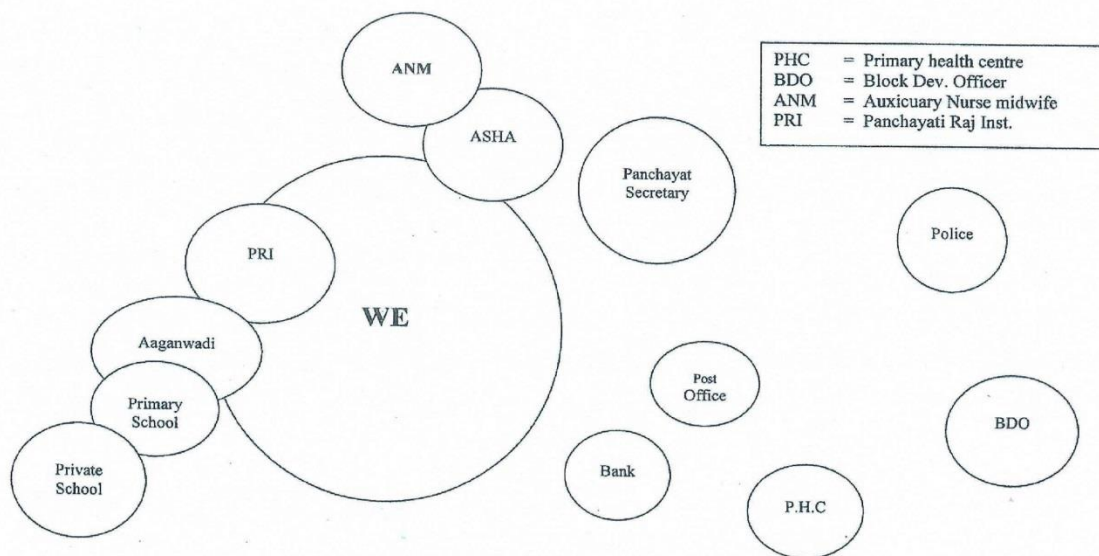
Steps/ Process of VD/CD:

There is a big circle drawn in the center. This circle represents the participating group or the village community. The sizes of the other circles representing the individuals/ institutions denote their importance in terms of decision making.

Overlapping of circles indicate extent of relationship/supports. Such overlapping takes place when one individual/ institution interacts with another individual/ institution. Where the overlapping is large it signifies a greater degree of interaction. Where it is small it denotes lesser interaction. Where it is missing altogether there is no interaction. The different forms of Venn Diagrams including those drawn by the Officer Trainees of an earlier Foundation Course are shown in Chart – VA.

It is also to be noted that there are variations and innovations possible in Venn Diagrams. During earlier field visits some of the villagers had used positive (+) and negative (-) symbols to denote the character of the individual/ institution. When an institution was partly positive and partly negative, both the symbols were used. There is scope for innovation by the participating group.

**CHART – VA
VENN / CHAPATI DIAGRAM
VILLAGE COMMUNITY AND INSTITUTIONS
Village: Pitampur**



Facilitators: Officer Trainees, FC

- Ask the participants to list various institutions or individuals etc. as per the objectives of the exercise.
- Ask them to write and /or depict them on small cards. Visual depiction becomes necessary if there are non-literate participants.
- Ask the participants to place their cards in descending order on any one of the variables of study e.g. perceived importance of the institution.
- Ask them to assign paper circles of different sizes (cut and kept ready) to the institutions or individuals in such a way that bigger the circle, the higher the importance.
- Draw a circle on the ground representing the participant community. Ask them to place the paper circles in a way that, closer to the circle drawn on the ground, higher is their accessibility.
- In case, there are certain institutions/ individuals who interact or work closely, they could be placed with an overlap.
- Ask them to discuss and explain why they placed the institutions/ individual in such a manner. Note down the points of discussion/ explanation.
- Copy the output on a sheet of paper, record the name of the village, participants, date, legends etc.

7.5 Focus Group Discussion (FGD)

FOCUS GROUPS Represents a structured group conversation-based interview situation. Focus groups are used to gather information focussed on a particular topic/issue. A facilitator conducts a 'group interview' gaining a comprehensive range of views from a small group of people (5-12 persons). A focus group may be conducted to gain opinions and views and/or generate ideas. Focus group discussions typically start broad and progressively focus the discussion on to a single question or point.

7.6. Workshop and Training

Workshop designed to generate a 'group' product e.g. lists of issues, range of options or a mutually accepted plan of action. It is a useful method to bring together stakeholders with different values. A workshop is best used when there is a specific focus/issue and a need to generate solutions. Workshops can deliver a report, opinions, suggestions or plans that have been collaboratively developed and agreed to by all participants, on an issue.

7.7 Visioning Exercise (VisE)

This exercise will help to summarize the different participatory exercises discussed in the manual using the 'Appreciative Inquiry' approach. It is a change management approach that focuses on identifying what is already working well, analysing why it is working well and then doing more of it. This follows the steps of four D's – Discovery, Dream, Design and Deliver.

As a conclusion to the Village Visit under FI &ULB, the participants can come up with a ‘vision statement’ for that village that covers the first 2 Ds informed by the understanding, discussions and analysis that have already been done through the participatory exercises.

The community is asked to imagine how they see themselves and their village in the next 5 years to prepare their vision statement. This statement has to be written in the ‘present tense’, it has to be provocative, grounded in their strengths and taking into consideration the things they value most, what works well and they feel good about.

8.0. Day wise Activities and Outcomes

Day -1: Arrival at District HQ & Village		
Theme	Sub-Themes	Learning Outcomes
Team Introduction	Interaction with District Collector and /Other District Officials	District Officials Briefing about the District
Stay and Night Halt in the Village		
Day -2: Exploration and Assessment (Village Visit)		
Field Immersion: Walk through/ transact walk	Discussions with locals and key informants of different parts of the village regarding challenges, aspirations opportunities	Ice-breaking and bird’s eye view of the village, Village infrastructure, topography, land use and opportunities of different parts of the village
Participatory Mapping	Social and Economic set up and infrastructure mapping, Connectivity- road and transport, education and health infrastructure, Drinking water facilities, SBA- Waste management, electrification and mobile network, banking, etc.	Identification Social and economic aspects- implications for Village Development
Day - 3: Stake Holders Engagement and Planning		
KIIs and community consultation	Key informant open ended interview/Meeting of Key stakeholders: Local leaders, entrepreneurs, SHG, FPO, Artisans, VLW, Patwari, ASHA, ANW, Teacher, etc. regarding concerns and opportunities of the village	Identifications of problems, challenges and opportunities of the village with respect to Atmanirbhar bharat, alternative livelihood, migration, Health, Education, Agriculture, Natural Resource Management, citizen centric services - JAM (Jandhan- Aadhaar-Mobile) -Financial inclusion, Mobile penetration, Use of UPI, e-services – KIOS.
Venn Diagram/ Chapati Diagram	Organisations/institutions/groups are working in or with the community? Institutions/groups	Important institutions/groups/organisations and extent of relationship among

	do the villagers regard as most important, and why? Which organisations work together? Size of Circle represents important of organisation/institutions/Groups, etc. (Health centre, School, ICDS, PRI, Bank, SHGs, FPOs, etc.) and overlapping of circles – relates extent of relationship with the community)	different institutions, groups, organisations, etc. and community-Citizen centric services – Availability of Health services, education, Banking and financial services, schemes of different ministries, etc.
Focus Group Discussion (FGD)- Skills and entrepreneurship (Village Youth, PRI Member, representative SHGs, FPOs and other stakeholders (max- 10-15 participants)	Youth aspirations, local skills, Skills mapping for Local livelihoods and village level entrepreneurship, interventions to improve local's non-firm livelihood, scope for diversification, etc.	Skill Gaps identification and Beneficiaries of DDU-GKY, entrepreneurship, non-firm activities. Understanding aspiration of local youth Implementation NRLM
Day-4 Strategy Development and action Planning		
Visioning Exercise- 4 D's – Discovery, Dream, Design and Deliver.	Summarise different participatory exercises done in last two days and use Appreciative inquiry approach. 05 year vision plan for that village that covers the first 2 Ds informed by the understanding, discussions and analysis that have already been done through the participatory exercises. The community is asked to imagine how they see themselves and their village in the next 5 years to prepare their vision statement	Discovering new opportunities, Achieving Goals, Identifying existing strengths and promoting innovations. (Best practices, achievements and high-performing sectors or sections of community- Identification of strength of the village. the participants can come up with a 'vision statement'.
Assessment of Flagship schemes	Discussion with selected beneficiaries of major schemes on three parameters – Good, not good and suggestions to make it good	Programmes/schemes which are implemented properly and which have implementation issues and how to overcome the implementation issues
Village Action Plan	Village Development plan- Atmanirbhar Bharat, Skill Development and entrepreneurship, Citizen Centric services	Observation and discussion based narrative action plan on key areas.
Day -5: Departure to Major Village - Exploration and Assessment		
Field Immersion: Walk-Through	Discussions with locals and key informants of different parts of the village regarding challenges,	Bird's eye view of the village, Village infrastructure, topography, land use and opportunities of different parts of the village.

	aspirations opportunities	Discovering new opportunities, Achieving Goals, Identifying existing strengths and promoting innovations. (Best practices, achievements and high-performing sectors or sections of community- Identification of strength of the village.
Arrival and Stay at Urban Local Body (ULB)		
Day -6: ULB Exposure		
Team Introduction	Interaction with Municipal Commissioner/ other Officials	Municipal Commissioner/ other Officials Briefing
FGD/KII -Overall City Development with MC & ULB- functionaries/Officials	Basic facilities & infrastructure SBA- Waste management- ODF+ & Water+, Citizen centric – services – Municipality, Waste Management, Process of Citizen Grievances readdressed	Narrative brief- Urban area
Visit to City Health Centre KIIs and Meetings/Discussions with Key functionaries	Key informant open ended interview/Meeting of Key stakeholders: Doctors, para-medical staff in the health centre	Quality of health and services available and quality of services
Visit to Municipality school- KIIs and Meetings/Discussions	School- Principals, schools teachers, students	Quality of educational institutes in city area, enrolment status, and schemes
Day-7: Slum & Waste Management		
Visiting Wards having slums and Interaction with ward level functionaries and citizens	Slum dwellers, ward level officials and functionaries.	Slum Development, PMAY-U, Citizen Centric services- e-services of Schemes in Slum area & Public Grievances
Visiting Solid /Liquid Waste Management Plants/Dumping Site in the City	Dumping site/ Waste management Plant and other Waste disposal system	Towards sustainable city- Clean & Green, any best practice, and concerns of Sanitation workers & Residents nearby Waste disposal place.
Day-8: Departure to the District Head Quarter and De-Briefing		
De- briefing	Interaction with District Collector and /Other District Officials	De- Briefing to District Officials about the field immersion and ULB visit
Arrival at Dr.MCRHRDIT, Hyderabad		
** Day wise detailed activity Chart at Annexure		

9.0. Reflective Practice

The Officer Trainees are expected to use Reflective Practice and techniques to prepare the FI &ULB reports. Reflective practice helps individuals and groups reflect on their experiences and actions in order to engage in a process of continuous learning. Reflective practice enables recognition of the paradigms – assumptions, frameworks and patterns of thought and behaviour – that shape our thinking and action.

Process to use Reflective Practice

Keeping a reflective journal – sometimes also called a learning journal – is a way to reflect through documenting ideas, feelings, observations and visions. It can be done on paper or on a computer.

Keeping a reflective journal can help you to

- focus your thoughts and develop your ideas
- experiment with ideas and ask questions
- organise your thinking through exploring and mapping complex issues
- develop your conceptual and analytical skills
- reflect upon and make sense of experiences and the processes behind the activities
- express your feelings and emotional responses
- become aware of your actions and strategies
- develop your writing style and skills, and explore different styles of writing
- develop a conversation with others.

When keeping a reflective journal, these tips may be useful:

- write for yourself, and write every day
- be informal, using language you are comfortable with
- write by hand if you prefer
- write in your own language
- be relaxed and comfortable
- use diagrams and drawings
- record not just events but reflection on process
- ask questions and challenge assumptions
- Connect personal and professional experiences to activities.

Key pointers regarding FI&ULB Visit

- *Bring together a few key people in the village as a spear-head group – elders, community leaders and other significant village members – to support your efforts.*
- *Connect with ALL groups in the village - women, young and the elders, All caste groups, People in all areas within the village, village level government and Para-government functionaries connected with village affairs*
- *Be open, accessible, approachable and respectful to all. No one should hesitate to share their ideas and views with you, your friends and in group or village meetings.*
- *Be open to new ideas, whoever suggests it. All suggestions and ideas must be given due consideration.*

10.0. Behavioral Competencies Assessment

Situation-Behavior-Impact (SBI) Model

- Use the SBI model to provide feedback on behavioural aspects during FI &ULB activities.
- Situation: Describe the context in which the behavior occurred.
- Behavior: Describe the specific behavior observed.
- Impact: Explain the impact of the behavior on the situation or people involved.

Integration of Functional, Behavioral, and Domain Competencies

Functional Competencies

- Develop practical skills related to field activities, data collection, and analysis.
- Apply knowledge of rural and urban development in real-world settings.

Behavioral Competencies

- Enhance communication, teamwork, and leadership skills.
- Foster empathy, cultural sensitivity, and community engagement.

Domain Competencies

- Deepen understanding of specific domains such as infrastructure, health, education, and governance, etc.
- Apply strategy to practical situations in the field.

While conducting different activities under the FI &ULB, for each of the activity (defined as Situation), you will provide feedback report based on Situation-Behaviour-Impact (SBI) feedback model. The SBI feedback model consists of 3 parts – **Situation, Behaviour and Impact**. Each stage of the model has a purpose and an overall part to play in delivering constructive feedback.

Situation

- The first part of the SBI feedback model is Situation. At this stage, we need to take the person back to the time when and where the action that we are feeding back on took place. This needs to be as specific as possible as we want the person to visualize where they were and what they were doing at the time. This will help to put the feedback into context.

Behaviour

- The second stage of the SBI feedback model is Behaviour. Here we are going to describe the actions or behaviour that was demonstrated that has led to the feedback. Like the previous section, we need to be as specific as possible. We do this by delivering 2 bits of information:
- What was the behaviour?
- What did they do specifically that causes you to think that this was the behaviour they were demonstrating?

Impact

- The final stage of the SBI feedback model is Impact. During this stage, we should point out what we thought the impact of their actions was. The impact might be related to you, the team and other people, for example. As with the previous sections, this also needs to be specific and, following the same approach as Behaviour, Impact comes in 2 parts
- Who did it impact on and how?
- Why do you think this was the impact?
- **The Format to be used for providing feedback on any three activities undertaken during Vibrant Village Visit Programme.**

Team Member name	Date of Feedback		
Situation :			
Behaviour:			
Impact:			
Reflection:	1)	2)	3)
What went well	1)	2)	3)
What didn't go so well	1)	2)	3)

- You will be submitting the filled up SBI format online and the link for online submission will be intimated to you after your arrival from the *FI & ULB Visit*

Example of SBI

Observation	#1	#2	#3
Situation: Visiting Different parts of the Village, Interaction with households of different parts of the Village	Condition of road was good in the village main area, no all-weather approach road inside the village	Villagers of one of the hamlet were not happy with the implementation of JJM as water scarcity was found.	The common land located near the school is encroached upon.
Behaviour Observable & Discussion based action	Community of the interior hamlet was having the feeling that the Panchayat office is discriminatory and apathetic.	The community participation was less during the design stage of water supply system.	Panchayat takes no action against powerful people of the village.
Impact What I thought/Felt	Decimation/excluding some parts of the village from developmental intervention on social stratification ground is unjustified.	Micro level participatory Planning prior to implementation of scheme is very important.	Lack of awareness about the process of eviction from encroached common land among the PRI functionaries.
My Perception of the impact on others: Task & Work environment	Poor awareness level and education status among the lower caste people, there is need to empower lower caste community.	The functionaries as well as villagers had fruitful discussions to improve upon water supply and reduce wastage of water.	The Panchayat functionaries agreed to meet the district collector before initiating eviction from encroached government land.
Reflection Why I paid attention to this what does it tell me about myself	Micro level issues with larger implications. The developmental interventions should start from the poorest hamlets of the village.	Health Consciousness, Environmental Awareness, Social Responsibility, A general curiosity and desire to learn about issues related to drinking water. Involvement in community activities focused on water conservation or public health.	Depletion of common land has been a major issue, and encroachments on government land in rural areas are hardly paid attention to by officials.

11.0. Output/Outcomes of Field Immersion and ULB visit

This exposure visit under FI &ULB can be transformative, leading to behavioral changes through first-hand experiences and interactions. Through observation and engagement with village community, slum area and local level functionaries, the Officer trainees are expected to gain a deeper understanding of the Community engagement, Citizen centric services, Atmanirbhar Bharat, grassroots level organisations/institutions, social, and economic dynamics at play. This exposure visit may leads to empathy, compassion, and a heightened awareness of the interconnectedness of human experiences. The Officer trainees may develop a greater appreciation for simplicity, adaptability, and community spirit prevalent in the villages. The exposure visit may also serve as a catalyst for behavioral changes, inspiring individuals to adopt values of humility, resourcefulness, and effective stewardship in their professional lives.

Output of Field Immersion and ULB visit

- Subsequent to arrival in the Academy from the *FI & ULB Visit* each of the Group will submit a Narrative *FI & ULB Visit* report containing two parts (i) Village Visit report (ii) Urban Report and a short film within one week of arrival from the *FI & ULB Visit*.

Each of the *FI & ULB Visit* group will be submitting a narrative 15 pages report on *FI & ULB Visit* and the same will be uploaded on Gyan Portal. The format of the Report is as follows.

DATA COLLECTION METHODOLOGY FOR FIELD IMMERSION

During the village study, the interview schedule methodology may be followed to collect village level data. This will provide an important base data for the village. A simple village level interview schedule is attached with this booklet. You are required to use the interview schedule attached with the consolidated village visit report. To complete the interview schedule, data will have to be collected from both primary and secondary sources. The secondary sources will include district gazetteers, village land records, Panchayat records, Census Reports and any records available with local officials like Gram Sewak, Patwari, Block Development Officer etc.

Village - Interview Schedule

Name of village:

Panchayat:

Mandal:

District:

State:

2. Demography

2.1 Number of Hamlets

2.2 Number of Households

2.3 Total population of the village (according to 2011 Census)

Male

Female

2.4 Total population of the village (during the study period)

Male

Female

2.5 Caste-wise distribution of population

SC	ST	OBC	General	Others

Location of the Village

3.1 Distance of the village (in kms.) from

- a. District Headquarters
- b. Mandal Headquarters
- c. Nearest Bus Stop
- d. Nearest Railway Station
- e. Nearest town/market

4. Basic Amenities in the Village (Y/N)

- a. All weather approach road
- b. Electricity
- c. Post office
- d. Bank
- e. Primary school
- f. Middle school (Boys)/(Girls)/(combined)
- g. High school (Boys)/(Girls)/(combined)
- h. Primary health centre
- i. Health sub-centre
- j. Public Distribution Shop
- k. Hatt/ local market
- l. Adult literacy centre
- m. Community latrine
- n. Water Supply Scheme
- o. Public Telephone Service
- p. ICDS centre/ Anganwadi
- q. Panchayat Bhawan
- r. Street light
- s. Veterinary hospital
- t. Other (specify):

5. Literacy and educational status:

5.1 Literacy rate (as per 2011 census):

Total Male Female

5.2 Literacy in the current Year: Total Male Female

5.3 Enrolments in the primary school:

Enrolment Status	Boys	Girls	Total
Enrolled in Primary School			
Not Enrolled			

5.4 Total number of teachers in the primary school.

Sanctioned (M/F)	<input type="text"/>	<input type="text"/>
Strength (M/F)	<input type="text"/>	<input type="text"/>
Filled Up (M/F)	<input type="text"/>	<input type="text"/>
Vacant (M/F)	<input type="text"/>	<input type="text"/>

5.5 Number of dropouts during last one year:

Classes	Boys	Girls	Total
Class-I to Class-II			
Class-II to Class-III			
Class-III to Class-IV			
Class-IV to Class-V			

6. Health, Medical Facilities, Mother, Child Care and Family Planning

6.1 List out the most common diseases in the village

- i. _____ ii. _____
 iii. _____ iv. _____

6.2 What are the facilities available in the Sub Centre/ Primary Health Centre/ Community Health Centre?

6.3 Are the patients required to pay registration fee for medical check-up in the Govt. Sub Centre/PHC/ CHC? Yes-01; No-02

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6.3.1 If yes, how much? _____ (in Rs.)

6.4 Is there any other fee, the patient required to pay? Yes-01; No-02

--	--

6.5 Mention the sanctioned and presently posted doctors/staff in the following table:

Posts	Sanctioned Posts (M/F)	Presently Posted (M/F)	Lying Vacant Since (In Yrs.) (M/F)
Doctor			
Compounder			
Nurse/ ANM			
Peon/Attendant			

6.6 Mention the average no. of patients visiting the sub centre/PHC/ CHC per day

Yes-01; No-02

6.7 Is the Auxiliary Nurse Midwife visiting the village regularly? Yes-01; No-02

6.8 Furnish details about the vital statistics of the village during last one year.

No. of Births (live)	No. of Deaths	No. of Female Infant ¹ Deaths	No. of Male Infant Deaths

6.9 Following questions are related to National Rural Health Mission, you may fill-up the answer in Yes-01 or No-02

a) Has a household survey been conducted in your village?

Yes-01; No-02

b) Have you seen a Citizen's Charter outside the Primary Health Centre (Prathmik Swasthya Kendra)? Yes-01; No-02

c) Has the Village Health, Nutrition and Sanitation Committee (VHNSC) been constituted in your village? Yes-01; No-02

d) Are suggestions taken seriously by the VHNSC? Yes-01; No-02

e) Do you think you can play a role in the improvement of the health service in your village? Yes-01; No-02

f) Can you give suggestions regarding the improvement of the health services?

¹ Refer to children below five years

Which of the following activities are performed by ASHA in your Village? (put \checkmark on your choices)

- a) Creating community awareness on health-related issues.
- b) Provides pre-natal and post-natal advice to pregnant women.
- c) Helps the members of the village to access the health institutions.
- d) Provides basic drugs like chloroquine, ORS, etc.
- e) Provides information on the health status of the individuals.

6.10 Please answer on the following

a) Is health day 'Swasthya Divas' observed in Aanganwadi Centre for Immunization?

Yes-01; No-02

b) Are drugs for common health problems like malaria and diarrhea 'Atisar' available in the local sub-center? Yes-01; No-02

c) Are doctors available in the nearest PHC/ CHC?

Yes-01; No-02

d) Are drugs available in the nearest PHC/ CHC?

Yes-01; No-02

e) Are consumables like bandages, cotton, etc. available in the nearest PHC/CHC?

Yes-01; No-02

f) Are you aware of Patient Transport System (PTS) (108-Ambulance Service) available to go to the nearest PHC/CHC 'Samudayik Swasthya Kendra' for emergency patients?

Yes-01; No-02

g) Have you/ any of your neighbours availed this service?

Yes-01; No-02

h) Are the villagers aware about AIDS?

Yes-01; No-02

i) Is there any case of leprosy detected in the village?

Yes-01; No-02; Do not Know-03

j) Are drugs available for the treatment of leprosy?

Yes-01; No-02; Do not Know-03

k) Has Rogi Kalyan Committee been constituted?

Yes-01; No-02

l) Is PRI involved in Rogi Kalyan Committee?

Yes-01; No-02

m) Has Rogi Kalyan Samiti some funds?

Yes-01; No-02

n) Where is this fund used? i.) ii.) iii.)

o) Has sub-centre in the village an untied fund for meeting contingent expenses?

Yes-01; No-02

6.11) Pregnant Women and Health Care (Give your answer in Yes or No)

6.12.1 Do pregnant women in the village go for pre-natal check- up and immunization?

Yes-01; No-02

6.12.2 Extent of Immunization covers:

I. Total number of children (Boys/ Girls) _____

II. Total number of children immunized (Boys/ Girls) _____

6.13 Are facilities available for pregnant women 'Garbhwati mahila' of the village to give birth in hospitals? Yes-01; No-02

6.14 Is Emergency Response System (ERS) Ambulance -102 Service available to take the pregnant women for delivery in the nearest PHC/CHC?

Yes-01; No-02

6.15 How many eligible couples have adopted family planning method? _____ (in nos.)

6.15.1 Which is the most popular family planning method as per people's perception?

6.16 Is any health camp organized in the village?

Yes-01; No-02

7.0 Land Resources, Agriculture and Allied Activities

Total area of the village at present _____ (in acres)

8.0 Land Details (strictly in acres)

Types of land

- a. Reported area for land utilization
- b. Forest
- c. Land put to non-agricultural uses
- d. Barren and uncultivable land
- e. Permanent pastures and other grazing land
- f. Land under miscellaneous trees, crops, groves
- g. Cultivable wasteland
- h. Fallow land (other than current fallow)
- i. Current fallow

8.2 Total land area irrigated _____ (in acres)

8.3 Average rainfall (in mms):

8.4 Distribution of landownership (household wise)

a. Landless	
b. < 1 acres	
c. 1-3 acres	
d. 3-5 acres	
e. 5-10 acres	
f. 10-20 acres	
g. 20 acres+	

8.5 Area under cultivation yielding

a. One crop	
b. Two crops	
c. Multi crops	

8.6 Mention major crops grown by the cultivators and the Yield/Hectare

Sl. No.	Name of the Crop	Yield/Hectare
1		
2		
3		

9.0 Land Reforms (in acres)

9.1	a. Land declared surplus in the village	
	b. Land taken possession by government	
	c. Land distributed to beneficiaries	
	d. Land in actual possession of beneficiaries	
	(i) Male	
	(ii) Female	
	e. Beneficiaries assigned ceiling surplus land/ government land – caste-wise distribution	

No. Land area (in acres)
 SC: ST: Others:

10. Occupational Pattern

Collect approximate data as per the occupational pattern in the table given below:

	Main Workers*	Marginal Workers**	Self-Cultivators	Agricultural Labourers	Self – Employed (Petty business)	Household Industries (Artisans)	Other Workers
No. of Persons							
No. of Male							
No. of Female							

* Main workers – those workers who had worked for the major part of the reference period (i.e. six months or more).

** Marginal workers – those workers who had not worked for the major part of the reference period (i.e. six months or more).

11.0 Below Poverty Line Population:

11.1 Below poverty line population in the village (as per the latest record):

Note: 1. Kindly collect the list of BPL families in the village with complete addresses from BDO/ Panchayat Office

Cross check whether name of head of the households of BPL identified through PLA exercises match with BPL families recorded in the BDO/ Panchayat office. If not, find-out the reasons.

11.2 Number of women-headed households in the village _____ (in nos.)

11.3 Number of BPL women-headed households _____ (in nos.)

12.0 Panchayat General Information about Gram Panchayat:

12.1 Name of *Gram Panchayat*:

12.2 When were it constituted and the year in which last panchayat election was held?

12.3 Percentage of voting in the last election:

12.4 Is the *sarpanch* post reserved:

Women	<input type="text"/>
SC	<input type="text"/>
ST	<input type="text"/>
OBC	<input type="text"/>

13.0 Meetings of Gram Panchayat/ Sabha:

13.1 How many meetings of the present Panchayat have been held? _____

13.2 When was the last gram panchayat meeting held? _____

13.3 How many members attended the meeting?

Total (no.) Male members (no.) Female members (no.)

13.4 How frequently are Gram Panchayat meetings held? _____

14.0 Gram Sabha Meetings:

14.1 How many Gram Sabha meetings are held in a year? _____

14.2 When was the last Gram Sabha meeting held? _____

14.3 How many gram panchayat members attended the meeting?

Total _____ (in nos.)

Male _____ (in nos.)

Female _____ (in nos.)

What items were covered during gram sabha meeting?

15.0 Resource Mobilization by the Panchayat:

15.1 Internal and external resource mobilization during last one year (if any):

Internal Sources	Income (In Rs.)
A.	
B.	
C.	
D.	
Total	

External Sources	Income (in Rs.)
A.	
B.	
C.	
D.	
Total	

15.2 Expenditure of the Panchayat:

Projects/ Schemes/ Miscellaneous	Expenditure (in Rs.)

Group Report & Group Presentation of Field Immersion and ULB Visit

Instructions

1. The format meant for preparing Village Visit Report is divided into different chapters and each chapter (except chapters on Miscellaneous Issues, Action Plan and Conclusion) has the contents to be covered. Village level sub-group members are advised to prepare the Consolidated Village Visit Report in a collective manner.
2. The sub-group leaders are to store audio-visuals and photos collected during the village study programme in the pen drive
3. A brief on all the members of the village level sub group such as OTs name, OT Code number, state, district, Mandal and village are to be written in the required space provided.
4. After the village visit presentation, every group leader will submit through **pen drive** the report containing audio -video clips and photos to the FC Secretariat It is important to write names of each member of the village level sub-group, OT code on maps and charts (**if prepared**) by the group.

Individual Reports

Each Officer Trainee will write / type out an individual report on ‘My experience of Field Immersion’

Group Presentation

- a.) The Groups have to make a PowerPoint presentation on the topic “**Our impression of Field Immersion**”. The points made could be illustrated with visual representations, graphs, maps, charts, photos. **The power point presentations, charts, maps and graphs will be submitted to the FC Secretariat** after the presentation.

The points indicated in Annexure will only be a guide to the presentation

- b.) Participation of each member of the thematic group during the presentation shall be an important factor in assessment.

Evaluation of the Report & Presentations

The reports and presentations will be evaluated, and marks will be awarded.

CONTENTS FOR GROUP REPORT WRITING/ GROUP PRESENTATION

Each consolidated village visit report of the village visited shall be uploaded on the website. The structure of the report should follow the prescribed format. The report should be based on the Participatory Learning and Action exercises, FGD conducted in the village and information collected through the village interview schedule.

The issues* to be covered under each chapter is also given. Where additional points or collateral issues have been forthcoming, which are not adequately covered within the existing framework you may introduce appropriate heads/sub-heads. Please remember that for secondary data, you should mention the sources/ references.

Methodology and Approaches

I. Description of the District (very brief):

- Its importance, special characteristics, etc.
- Description of village
- Location, special features, historical transect/ time line of the village
- Experience through Transect Walk/ Walk Through (**TW/WT Map**)

II. Demography:

- Population figure (total, caste-wise, sex-wise) as per 2011 Census and during village study, household size, household types
- Description of residential caste-cluster etc. (**Social Map**)

III. Infrastructure:

- Road, drinking water sources, PHC/ hospitals, post office
- Telephone connectivity, electricity supply, School buildings, Community centre, Panchayat bhawan, shops/ haat/ local markets, Marketing facilities etc. (**provide resource & infrastructure maps**)

IV. Socio-Economic Conditions of the Village:

Education and Health Issues

- Literacy, educational status, drop outs and enrolments, health condition
- common diseases, medical facilities Immunization programmes, family planning, mortality rate, maternity care, problems of drinking water, etc.

* Issues given are just indicative. There could be other issues of similar importance which may be brought out in the report. There may be any number of things that may engage your attention for the purposes of this study. You have the liberty to take up those issues, draw up your format, schedules and proceed with the study. This, however, must in every case be justified by the quality and content of your report.

V. Panchayat Raj Institutions:

- People's perception of Panchayat
- Participation of people in Panchayat elections
- Participation of women in PRIs
- Socio-economic status of sarpanch and panchayat members
- Training of panchayat members
- Accountability and transparency in PRI
- Planning by panchayat
- Panchayat as a vehicle to implement PAPs, role of panchayat and PDS
- Internal and external resources of panchayat
- Panchayat meetings and follow-ups

VI. Poverty, Unemployment and Livelihood of People:

- People below poverty line (Wealth Map)
- Perception of poverty by villagers
- Nature and cause of poverty, burden of poverty
- Identification of causes of poverty (**Matrix Scoring Chart**)
- Employment - Occupational pattern, wages (**Map**), migration
- Non-farm employment, seasonal unemployment (**Map**)
- Food availability for poor
- Total availability, solution
- Livelihood Flow Analysis (**Pie Chart**)

VII. Poverty Alleviation Programmes (PAPs):

- Programmes implemented, effectiveness of the PAPs
- Employment generation, description of PMAY-G, DAY-NRLM and other Social Assistance Schemes (Impact and Flow Analysis)
- Perceptions of beneficiaries, appraisal of the programmes in terms of choice of schemes, election of beneficiaries, involvement of NGO SHGs.

VIII. Agriculture and Land Reforms:

- **Description of agriculture** – land use pattern, soil types, area under cultivation, cropping pattern, area under different crops, agricultural productivity, marketable surplus, farmers' socio-economic conditions (Resource Map, Agriculture Map), agricultural credit and indebtedness of farmers, Pradhan Mantri Krishi Bima Yojana, Pradhan Mantri Krishi Sinchai Yojana.
- **Technological Development** – mechanization of agriculture, irrigation, labour use, fertilizer consumption, indigenous technologies, watershed development, use of HYV seeds, investment in land development, marketing facilities, animal husbandry etc.
- **Land reforms** – land distribution pattern, land ownership (wealth ranking), landlessness, etc.

- **Tenancy** – extent and incidence of tenancy, terms of tenancy, types of tenancy (reverse tenancy), share of produce, tenants and landlord details, contract farming, if any, etc.
- **Ceiling Land Distribution** – land declared surplus and land distributed, government land, number of beneficiaries’ caste-wise, land under disputes, socio-economic conditions of ceiling land and government land assigned beneficiaries, ceiling land under tenancy, indebtedness of beneficiaries, quality and types of land distributed, cropping pattern and productivity of ceiling land distributed, etc.
- **Others** – agriculture extension services, agriculture wage, cost of cultivation, issues relating agricultural laborer’s, computerization of land records, land survey and measurements, etc.
- **CPR** (Common Property Resources), common land, community land and encroachments, management, etc.
- **Financial Inclusion** – Bank Account, Kisan Credit Card/ General Credit Card, Access to Institutional Credit, PM Jan Dhan Yojna.
- **Agriculture Marketing** – Cooperative federations and institutional support, e- National Agricultural Marketing (e-NAM).

IX. (a) Swachh Bharat Mission (SBM):

- Communities’ awareness about SBM programme
- Communities’ experiences about the programme
- No. of toilets constructed in last one year
- Toilets that are functional
- Whether open defecation stopped
- Women’s reaction towards SBM programme
- Dustbins kept at different locations
- Solid and liquid waste management
- Communities’ attitude towards sanitation and cleanliness
- Impact of SBM programme in cleanliness of the village, environment and pollution control
- Communities suggestions for further improvement of the programme

(b) Other Issues:

- Disability
- Services Access in Panchayats
- Mal-Nutrition
- Sex Ratio
- Career Counselling

Note: Gender issue will cut across in all six components viz. Education, Health, Panchayati Raj Institutions, Poverty, Agriculture and Land Reforms and Swachh Bharat Mission.

X: Miscellaneous Issues

XI. Mapping the Process of Social Change*

XII. Conclusion and Action Plan:

- Observations and conclusions
- Action plan (views of the villagers)

Group Report format submission of FC Secretariat

Sl. No.	Topics	No. of Page
Part-I : Village Visit Report		
1.	Narrative description of the Village	1/2
2.	Narrative (Reflective Practice) – Socio-economic development and Infrastructure in the Village: Health, Education, Sanitation, Agriculture & Land, Poverty & Unemployment, PRI, quality of life and livelihood mechanisms	02
3.	Citizen-centric services- KIOS, E-services, UPI, DBT and extent of digitisation of implementation of scheme	02
5.	Schemes in the Village: Good, Need improvement and Suggestions for improvement based on discussions and perceptions and Atmanirbhar Bharat- Convergence of Schemes	01 & 1/2
6.	Functioning of –SHGs, FPOs, PRIs and other government institutions	01
6.	Skill Development & Rural Entrepreneurship	01& 1/2
7.	Gender relations	1/2
7.	Behavioural aspects & competencies (SBI)	01
8.	Best Practices & Village action Plan	01
1.	Narrative brief- Urban area	1/2
2.	SBA & Waste Management	02
3.	Slum area development	01
4.	Citizen-centric services- UPI, KIOS, Urban citizen services, mobile apps, etc.	1/2
Total		15

(ii) Each Group will make a Presentation as per Guidelines being issued separately.

(iii) Guideline on short-film on *FI & ULB Visit*

The Group visiting a village will mandatorily produce a Film. The duration of the Film will be up to 8-10 minutes, covering any one of the topics listed here: (i) Rural Livelihood (ii) Rural entrepreneurship (iii) Saturation aspects of any flagship scheme and best practices regarding rural development, (iv) Citizen Centric Services- Focusing on Digital services (v) SHG/FPO/ICDS.

Film will have video & background narration including bites of the beneficiaries/community representatives (Interviewed), and bites of the interviewer (Member of the Team of Officer Trainees) and not just photographs arranged in a sequence. Film will be judged based on content, aesthetics and its usability for trainings at the Academy.

**** DAY WISE DETAILED ACTIVITY CHART**

S.No	Activities	Description	Stakeholders	Place of Activity	Deliverables expected
Day-1- Arrival District Head Quarter & Village					
Early Morning Departure			Reaching to District Head Quarter and proceed to Villages		
1	Team Introduction	Interaction with District Magistrate (DM)/Other Officials	DM Office/Other line department	DM Office	DM Briefing about the District
Stay and Night Halt in the Village					
Day-2- Exploration and Assessment – Field Immersion					
2	Field Immersion: Walk-Through/transact walk	Walk Through Exercise by involving villagers representing all social categories. Further, the Officer Trainees will visit the local institutions such as school, Anganwadi, PHC, Panchayat Office and other institutions in the village to understand the institutional activities	Local people and key informants and line department officials of the village	Entire village and village level institutions	Interaction with local people to understand the culture, geography, socio-economic conditions and livelihood., water conservation / harvesting practices, Demographic characteristics of the village., Interaction with Health, Education and Sanitation related officials during transact walk
3	Participatory Mapping	Meet with the villagers to take up this exercise. Provide the required materials such as coloured powder, chalk or locally available materials for drawing maps and facilitate villagers in drawing the socio-economic and resource maps. After making social map discuss and analyse each point thoroughly and document correctly.	Community and ICDS worker, ASHA, Mid-day meal cook, PRI members, etc.	Common Place in the Village or the respective Institution in groups where all the key stakeholders could assemble.	Based on Map socio-economic profile narrative of the village

Day-3 – Stakeholders engagement & Planning					
4	KIIS & Community Consultation	Key informant open ended interview/Meeting of Key stakeholders: Local leaders, entrepreneurs, SHG, FPO, Artisans, VLW, Patwari, ASHA, ANW, Teacher, etc. regarding concerns and opportunities of the village (May be 3-4 meetings/discussions/brain storming)	Local people and key resource persons within the village	Respective institutions and common places	Identifications of problems, challenges and opportunities of the village with respect to Atmanirbhar bharat, alternative livelihood, migration, Health, Education, Agriculture, Natural Resource Management, citizen centric services - JAM (Jandhan- Aadhaar-Mobile) -Financial inclusion, Mobile penetration, Use of UPI, e-services – KIOS.
5	Venn/Chapati Diagram	Organisations/institutions/groups are working in or with the community? Institutions/groups do the villagers regard as most important, and why? Which organisations work together? Size of Circle represents important of organisation/institutions/Group etc. (Health centre, School, ICDS, PRI, Bank, SHGs, FPOs, etc.) and overlapping of circles – relates extent of relationship with the community)	Important institutions/groups/organisations	Common Place in the village	Narrative description of important grassroots level organizations/institutions and their roles/functions and how the community perceives their role in their lives and standard of living
6	Focus Group Discussion (FGD)	2-3 FGDs on Skills and entrepreneurship, livelihoods/Agriculture/Natural resource management.	Village Youth, PRI Member, representative SHGs, FPOs and other stakeholders- farmers/key resource persons (max- 10-15 participants per FGD)	Respective institutions/common place	Narrative description of two-three sectors- in-depth issues/challenges and suggestions to improve upon

Day-4 – Strategy Development & Action Plan					
7	Visioning Exercise-4 D's – Discovery, Dream, Design and Deliver	Summarise different participatory exercises done in previous days and use Appreciative inquiry approach. 05 year vision plan for that village that covers the previous days informed by the understanding, discussions and analysis that have already been done through the participatory exercises. The community is asked to imagine how they see themselves and their village in the next 5 years to prepare their vision statement.	Key community representatives, functionaries of grassroots level institutions, etc.	Common Place for the Stakeholders	Narrative descriptions of strength of the village and interventions to improve upon, best practices, climate resilient measures, wind and solar power, etc.
8	Assessment of Flagship schemes	Assessment of Flagship & Saturation of Flagship scheme- Good, not good, suggestions to make it good, saturation status of the scheme- coverage and quality	Beneficiaries of the Schemes	Households	Narrative description on schemes in operational and performances of the schemes- sector wise and suggestions to improve
9	Village Action Plan	Village Development plan- Atmanirbhar Bharat, Skill Development and entrepreneurship, Citizen Centric services	Key community representatives, functionaries of grassroots level institutions, etc.	As per requirements	Observation and discussion based narrative action plan on key areas..

Day-5- Departure to Major Village - Exploration and Assessment					
10	Field Immersion : Walk-Through	Walk Through Exercise by involving villagers representing all social categories. Further, the Officer Trainees will visit the local institutions such as school, Anganwadi, PHC, Panchayat Office and other institutions in the village to understand the institutional activities	Local people and key informants and line department officials of the village	Entire village and village level institutions	Interaction with local people to understand the culture, geography, socio-economic conditions and livelihood., water conservation / harvesting practices, Demographic characteristics of the village., Interaction with Health, Education and Sanitation related officials during walk through
Stay and Night Halt at the ULBs					
Day-6- ULB Exposure					
11	Team Introduction	Interaction with MC office/Other Officials	MC Office/Other line department	Municipality Office	MC Briefing about the about ULBs
12	FGD/KIIs/B rainstorming	Overall City Development	MC & ULB- functionaries/Officials	Municipality Office	Basic facilities & infrastructure SBA- Waste management- ODF+ & Water+, Citizen centric –services – Municipality, Waste Management, Process of Citizen Grievances readdressed- narrative description
13	FGD/KIIs with health	Interaction and discussions with Doctors/Hospital Staff and Citizens regarding health and sanitation issues	Hospital functionaries including Chief District Medical Officer, Doctors, Nurses and citizens	Hospital	Narrative report on urban medical facilities and health conditions, sanitation, etc.
14	KIIs and Meetings/Discussions (School)	Visit to Municipality school and meetings with	Principal, teachers and students	Municipality school	Narrative description on overall education status of the urban area, school infra, facilities, student admission, vocational studies, quality of education, etc.

Day-7 - Slum and Waste Management at ULB					
15	Slum area Visit-community consultation/FGD/Meetings	Visiting Wards having slums and Interaction with ward level functionaries and citizens- citizen centric services, slum development schemes, poverty and livelihood, etc.	Slum dwellers, ward level officials and functionaries	Slum area	Narrative description of slum area, basic facilities, Citizen services, institutions, livelihood, poverty, SBM and waste management
16	Visiting Solid /Liquid Waste Management Plants/Dumping Site in the City	Observations and discussions with sanitation workers, local citizens at the waste management/dumping sites. Community consultation on Eco-environmental related issues.	Sanitation workers and community	Dumping site/ Waste management Plant and other Waste disposal system	Narrative write up on SBM and Waste management in the city Suggestions for green city-sustainable plan, etc.
Day-8 - Departure to District Head Quarter and De- Briefing					
17	De- Briefing	De-Briefing with DM/MC and Other Officials. Submission of reports to collector	DM Office/MC Office and Other line department	DM Office	De-Briefing about the District/ ULBs. To request the DM to act on various issues observed during the FI & ULB Visits
Arrival at Dr.MCRHRDIT, Hyderabad					