



# PARTICIPATORY RURAL APPRAISAL



DIRECTORATE OF FORESTS  
GOVERNMENT OF WEST BENGAL



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## PREFACE

Participatory Rural Appraisal (PRA) is an approach that aims to involve rural people in the planning and management of development projects and programmes. The most distinguishing feature of PRA is its emphasis on participation. PRA practitioners generally believe that only when participants are in full control of needs assessment, goal-setting, planning, policy-making, implementation, and evaluation then the process becomes most effective and provides with successful results. As a part of the JICA project on 'Capacity Development for Forest Management and Training of Personnel' being implemented by the Forest Department, Govt. of West Bengal, these course materials on Participatory Rural Appraisal have been prepared for induction training of the Foresters and Forest Guards. The objective of this training material is to provide a basic idea of Participatory Rural Appraisal during the induction training so that trainees can use them in project planning and implementation.

The areas elaborated in these materials broadly cover the syllabus laid down in the guidelines issued by Ministry of Environment of Forests, Govt. of India, vide the Ministry's No 3-17/1999-RT dated 05.03.13.

The materials have been prepared in simple and easy language for better understanding of the subject and to provide appropriate idea of the covered topics among the frontline staff of forest department.

The contents of the course materials have been prepared and edited by Dr. Raktima Mukhopadhyay, Social Science & PRA Expert & Executive Director, IBRAD. Preparation of the course material includes references from internet, related books, documents and conduction of field work in the Forest Protection Committees in Bankura & Purulia districts of West Bengal.

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## SYLABUS

<b>PRA (15 hours), excursion 2days</b>		
1. Concept of PRA and Social map	-concept of PRA -definition of social map and its use - Practice	3 hours
2. Resource Mapping	-Definition of resources map and its use -practice	3 hours
3. Transect	-definition of transect and its use -practice	3 hours
4. Time line	-Definition of timeline and its use -Practice	1 hour
5. Trend Analysis	-Definition of trend analysis and its use -Practice	1 hour
6. Seasonal Diagram	-definition of seasonal diagram and its use -practice	1 hour
7. Matrix Scoring/Ranking	-Definition of Matrix Scoring/Ranking and its use -Practice	2 hours
8. Venn Diagram	-definition of Venn diagram and its use -practice	1 hour
	Total	15 hours*
Mock Exercise and Field Work	Apply PRA tools for identification of resources, both natural and physical through resource mapping and transect walk, social and human capital through social mapping. Participants can also learn about the livelihood issues and institutional structures through application of seasonal calendar and Venn diagram. The change of resource use pattern and the trend can be identified through Trend Analysis and timeline.	2 days

\*These are modifications of time allotment for lesson number 4 to 8 with reference to the syllabus prescribed by MoEF, indicating revision in lesson hours.



## LESSON PLAN FOR TRAINING MODULE ON PRA

This training module aims at developing skill of the front line staff for using Participatory Rural Appraisal (PRA) methods, tools and approaches.

### Objectives:

After training on the module participants will be able to

- Use the PRA tools, viz., social, resource map, transect, seasonal calendar, venn diagram, scoring/raking, time line and trend analysis.
- Involve villagers to use the tools
- Generate relevant data/information by using the tools for preparation of microplan
- Involve villagers to prepare action plan to overcome the problems/issues identified through the application of the tools.

### Total hours required

Lesson	Hours
Lesson 1: Concept of PRA and Social Map	3
Lesson 2: Resource Mapping	3
Lesson 3: Transect	3
Lesson 4: Timeline	1
Lesson 5: Trend Analysis	1
Lesson 6: Seasonal Diagram	1
Lesson 7: Matrix Scoring/Ranking	2
Lesson 8: Venn Diagram	1
Total Hours	15
Mock exercise and field work	2days

### Concepts used in the module:

- The concept of participation and participatory planning
- Facilitation skills to involve the villagers in identifying their own resources, problems, opportunities and its solutions
- Empowerment process and gender equity
- Preparation of community action plans

### Approach:

Trainer will use the concept and approaches of Adult Learning Principle to deliver the training

Trainer will use facilitation skills to involve the participants in the session.

Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.



## Session Plan

The trainer will open each session with the following session plan:

Session	Session Plan with time	Group Exercises
Concept of PRA and social map	<ul style="list-style-type: none"> <li>- Introduction of the topic – 15mins</li> <li>- Principles of PRA – 15mins</li> <li>- Basic assumption of PRA – 15mins</li> <li>- Strengths of PRA – 15mins</li> <li>- Definition of Social Map – 10 mins</li> <li>- Steps to use of social – 40 min</li> <li>- Min</li> <li>- Minimum information to be generated - 10 min</li> <li>- Group exercise, Participants feedback and recapitulation – 60 mins</li> </ul>	<p>Ask the trainees to write four questions</p> <ul style="list-style-type: none"> <li>- What are the principles of PRA</li> <li>- How it helps in securing participation of people</li> </ul> <p>Give 15mins time to write the answers</p> <p>Ask the answers on random basis from the participants(10mins)</p> <p>Ask the group to draw a social map of the campus and present – 25 mins</p> <p>Recapitulate the lesson by a participant (10 min)</p>
Resource Mapping	<ul style="list-style-type: none"> <li>- Definition – 10 mins</li> <li>- Process of preparation of the resource map – 40mins</li> <li>- Minimum data to be generated – 10 mins</li> <li>- Group work, participants feedback and recapitulation – 60mins</li> </ul>	<p>Ask the participants to draw the resource map of the campus and present (45mins)</p> <p>Recapitulate the lesson by participants (15 min)</p>
Transect	<ul style="list-style-type: none"> <li>- Definition – 10 mins</li> <li>- Process of doing transect walk– 40 mins</li> <li>- Minimum data to be generated – 10 mins</li> <li>- Group work, participants feedback and recapitulation – 60 mins</li> </ul>	<p>Ask the participants to have a transect walk of the campus and present (45 mins)</p> <p>Recapitulate the lesson by participants (15 min)</p>
Timeline	<ul style="list-style-type: none"> <li>- Definition – 5 mins</li> <li>- Process of conducting timeline study – 15 mins</li> <li>- Minimum data to be generated – 5 mins</li> <li>- Group work, participants feedback and recapitulation – 35 mins</li> </ul>	<p>Ask the participants to conduct a timeline study of the campus in consultation with the staff members especially the senior staff (25 mins)</p> <p>Recapitulate the lesson by participants (10 min)</p>

Trend Analysis	<ul style="list-style-type: none"><li>- Definition – 5 mins</li><li>- Process of conducting trend</li></ul>	Ask the participants to conduct a trend analysis of the area in
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	analysis – 15 mins - Minimum data to be generated – 5 mins - Group work, participants feedback and recapitulation – 35 mins	consultation with the staff members especially the senior staff (25 mins) Recapitulate the lesson by participants (10 min)
Seasonal Diagram	- Definition – 5 mins - Process of conducting seasonal diagram – 15 mins - Minimum data to be generated – 5 mins - Group work, participants feedback and recapitulation – 35 mins	Ask the participants to draw a seasonal diagram in consultation with the staff members especially the senior staff (25 mins) Recapitulate the lesson by participants (10 min)
Matrix Scoring/Ranking	- Definition – 5 mins - Process of conducting seasonal diagram – 15 mins - Minimum data to be generated – 5 mins - Group work, participants feedback and recapitulation – 35 mins	Ask the participants to have ranking exercise based on the resources available in the campus/the training sessions conducted (25 mins) Recapitulate the lesson by participants (10 min)
Venn Diagram	- Definition – 5 mins - Process of conducting seasonal diagram – 15 mins - Minimum data to be generated – 5 mins - Group work, participants feedback and recapitulation – 35 mins	Ask the participants to prepare a Venn diagram considering their interaction as trainees of the institute with different institutions (25 mins) Recapitulate the lesson by participants (10 min)
Field Exercise	Application of all the tools of PRA in a selected village. Participants will be divided into groups of not more than 5 – 8 persons in a group and conduct the exercise group wise. ( 2 days)	

### Pre training assignment

- Before the start of the session the participants should undergo the video documents showing real life PRA exercise session conducted in villages.

They have write down their observations on

- How it helps in involving people
- Identifying potential leaders/pro active members
- Cross checking of data by the villagers
- Gender inclusion

### Post training assignment

At the end of the module participants would conduct PRA sessions by applying the tools learned in a selected village and prepare a report.





## Expected outcome from Each Lesson

Lesson	Expected Outcome
Lesson 1: Concept of PRA and Social Map	At the end of the session participants will be able to prepare the social map and can generate the minimum data required from the social map
Lesson 2: Resource Mapping	At the end of the session participants will be able to prepare the resource map and can generate the minimum data required from the resource map
Lesson 3: Transect	At the end of the session participants will be able to conduct Transect Walk and can generate the minimum data required from the Transect Walk
Lesson 4: Timeline	At the end of the session participants will be able to conduct time line analysis, historical transect and can generate the minimum data required from the Timeline study
Lesson 5: Trend Analysis	At the end of the session participants will be able to apply trend analysis and can generate the minimum data required from it
Lesson 6: Seasonal Diagram	At the end of the session participants will be able to draw seasonal calendar and can generate the minimum data required from the seasonal calendar
Lesson 7: Matrix Scoring/Ranking	At the end of the session participants will be able to conduct Matrix Scoring/Ranking, wealth ranking, species matrix etc and can generate the minimum data required from it
Lesson 8: Venn Diagram	At the end of the session participants will be able to draw Venn Diagram and institutional analysis through use of Venn Diagram and can generate the minimum data required from it
Field exercise	At the end of the field exercise participants will be able to prepare a report based on application of all the tools used in the field, prepare chat/diagrams/figures, involve villagers to identify resources, opportunities and prepare community action plan for improvement of resources.

### Planning the field exercise

The main criteria for selection of the field site for PRA include:

- Accessibility: the site is not to be located further away from the training institute to save time of journey.
- The villagers should be oriented and informed beforehand that the participants are undergoing a training session and the exercise is done as part of their training.
- Village should not have major conflicts that would prevent villagers from expressing their views
- The time for field exercise should be fixed as per the convenience of the villagers. Participants should not impose their suitability on them
- Inform the villagers about the field work in advance and fix a common place in the village where people from all sections can assemble.



### ***Field work protocol for the trainees***

- Introduce as trainees and not as “forest officers”
- Share the objective of having the exercise as “to learn from the situation on the ground”
- Do not make any commitment or false promise
- Respect the culture and tradition of the local people
- Have patience to listen to the villagers and do not jump to advice
- Do not get hooked to talk to one person or a handful of persons who are vocal.  
Try to involve all who are present
- Emphasize on involving women in the exercise
- Do not discuss the sensitive issues in open forum

### ***Materials***

- Hand outs and reference material on PRA
- Power point presentation
- Case studies, photographs, charts
- Video film on PRA exercise
- Chart paper and sketch pen for group work
- Chart Paper, sketch pen, colored chalk, rangoli for field work session



<b>Sl.No.</b>	<b>Content</b>	<b>Page No.</b>
1	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Concept of PRA &amp; Social Map               <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Basic Assumptions of PRA</li> <li>- Spatial and Social Map                   <ul style="list-style-type: none"> <li>✚ What is required</li> <li>✚ Time required</li> <li>✚ How it help us</li> <li>✚ How to do it</li> </ul> </li> </ul> </li> </ul>	1-9
2	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Resource Mapping               <ul style="list-style-type: none"> <li>- Definition</li> <li>- How it help us</li> <li>- What will be required</li> <li>- Time required</li> <li>- How to do it</li> </ul> </li> </ul>	10-14
3	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Transect Walk               <ul style="list-style-type: none"> <li>- Definition</li> <li>- What is required</li> <li>- Steps for conducting Transect Walk</li> <li>- Time required</li> <li>- Checklist for data collection during Transect Walk</li> </ul> </li> </ul>	15-20
4	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Timeline Analysis               <ul style="list-style-type: none"> <li>- Definition</li> <li>- How it help us</li> <li>- How to do it</li> </ul> </li> </ul>	21-24
5	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Trend Analysis               <ul style="list-style-type: none"> <li>- Definition</li> <li>- How to do it</li> </ul> </li> </ul>	25-27
6	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Seasonal Calendar               <ul style="list-style-type: none"> <li>- Definition</li> <li>- How it help us</li> <li>- How to do it</li> <li>- Requirement</li> <li>- Time required</li> </ul> </li> </ul>	28-31



7	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Matrix Scoring/Ranking <ul style="list-style-type: none"> <li>- Species Matrix <ul style="list-style-type: none"> <li>▣ How it help us</li> <li>▣ How to do it</li> </ul> </li> <li>- Wealth Ranking <ul style="list-style-type: none"> <li>▣ What is required</li> <li>▣ Steps to be followed</li> </ul> </li> <li>- Presentation Format</li> </ul> </li> </ul>	32-37
8	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Venn Diagram <ul style="list-style-type: none"> <li>- Definition</li> <li>- How it helps us</li> <li>- How to do it</li> </ul> </li> </ul>	38-42
9	<ul style="list-style-type: none"> <li>• Field Exercise</li> </ul>	43-45



## Lesson-1

3 Hours

### Lesson Plan

- **Objective:** To make the concept of PRA clear to the participants and develop their skills to prepare Social Map

Lesson Topic	Expected Outcome
Concept of PRA and Social Map	At the end of the session participants will be able to prepare the social map and can generate the minimum data required from the social map

- **Session Plan:**

- Introduction of the topic
- Principles of PRA
- Basic assumption of PRA
- Strengths of PRA
- Definition of Social Map
- Steps to prepare social map
- Minimum information to be generated
- Group exercise, participants feedback and recapitulation
  - Ask the trainees to write four questions
    - What are the principles of PRA
    - How it helps in securing participation of people
  - Give time to write the answers
  - Ask the answers on random basis from the participants
  - Ask the group to draw a social map of the campus and present
- Recapitulate the lesson by a participant



- **Concepts used in the module:**
  - The concept of participation and participatory planning
  - Facilitation skills to involve the villagers in identifying their own resources, problems, opportunities and its solutions
  - Empowerment process and gender equity
  - Preparation of community action plans
- **Approach:**
  - Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
  - Trainer will use facilitation skills to involve the participants in the session.
  - Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.
- **Backward Linkage:** Before the start of the session the participants should undergo the video documents showing real life PRA exercise session conducted in villages.  
They would write down their observations on
  - How it helps in involving people
  - Identifying potential leaders/pro active members
  - Cross checking of data by the villagers
  - Gender inclusion
- **Forward Linkage:**  
At the end of the module participants would conduct PRA sessions by applying the tools learned in a selected village and prepare a report.
- **Training Materials Required:**
  - Hand outs and reference material on PRA
  - Power point presentation
  - Case studies, photographs, charts
  - Video film on PRA exercise
  - Chart paper and sketch pen for group work

- **Allocation of time:**
  - Introduction of the topic 15 mins
  - Principles of PRA 15 mins
  - Basic assumption of PRA 15 mins
  - Strengths of PRA 15 mins
  - Definition of Social Map 10 mins
  - Steps to use to prepare social map 40 mins
  - Minimum information to be generated 10 mins
    - Group exercise, Participants feedback and recapitulation
    - Ask the trainees to write four questions
      - ✚ What are the principles of PRA
      - ✚ How it helps in securing participation of people
    - Give time to write the answers 15 mins
    - Ask the answers on random basis from the participants 10 mins
    - Ask the group to draw a social map of the campus and present 25 mins
    - Recapitulate the lesson by a participant 10 mins



## Concept of PRA and Social Map

### 1.1 Introduction

The methodology of Participatory Rural Appraisal (PRA) has emerged from a symposium at the Institute of Development Studies, University of Sussex during 1978/79. During that time it was known as Rapid Rural Appraisal (RRA). RRA has emerged as a new methodology for obtaining accurate information within shortest possible time. RRA is a process of learning about the rural conditions in an intensive, interactive and expeditious manner. It becomes popular during the 1980s and became accepted at the international level during the mid 80's. It involves an intensive study of rural conditions and blends traditional knowledge with the scientific one.

But after application of RRA methodology by different practitioners it was viewed by many as still outsider oriented where villagers were viewed only as respondents of questions asked by the outsiders as per their choice. The information gathered was not processed and analysed with the villagers but by the outsiders only and the plan was also formulated by them. As a result involvement of the people becomes only partial.

The methodology was then modified by the RRA practitioners, led by Robert Chambers and has emerged as Participatory Rural Appraisal (PRA) whereby the thrust is shifted from "Rapid" to "Participation".

PRA is a methodology adopted with the intention of systematically securing the active participation and involvement of the rural community in activities meant for the benefit of its people. It ensures ownership of the program/project interventions by the local people and their effective implementation by them.

It becomes possible only when an enabling environment is created where the community and the external development agencies can discuss the any matter/issue openly and without any bias.

It involves a set of principles, a process of communication and a menu of methods to ensure local people's participation in identifying the issues, challenges and opportunities for their own development, analyze the issues and come out with set of solutions. It initiates a participatory process and sustains the participation of the people right from project planning to implementation.





The core principles of PRA are based on interaction with the people, understanding them and learning from them. PRA helps people to come out from their psychological shells, build confidence, take ownership and enable people to analyse their problems and prepare plan of action to solve the problems. It removes the barrier between the villagers and the development practitioners to set common goals, plan to achieve the goals and implement the plans together.

### ***PRA***

- Y Provides an alternative framework for data collection and analysing.
- Y Is a useful methodology to involve people in identifying their problems and solutions
- Y Constitutes a process to tap the indigenous knowledge of the people.
- Y Creates an environment of learning from and with villagers to identify, analyse and evaluate challenges and opportunities.
- Y Helps to make informed and timely decisions regarding solutions of the problems.
- Y Facilitates the participation of rural people for planning, implementing and monitoring of rural development programmes.

### **1.2 Basic Assumptions of PRA**

**PRA is, therefore, based on four assumptions:**

- a. Respecting the local knowledge - The rural community is the repository of deep, intrinsic knowledge especially about its own problems, needs, means, and possible locally applicable solutions. All that is needed is to sensitise them about the consequences of their actions. PRA emphasizes upon changing the attitude of the development practitioners of learning and listening from the local people.
- b. Empowerment of the local people - Community institutions are largely unexplored but potentially rich resource banks. PRA could motivate the community to take voluntary actions to solve their problems based on the locally available resources through concerted planning.



- c. PRA arranges meetings on a common ground where people and the developmental agents could freely exchange views and share goals and map out a joint plan of action for common objectives. It also provides a platform for convergence with different development programs.
- d. The need to sustain projects by sustaining the enthusiasm and commitment of the community falls within the purview of the PRA technique.

**The strengths of PRA:**

- (i) PRA focuses on rural communities, recognize their important roles in development programmes and allow them to take the initiative and share the responsibility to solve their own problems.
- (ii) It focuses upon micro level planning thus covers marginal areas whose growing problems may get overlooked by macro level plans. .
- (iii) The PRA technique helps in adapting an inclusive approach by involving different gender groups, children, aged, vulnerable and marginal groups of the community, thus allowing for the formulation of broader-based action plans giving due importance to different sections of the society.
- (iv) PRA brings together the local people and the resource managers on a common platform, representing different stakeholders, thereby ensuring valuable insights for project design participatory action.
- (v) The use of visual materials, often with sketches done on the ground itself in symbols easily intelligible to the people acts as a powerful mode of communication.
- (vi) PRA enables people to thinking for themselves and sustainable utilization of the resources they have possessed. It also helps them to prioritize their needs and problems and plan accordingly.
- (vii) PRA integrates diverse development sectors with the common aim of development of the community and management of the forest resources.

(viii) It helps in approaching any problem from intentionally different points of view and evaluates the problems based on different solutions through triangulation. This helps in cross checking the information to obtain the most accurate information within shortest possible time.

(ix) During the process of PRA one can observe the group dynamics, identify the proactive and potential leaders from among the community for future actions.

(x) PRA helps developing local institutions, local leadership and mobilises local resources.

(xi) The methodology helps in securing the enthusiasm of the people and also helps in setting common priorities, rank them in order through consensus based approaches.

(xii) The PRA exercises ends up with community action plan with clearly defined roles and responsibilities, resource arrangements and resource use agreements.

(References: Chambers Robert (1992), Rural Appraisal: Rapid, Relaxed and Participatory, Discussion Paper 311, Institute of Development Studies; Roy S.B. et al (1997), Group Sensitisation and Participatory Rural Appraisal; <http://www.iisd.org/casl/caslguide/prah.htm>; <http://dev.opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/201/rc417.pdf?sequence=3>)

### **1.3 Spatial and Social Map**

Spatial and social map is drawn on the floor or on a chart paper by the villagers using different colours. The spatial map depicts the village features viz, roads, temples, houses, schools, community building, water tanks, location, boundary, farm fields, species, ponds, etc. The vulnerable households like women headed households, most deprived ones etc will also be identified as well as the location of common property resources, Self Help Group (SHG) members household etc on the map.

#### **What is required:**

Chart paper, pencils, erasers and sketch pens; or it can be drawn on the ground with chalk, stick, leaves, pebbles etc



### Time required:

One session of 2-3 hours if it is a small village (50-100 households); more sessions in different locations may be required for larger villages

### How it helps us?

- To involve the community to identify the local resources and how they are distributed spatially.
- To involve community for identifying the potential opportunities available in the area in terms of social resources and also the potential **threats**.
- To understand the group dynamics and natural leaders.

- Involve the villagers to identify the houses of the poorest of the poor in the village, landless people, women headed household etc on the map.

- Also locate the households in the map whose livelihood are dependent on forest.

### How to do it?

- Sit on a common platform with the villagers.
- Draw the boundary of the village on a chart paper and facilitate/encourage the villagers to draw the map of the village.
- As ice breaker, facilitator can initiate the drawing by marking an important landmark of the village like school/temple/the place where they are sitting etc on the chart.
- Involve the villagers to draw the main roads, mark the households, school, hospital, club, religious place, tube wells etc and any other infrastructure available in the village.
- Focus on identifying the households settled or available in and around the villages

Through spatial and social mapping one can understand the spatial configuration of the social resources and also can understand the social dynamics. This exercise helps in creating awareness among the village community about their own social resources.

- After the village households have been mapped, identify in consultation with the participants, the criteria that are important for understanding the village socio-economic situation, viz., type of house, main occupation, land holding, drinking water & sanitation facilities and so forth (let the criteria be finalised by the group)
- In filling out the details, some new information may emerge, or some omissions and errors be brought out – these may be cross checked and corrected.
- Once the map is completed, ask questions about what is shown and its interpretation; take note of issues to follow-up on in subsequent sessions. Do a quick analysis of data generated and share the results with the group.

**Minimum content:**

Location and list of village households, main occupation, whether landed or landless, identification of vulnerable households, location of the field/forest boundaries, existence of social groups, assessment of nature and extent of dependence on natural resources for sustenance of livelihoods



*An example of social map prepared by the villagers of Jamkanali*





## Lesson-2

### Lesson Plan 3 Hour

- **Objective:** To develop skills of the participants to prepare Resource Map

Lesson Topic	Expected Outcome
Resource Mapping	At the end of the session participants will be able to prepare the resource map and can generate the minimum data required from the resource map

- **Session Plan:**
  - Definition
  - Process of preparation of the resource map
  - Minimum data to be generated
  - Group work, participants feedback and recapitulation
    - ✚ Ask the participants to draw the resource map of the campus and present
    - ✚ Recapitulate the lesson by participants
- **Concepts used in the module:**
  - The concept of participation and participatory planning
  - Facilitation skills to involve the villagers in identifying their own resources, problems, opportunities and its solutions.
- **Approach:**
  - Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
  - Trainer will use facilitation skills to involve the participants in the session.
  - Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.



- **Backward Linkage:** Before the start of the session the participants should undergo the lesson on concept of PRA and Social Map. They would experience through group work how the tool helps in involving the people.
- **Forward Linkage:**
  - At the end of the module participants would conduct PRA sessions by applying the tools learned in a selected village and prepare a report.
- **Training Materials Required:**
  - Hand outs and reference material on Resource Mapping
  - Power point presentation
  - Case studies, photographs, charts
  - Video film on PRA exercise
  - Chart paper and sketch pen for group work
- **Allocation of time:**
  - Definition 10 mins
  - Process of preparation of the resource map 40 mins
  - Minimum data to be generated 10 mins
  - Group work, participants feedback and recapitulation
    - ✚ Ask the participants to draw the resource map of the campus and present 90mins
    - ✚ Recapitulate the lesson by participants 30mins





## Resource Mapping

### 2.1 Definition

Village resource mapping is mapping with a focus on natural resources that are available and used by the village community. It is drawn with the purpose of understanding resource availability, their use & dependence of the people on them. It also helps in initiating a discussion on resource status, drivers of degradation, as well as identification of opportunities for its development.

The participatory village resource map is made to draw an overview of the resources available with the community in the form of natural, geographic, social and economic details through crossverification by the villagers who are present during the exercise.

### 2.2 How it helps us?

- To involve the community to identify the local resources (both natural, physical and human) and how they are **distributed spatially**.
- To involve community for identifying the potential opportunities available in the area in terms of resources and also the potential **threats**.
- To understand the group dynamics and natural leaders.
- To make people aware about the potential resources available in the village as well as the need for management of resources on sustainable basis.





*An example of resource map prepared by the Jamirdiha JFMC members*

### 2.3 What will be required:

Note pad and pen, Chart paper, pencils, erasers and sketch pens, village social and spatial map

### 2.4 Time required:

3 - 4 hours; all aspects may not be completed within a single session and the exercise may need to be conducted with different groups to get a complete picture

### 2.5 How to do it

- Sit on a common platform with the villagers.
- Draw the boundary of the village on a chart paper and facilitate/encourage the villagers to draw the map of the village.
- Involve the villagers to draw the main natural resources and physical resources available in the village like forests, agriculture land, horticulture lands, ponds, other water bodies, roads, and any other infrastructure available in the village.

- Discuss with them referring the map what are the natural resources available in the village whose potentials are not yet utilised fully and which are over utilised.
- What are the problems arising due to over exploitation of resources
- This will also help in identifying the issues that require environmental safeguards for sustainability

**Minimum content:**

Location and extent of village natural resources – forest areas, agriculture land, water bodies and sources, mon cropped area, double/multiple cropped areas  
 soil condition, slope of land  
 biodiversity (terrestrial and aquatic), etc;  
 physical capitals like road and other infrastructure facilities and users of different resources;  
 resource access, use and ownership issues; opportunities for resource development



*PRA exercise at Ranibandh, Bankura*



*PRA exercise at Simlapal, Bankura*





## Lesson-3

**Lesson Plan**

**3 Hours**

- **Objective:** To make the participants understand how to conduct Transect walk.

Lesson Topic	Expected Outcome
Transect	At the end of the session participants will be able to conduct Transect Walk and can generate the minimum data required from the Transect Walk

- **Session Plan:**

- Definition
- Process of doing transect walk
- Minimum data to be generated
- Group work, participants feedback and recapitulation
  - 🚧 Ask the participants to have a transect walk of the campus and present.
  - 🚧 Recapitulate the lesson by participants

- **Concepts used in the module:**

- The concept of participation and participatory planning
- Facilitation skills to involve the villagers in identifying their own resources, problems, opportunities and its solutions at the micro level
- Preparation of community action plans

- **Approach:**

Trainer will use the concept and approaches of Adult Learning Principle to deliver the training

Trainer will use facilitation skills to involve the participants in the session.

Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.



- **Backward Linkage:** Before the start of the session the participants should undergo the sessions on Social Mapping and Resource Mapping.
- **Forward Linkage:**
  - At the end of the module participants would conduct PRA sessions by applying the tools learned in a selected village and prepare a report.
- **Training Materials Required:**
  - Hand outs and reference material on Transect Walk
  - Power point presentation
  - Case studies, photographs, charts
  - Video film on PRA exercise
  - Chart paper and sketch pen for group work
- **Allocation of time:**
  - Definition 10 mins
  - Process of doing transect walk 40 mins
  - Minimum data to be generated 10 mins
    - ✚ Group work, participants feedback and recapitulation
    - ✚ Ask the participants to have a transect walk of the campus and present 90 mins
    - ✚ Recapitulate the lesson by participants 30mins



## **Transect Walk**

### **3.1 Definition**

The main purpose of the Transect Walk is to help villagers identify the existing resource use pattern, its weaknesses and opportunities, location of various resources and the present land use pattern.

### **3.2 What is required:**

- Diary or note pad and pen
- Measurement materials like ropes, tape, calipers
- Chart paper and colored pens to pictorially present the information at a later stage

### **3.3 Steps for conducting the transect walk:**

#### **Step 1 -**

- Identify a group of key informants, belonging to different age groups, sexes, and practicing different occupations; Participants should be prepared to walk long distances and have some knowledge about the village resources - their extent, use, ownership, and conflicts if any.
- Select specific site for study
- Select the start and end point for the walk and join them in an imaginary straight line. It may not follow the actual road but one has to traverse the straight line between the points selected
- Sensitize the community and assigning responsibility for observation and collection of data during Transact Walk.

#### **Step 2:**

- Prepare site histories with community members
- The path should be traversed to cover the full geographical variation in the area – landscape and waterscape covering a cross-section of the village as far as possible.



**Step 3:**

- The Transact walk process starts with 2 – 3 groups, observation and record keeping should be done on issues related to physiography, land type, land-use, ownership/ tenure, natural vegetation, crops sown, water bodies/ sources, etc.; halt should be made approximately every 100-200 meters, and especially where there is a change in terrain, soil/resource type, land-use/ ownership

**Step 4:**

- Measure and record observations on land use
- Begin from one end of transact and stop every few meters to discuss with the key local companions and residents about the parameters agreed upon, the problems that are visible or maybe mentioned by the residents, and possible opportunities.
- Use the walk to develop rapport with the community

**Step 5:**

- After the walk, present the findings in the sample format shown, and share the key findings with the group. Additional inputs may be provided by participants at this stage
- Analyze data with respect to management issues identified
- Data processing, mapping and plan of action especially where community can take action to enhance irrigation facilities, farming practices, etc.

**Time required:** Two – Three hours

**3.4 Checklist for Data Collection during Transact Walk****Land Use Pattern**

Slope of land and soil quality should be assessed together with the villagers. During this process site selection, fallow periods and water constraints can be discussed in the field. Steep, dry and rocky areas and poor soil quality should be considered for converting into some fruitful ventures.





**Gradient**

Precipitous, very steep, steep, moderate, gentle, etc

**Configuration**

Rugged, undulating, plane, hilly and foot hills, etc.

**Soil**

Texture, depth, permeability, drainage, surface compaction, humus, etc

**Water sources**

River, Nala, Well, Pond, Water holes, Shallow Tube Wells, Dug Wells etc

**Forest condition, Types and Biodiversity**

Dense forest, blank patches, natural forest, plantation, vegetation

**Minimum Information that would be generated:**

Village land-use and ownership

Crops cultivation

Soil type & terrain

Forest condition – dense, blank patches, natural, plantation, vegetation ,

Sources of irrigation water

Observed problems and potential opportunities

Configuration of the proposed command area from the source of water for irrigation



**জামির্দিহা**

জামির অবস্থা	বাসস্থান	চাষজমি	চাষজমি	চাষজমি	চাষজমি	জঙ্গল	জঙ্গল
জমির মালিকানা	নিষ্কৃত	নিষ্কৃত মালিক পূর্ব চাষজমি	নিষ্কৃত মালিক চাষজমি	নিষ্কৃত মালিক পূর্ব চাষজমি	বন দপ্তর	বন দপ্তর	বন দপ্তর
জমির পদ্ধতি	লাল জমি	দৌয়াশ জমি	দৌয়াশ জমি	দৌয়াশ জমি	বালু কাম লাল জমি	বালু কাম অসমতল লাল জমি	অসমতল বালু কাম লাল জমি
বৃক্ষিক ফসল	লাউ, কুম, খিচ	পান, ডিম	আম, অরু	অরু, গম কুমড়া	-	-	-
প্রাথমিক উদ্ভিদ	কুম, পেয়ারা বেল		আলু গাছ	খেজুর গাছ	আম গাছ	আলু, আলু ইছ	আলু, আলু ইছ
নগরীকরণ সমস্যা	জলের অসুবিধা	জলসেচের অসুবিধা	জলসেচের অসুবিধা	উৎপাদিকা শক্তি অসুবিধা	-	আলু কাঠ অসুবিধা জল অসুবিধা অসুবিধা	আলু কাঠ অসুবিধা জল অসুবিধা অসুবিধা
স্বাস্থ্য সমস্যা	শুষ্ক, ডিউ খনি	আসুবিধা খনি	আসুবিধা খনি	শুষ্ক জল অসুবিধা খনি	-	গাছ লাগান জমি অসুবিধা	গাছ লাগান জমি অসুবিধা

Transact Walk at Jamirdiha village



Transect walk at Natundih Village, Bundwan block, Purulia

## Lesson-4

**Lesson Plan**

**1 Hour**

- **Objective:** To enable the participants to prepare the Timeline Analysis

Lesson Topic	Expected Outcome
Timeline	At the end of the session participants will be able to conduct time line analysis, historical transect and can generate the minimum data required from the Timeline study

- **Session Plan:**
  - Definition
  - Process of conducting timeline study
  - Minimum data to be generated
  - Group work, participants feedback and recapitulation
    - ✚ Ask the participants to conduct a timeline study of the campus in consultation with the staff members especially the senior staff
    - ✚ Recapitulate the lesson by participants
- **Concepts used in the module:**
  - The concept of participation and participatory planning
  - Facilitation skills to involve the villagers in identifying the trends of change in resource availability, use pattern, Management issues.
- **Approach:**
  - Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
  - Trainer will use facilitation skills to involve the participants in the session.
  - Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.



- **Backward Linkage:** Before the start of the session the participants should undergo the sessions on concept of PRA, Social Mapping, Resource Mapping and Transect Walk to understand the present status of the resources and its use pattern.
- **Forward Linkage:**
  - At the end of the module participants would conduct sessions by applying the tools learned in a selected village and prepare a report on how the resources availability and use pattern have changed over time, what are the drivers of changes and how do they cope with the changed condition.
- **Training Materials Required:**
  - Hand outs and reference material on Timeline.
  - Power point presentation
  - Case studies, photographs, charts
  - Video film on PRA exercise
  - Chart paper and sketch pen for group work
- **Allocation of time:**
  - Definition 5 mins
  - Process of conducting timeline study 15 mins
  - Minimum data to be generated 5 mins
  - Group work, participants feedback and recapitulation
    - ✚ Ask the participants to conduct a timeline study of the campus in consultation with the staff members especially the senior staff 25 mins
    - ✚ Recapitulate the lesson by participants 10 mins

## Timeline Analysis

### 4.1 Definition

Historical timeline helps to record the key positive and negative events and trends in the history of the JFMC/ EDC.

It is important to ensure participation in the exercise. Discussion can be extended to understand the changes in the context of management of forest, use of forest produces, pasture/ grazing land, cropping pattern, livelihood profiles etc.

### 4.2 How it helps us?

- To involve the community and thereby sensitise them on how the natural resources are being depleted **over time**.
- To make the community realise the **causes for depletion** of natural resources and
- To involve them to think on how to **reverse** the process.

আল	জঙ্গল	জামিরদিহা পশুপালনা	ঘর-বাড়ি
১৯৭০	ঘন জঙ্গল [Dense forest drawing]	অন্যতম পশুর [Drawing of many animals]	[Drawing of 2 houses]
১৯৮০	মধ্যম প্রকৃতির জঙ্গল [Medium forest drawing]	অন্যতম খুলনা/মুনিয়া/গাভী [Drawing of fewer animals]	[Drawing of 3 houses]
১৯৯০	নিম্ন প্রকৃতির জঙ্গল [Thin forest drawing]	মাংগাম খুবই কম [Drawing of very few animals]	[Drawing of 4 houses]
২০০০	F-D দ্বারা পুনরায় ফিরে আসা [Forest drawing with some trees highlighted]	অনেক কম [Drawing of a few animals]	[Drawing of 5 houses]
২০১০	মধ্যম ঘন প্রকৃতির [Medium dense forest drawing]	বেশী [Drawing of many animals]	[Drawing of 6 houses]
২০২০	[Dense forest drawing]	বেশী [Drawing of many animals]	[Drawing of 7 houses]

Historical timeline prepared by Jamirdiha JFMC





### 4.3 How to do it?

- Identify the most important natural resource which are being depleted over the years like forest, water, agricultural land, wild animals etc and draw them on the top of different vertical columns on the chart paper.
- Mark the years like 1950, 1970, 1990, 2000 and 2010 on the horizontal column.
- Involve the villagers to identify how the resources were during 1950s and how these have been changing over the years and what are the drivers of change.
- Also asked the villagers how do they perceive their resources to be after 10 years and how the situation can be arrived at.



*PRA exercise at Jaipur Range,  
Bankura*



*PRA exercise at Jamkanali, Bankura*

## Lesson-5

**Lesson Plan**

**1 Hour**

- **Objective:** To orient the participants on the application of Trend Analysis

Lesson Topic	Expected Outcome
Lesson 5: Trend Analysis	At the end of the session participants will be able to use the tool on trend analysis and can generate the minimum data required from it

- **Session Plan:**

- Definition
- Process of conducting trend analysis
- Minimum data to be generated
- Group work, participants feedback and recapitulation
  - ✚ Ask the participants to conduct a trend analysis of the area in consultation with the staff members especially the senior staff
  - ✚ Recapitulate the lesson by participants

- **Concepts used in the module:**

- The concept of participation and participatory planning
- Facilitation skills to involve the villagers in identifying their own resources and trends over the changes in resource use pattern.

- **Approach:**

- Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
- Trainer will use facilitation skills to involve the participants in the session.
- Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.



- **Backward Linkage:** Before the start of the session the participants should undergo the modules on mapping exercise and Timeline Analysis to understand how to involve community in identifying their own resources, issues and develop community ownership to solve local level problems.
  
- **Forward Linkage:**
  - At the end of the module participants would conduct Trend Analysis exercise by applying the tools learned in a selected village and prepare a report on the trends of change in resources ownership, use pattern and Management
  
- **Training Materials Required:**
  - Hand outs and reference material on Trend Analysis
  - Power point presentation
  - Case studies, photographs, charts
  - Video film on PRA exercise
  - Chart paper and sketch pen for group work
  
- **Allocation of time:**
  - Definition 5 mins
  - Process of conducting trend analysis 15 mins
  - Minimum data to be generated 5 mins
  - Group work, participants feedback and recapitulation Ask
    - ✚ the participants to conduct a trend analysis of the area in consultation with the staff members especially the senior staff 25 mins
    - ✚ Recapitulate the lesson by participants 10 mins



## Trend Analysis

### 5.1. Definition

Trend analysis is a participatory technique to record the key positive and negative events and trends in the history of the village. It is used to understand people's perceptions and patterns of change regarding specific issues/matters over time in a community.

Discussion can be extended to understand the changes in the context of management of forest, use of forest produces, pasture/ grazing land, cropping pattern, livelihood profiles etc.

### 5.2. How to do it

- Explain purpose and process of the exercise to the villagers
- Start with the discussion to know from the villagers on any major change that has occurred or perceived by them.
- Initiate with current year; ask questions related to important events of the past and their effect, impact and influence on the people and their resources. The response of the community, if any, may also be recorded.
- Ask the villagers the causes of such changes. Also ask whether that are considered as negative by them can be reversed.
- Accuracy is not important – the idea is to enhance understanding about the coping mechanisms of the communities in crisis situations, the decision-making processes and conflict management.

#### **Minimum information that would be generated**

Name of the events that had influenced, effected the resource and the people

Impact of the event on the resource and the people

Response of the community to cope with the situation





## Lesson-6

Lesson Plan

1 Hour

- **Objective:** To develop skills of the participants to use the tool of seasonal calendar.

Lesson Topic	Expected Outcome
Seasonal Diagram	At the end of the session participants will be able to use the tool of seasonal calendar and can generate the minimum data required from the seasonal calendar

- **Session Plan:**

- Definition
- Process of conducting seasonal diagram
- Minimum data to be generated
- Group work, participants feedback and recapitulation
  - ✚ Ask the participants to draw a seasonal diagram in consultation with the staff members especially the senior staff
  - ✚ Recapitulate the lesson by participants

- **Concepts used in the module:**

- The concept of participation and participatory planning
- Facilitation skills to involve the villagers in identifying the issues and opportunities that they have in various seasons.

- **Approach:**

- Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
- Trainer will use facilitation skills to involve the participants in the session.
- Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.



- **Backward Linkage:** Before the start of the session the participants should undergo the modules of mapping, timeline and trend analysis to understand the resources and opportunities available in the area.
  
- **Forward Linkage:**
  - At the end of the module participants would conduct sessions by applying the tools learned on seasonal calendar in a selected village and prepare a report.
  
- **Training Materials Required:**
  - Hand outs and reference material on Seasonal Calendar
  - Power point presentation
  - Case studies, photographs, charts
  - Video film on PRA exercise
  - Chart paper and sketch pen for group work
  
- **Allocation of time:**
  - Definition 5 mins
  - Process of conducting seasonal diagram 15 mins
  - Minimum data to be generated 5 mins
  - Group work, participants feedback and recapitulation
    - ✚ Ask the participants to draw a seasonal diagram in consultation with the staff members especially the senior staff 25 mins
    - ✚ Recapitulate the lesson by participants 10 mins

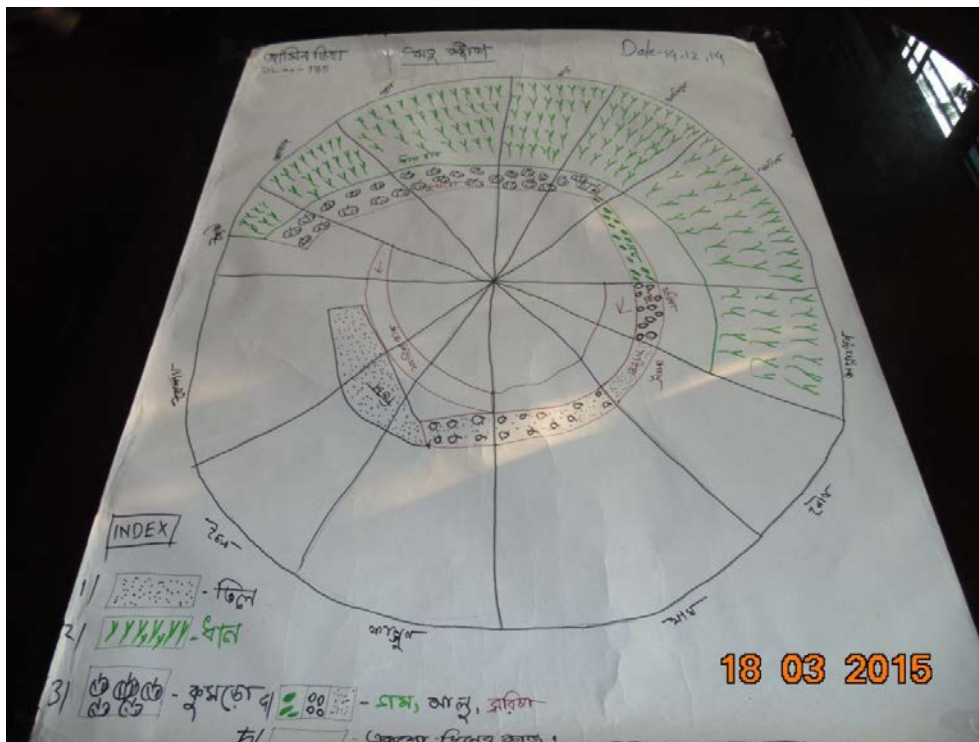
## Seasonal Calendar

### 6.1 Definition

Most of the activities in the village follow a set of pattern, which is determined by the season. The study of the seasonal diagram provides a wide range of information of agriculture, workload, rainfall, lean period, fallow period etc. This is a dynamic exercise that helps in identifying a wide range of issues specific to each season. It is quite useful particularly to identify crisis periods, lean periods for better interventions from outside.

### 6.2 How it helps

- To involve villagers to identify the **availability** of **different** forest produces in different **months** and thereby sensitise them about the importance of forest on their livelihood.
- To involve the villagers to identify the agricultural activities done in different months and the **job opportunities** available and thereby identifying the **lean period**.
- It also helps in identifying gender differentiated responsibilities.



Seasonal Calendar prepared by the villagers of Jamirdiha



### 6.3 How to do it

- Draw twelve months on the chart paper (using local name).
- Facilitate the villagers to identify the timber and NTFPs available in different months and also different agricultural activities.
- Identify the months when the job opportunity is less and in which month pressure on forest is more.
- Cross-check & refine the seasonal calendar throughout field work

#### *Requirements:*

- Note pad and pen
- Chart paper and sketch pens; alternatively, chalk, sticks and other locally available material if the exercise is done on the ground

#### *Time required:*

- 1-2 hours with each group; discussions should be held with different social and livelihood groups on issues of relevance to each group. Separate sessions with women and men would help in getting more insights and identifying relevant issues.

#### **Minimum content:**

Calendars for at least the following variables should be prepared:

Which crops are grown in different seasons and on which land types.

Important agricultural activities revolve around the start/ end of traditional months and festivals.

Agricultural labour demand: presenting the seasons of peak labour demand and relative human health.

Availability of NTFPS and other forest products, jobs in forestry sector in different months



## Lesson-7

**Lesson Plan**

**2 Hours**

- **Objective:** To develop skills of the participants to use the tools of Matrix Scoring/Ranking

Lesson Topic	Expected Outcome
Matrix Scoring/Ranking	At the end of the session participants will be able to conduct Matrix Scoring/Ranking, wealth ranking, species matrix exercise etc and can generate the minimum data required from it

- **Session Plan:**

- Definition
- Process of conducting seasonal diagram
- Minimum data to be generated
- Group work, participants feedback and recapitulation
  - ✚ Ask the participants to have ranking exercise based on the resources available in the campus/the training sessions conducted
  - ✚ Recapitulate the lesson by participants

- **Concepts used in the module:**

- The concept of participation and participatory planning
- Facilitation skills to involve the villagers in ranking their priorities and preferences
- Empowerment process and gender equity
- Preparation of community action plans

- **Approach:**

- Trainer will use the concept and approaches of Adult Learning Principle to deliver the training



- Trainer will use facilitation skills to involve the participants in the session.
  - Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.
- **Backward Linkage:** Before the start of the session the participants should undergo the modules on Mapping, time line, trend analysis and seasonal calendar to understand the availability of resources and opportunities and people's dependence on them.
- **Forward Linkage:**
    - At the end of the module participants would conduct sessions by applying the tools of Matrix Scoring/Ranking in a selected village and prepare a report.
- **Training Materials Required:**
    - Hand outs and reference material on Matrix Scoring/Ranking
    - Power point presentation
    - Case studies, photographs, charts
    - Video film on PRA exercise
    - Chart paper and sketch pen for group work
- **Allocation of time:**
    - Definition 10mins
    - Process of conducting seasonal diagram 40mins
    - Minimum data to be generated 10mins
    - Group work, participants feedback and recapitulation
    - 📌 Ask the participants to have ranking exercise based on the resources available in the campus/the training sessions conducted 45 mins
    - 📌 Recapitulate the lesson by participants 15mins



## Matrix Scoring/ Ranking

Often it is necessary to analyse the options on the basis of multiple criteria. Matrix Scoring/Ranking can serve as effective tool for the purpose.

### 7.1 Species Matrix

#### 7.1.1 How it helps

To identify the **species preferences** of the villagers in terms of **usefulness**. This is the process of ranking a certain number of items on the basis of certain criteria and thereby identifying the priority of the villagers.

গাছের নাম	র‌্যাপকাঠ	কারণ
শাল গাছ	২০	শাল গাছের পাতা সোনালী করে উইলিকা অর্জনের জন্য ব্যবহার করা হয়। শাল গাছ থেকে বুন পাওয়া যায়। শাল পাতা জ্বালানি হিসাবে ব্যবহার করা হয়। শাল গাছের ছাল রক্ত আক্রমণের প্রতিরোধক।
শেড়ের গাছ	২০	শেড়ের পাতা থেকে চোটে ও কাড় তৈরি করা হয়। শেড়ের পাতা থেকে রক্ত আক্রমণের প্রতিরোধক।
হাফিয়া গাছ	৯	হাফিয়া ফল বিক্রি করা ও ফলের বীজ থেকে তেল তৈরি হয়। মোটা বিক্রির কারণে, এছাড়া ফল খাদ্য হিসাবে ব্যবহার করা হয়।
বকুলবাদাম	৯	বকুলবাদামের ফল আক্রমণ প্রহারের জন্য ব্যবহার করা হয়। বিক্রির জন্য খুবই প্রচলিত।
বেঙ্গুরিয়া গাছ	৮	বেঙ্গুরিয়া পাতা ও ফল বিক্রি করে উইলিকা অর্জন করা হয়।
বেল গাছ	৭	বেলের শরবত করে খেলে পেটের ব্যথা থেকে মুক্তি পাওয়া যায়। বেলের খেতে চোটে তৈরি করা হয়।
নিম্বা গাছ	৬	নিম্বার ফল থেকে তেল ও চর্মা রোগে ব্যবহৃত হয়। পোষক কাজে লাগে।
তাল গাছ	৬	তাল গাছের রস থেকে তাল তৈরি হয়। তাল গাছের ফল খাওয়া হয়। গাছের ডগার সীসে খেলে স্বাস্থ্যের জন্য উপকারী।
বুড়ুম গাছ	৪	বুড়ুমের ফল খাদ্য হিসাবে খেতে তেল তৈরি করা হয়।

গাছের নাম	র‌্যাপকাঠ	কারণ
আমলা গাছ	৪	আমলা ফল বিক্রি করে উইলিকা অর্জন করে। আমলা ফল পেট পরিষ্কার ও গ্যাস হলে মারক করে খেলে উপকার হয়।
হাফ	৪	হাফ প্রকার হিসাবে বিক্রি করা হয়।
কালসোয়া গাছ	৪	ফুল, চর্মা রোগে, রক্ত পরিষ্কার, নিভারের রোগে ও কৃষি কাজে।
তুলসী গাছ	৪	তুলসী গাছের পাতা থেকে তৈরি করা হয়। এটি পাতার রস খুবই উপকারী।
বাকুল গাছ	৬	বাকুল গাছ থেকে অর্ধ-কালি আবে, রক্ত জমাট থাকে।
বাবলা গাছ	২	বাবলার তালকে দাঁত হিসাবে ব্যবহার করে দাঁত নড়লে মোটা নড়া বর্ধ হয়।
পলাশ গাছ	২	পলাশের ফল থেকে তৈরি করা হয়।



**Weightage (0 for least important and 10 for the most important one)**

### **7.1. 2 How to do it?**

- Write down the name of the species available in the area.
- Ask the villagers to rank the species based on the priority on a 0 – 10 scale.
- Ask them to write the criteria based on which they have ranked the species.

### **7.2. Wealth Ranking**

Wealth ranking involves people in analysing the economic status of households, identifying marginal and vulnerable households most in need of assistance.

Participatory wealth ranking helps to understand the perception of the people about poverty and vulnerability, the criteria people use to assess poverty and whom do they identify as poor, marginal and vulnerable section in the village. The methodology also helps to build consensus to identify those who need social safeguards and the need for equity in assisting the marginal groups of the community.

#### **7.2.1 What you will require:**

- Cards of post-card size with the drawing of one star, two stars, three stars, four stars and five stars on each. Each of them will be of different colours
- Five plastic baskets/buckets, preferably of different colours

**7.2.2 time required:** 2-4 hours per group, depending on size of the village and number of households

#### **7.2.3 Steps to be followed:**

- 👉👉 The name of each head of household will be recorded, in large letters and the locally preferred script, on a card. One name will be recorded on one card so as many cards will be required as there are households in the village.
- 👉👉 The wealth ranking exercise will be conducted independently with at least two focus groups comprising of men and women.

- 👉👉 Each focus group will be briefed on the purpose of the exercise. However, care should be taken at this stage not to emphasize aspects of benefit sharing or resource use that may introduce bias into the process
- 👉👉 The facilitator will place the five cards with stars on wall and will share that suppose five star is the well off section and the one star the most deprived, then what are the indicators for dividing them into five categories
- 👉👉 Once the indicators will be shared by the participants then the the facilitator will ask the group to identify the head of household of the poorest household in the village. The card with this name will then be placed on the ground in front of the group where they can see the name of the head of household. The group will then be asked to identify similar households. These cards will also be placed together with the first card so that the cards representing very poor households can be clearly seen
- 👉👉 The facilitator will ask the group to identify the head of household that is most well off. The card with this name will also be placed where the group can clearly see it but separately from the cards identifying the poorest households. The group will then be asked to identify similar households that they feel are well-off. These cards will be put together so that the cards representing the well-off households can also be clearly seen
- 👉👉 The cards will thus have been divided into five categories. The facilitator will confirm that the focus group members are content with the classification they have developed. They may be invited to suggest changes, if required, until they are fully satisfied
- 👉👉 The cards will then be placed into five boxes/buckets as per the category
- 👉👉 The wealth ranking process will be completed with the other focus group to confirm that it is broadly correct. Where differences arise between focus groups the facilitator must explore the reasons more deeply and reach a conclusion based on the criteria used by the groups



### Minimum content

The outcomes of the participatory wealth ranking exercise will be:

A list of all households with their respective wealth ranking category

Village-specific indicators and criteria for five classes of household; differences in perceptions of women and men about wealth and well-being

### 7.3 Presentation format:

Wealth category-wise village households (summary)

Sl	Range/ Category	Criteria/ Indicators	Number of families
1.	Well-to-do (W1) – Five star		
2.	Satisfactory (W2) – Four Star		
3.	Surviving (W3) – Three Star		
4.	Poor (W4) – Two Star		
5.	Vulnerable (need help) (W5) – One star		
5.	Total		

Wealth Ranking :-

वर्ग (Class)	वर्गीकरण (Criteria)	वर्गीकरण संख्या (Number of families)
1	1 विद्यालयी कक्षा / कुटीर	20 + 2
2	2 विद्यालयी कक्षा / कुटीर	00
3	3 विद्यालयी कक्षा / कुटीर	00
4	4 विद्यालयी कक्षा / कुटीर	00

## Lesson-8

**Lesson Plan**

**1 Hour**

- **Objective:** To orient the participants on how to use the tool of Venn diagram.

Lesson Topic	Expected Outcome
Venn Diagram	At the end of the session participants will be able to use Venn Diagram for institutional analysis and can generate the minimum data required from it

- **Session Plan:**
  - Definition
  - Process of conducting Venn Diagram
  - Minimum data to be generated
  - Group work, participants feedback and recapitulation
    - 📌 Ask the participants to prepare a Venn diagram considering their interaction as trainees of the institute with different institutions
    - 📌 Recapitulate the lesson by participants
- **Concepts used in the module:**
  - The concept of participation and participatory planning
  - Institutional Analysis
  - Facilitation skills to involve the villagers in identifying the institution/organizations with which they have interactions.
  - Convergent Planning for livelihood development.
- **Approach:**
  - Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
  - Trainer will use facilitation skills to involve the participants in the session.



- Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.
- **Backward Linkage:** Before the start of the session the participants should undergo the modules on mapping, time line, trend analysis, seasonal calendar, Matrix/Scoring to understand the dependence of people on the natural resources, its problem opportunities and management options.
- **Forward Linkage:**
  - At the end of the module participants would conduct sessions by applying the tools of Venn diagram in a selected village and prepare a report on the institutions upon whom people depend and what could be the sources of funding/resources from different Institutions for livelihood development and village development.
- **Training Materials Required:**
  - Hand outs and reference material on Venn Diagram
  - Power point presentation
  - Case studies, photographs, charts
  - Video film on PRA exercise
  - Chart paper and sketch pen for group work
- **Allocation of time:**
  - Definition 5 mins
  - Process of conducting seasonal diagram 15 mins
  - Minimum data to be generated 5 mins
  - Group work, participants feedback and recapitulation
    - Ask the participants to prepare a Venn diagram considering their interaction as trainees of the institute with different institutions 25 mins
    - Recapitulate the lesson by participants 10 mins

## Venn diagram

### 8.1 Definition

Venn diagram helps in institutional analysis and to understand:

- Local institutions, their membership, services provided and relationship with the villagers
- External institutions operating in the area, how do villagers perceive their services and give importance
- Relative importance of services provided by different institutions
- Influence of these institutions on the socio-economic-political lives of the villagers

### 8.2 How it helps us?

- To identify which **people or institution** have good **interaction** with the community and frequency of their interaction.
- To understand why people perceive some of the institutions more closer to them than the other and the basis of their preferences.



### 8.3 How to do it?

- Explain the purpose of the Venn Diagram to participants
- Ask the participants to list the organisations, institutions, groups found in the village and from elsewhere those are working in the village. These might include, for example, school, health centre, SHGs, Forest Department, other line departments, PRIs, traders, social committees, Puja committees, political groups, NGOs, police and so on
- Write the name of the village at the centre of the chart paper.
- Ask them to draw circle representing the institutions. The most important institution will have the largest circle and number will be 1 and will be put most closer to the village. The lesser the importance of the institution, the size and number of the circle will be lesser accordingly and will be put at a distance from the village.
- A big circle, representing the participants or boundaries of the village will be drawn on a sheet of chart paper. The participants will be asked to place each of the circles representing the various institutions within the big circle. Institutions with which they do not have much contact should be outside their own circle. Institutions that are in close contact with participants and with whom they cooperate most should be placed inside their own circle. The contacts between other institutions will be shown by the distance between circles on the map:

Largely separate circles = no or little contacts or cooperation with each other

Circles close to each other = only loose contacts

Touching circles = some cooperation

Overlapping circles = close cooperation

- When the group is happy with the size and distribution of the card circles representing institutions they will be fixed to the chart paper





- At the end of the exercise, summarize and analyze the results along with the participants

**Minimum content**

The institutional analysis will indicate:

Which organisations/institutions/groups are working in or with the community?

Who are the individuals associated with these institutions? How does the community influence/ participate in the institution or organisation decision-making?

Which institutions/groups the villagers regard as most important, and why? What services do these institutions provide?

Which groups are addressing livelihood issues?

Which organisations work together?

Whether there are groups meant for women or men only?

Whether some people are excluded from being members of, or receiving services from, certain institutions?





## Lesson-9

### Field Exercise

#### Lesson Plan

2 days

- **Objectives:**

After training on the modules of PRA participants will be able to

- Use the eight (8) PRA tools, viz., social, resource map, transect walk, seasonal calendar, Venn diagram, scoring/raking, time line and trend analysis
- Involve villagers to use the tools
- Generate relevant data/information by using the tools for preparation of microplan
- Involve villagers to prepare action plan to overcome the problems/issues identified through the application of the tools

Lesson Topic	Expected Outcome
Field Exercise	At the end of the field exercise participants will be able to prepare a report based on application of all the tools used in the field, prepare chart/diagrams/figures, involve villagers to identify resources, opportunities and prepare community action plan for improvement of forest based and other natural resources and livelihood development of the villages.

#### Planning the field exercise

The main criteria for selection of the field site for PRA include:

- Accessibility: the site is not to be located further away from the training institute to save time of journey.
- The villagers should be oriented and informed beforehand that the participants are undergoing a training session and the exercise is done as part of their training.
- Village should not have major conflicts that would prevent villagers from expressing their views
- The time for field exercise should be fixed as per the convenience of the villagers. Participants should not impose their suitability on them



- Inform the villagers about the field work in advance and fix a common place in the village where people from all sections can assemble.

### **Field work protocol for the trainees**

- Introduce as trainees and not as “forest officers”
- Share the objective of having the exercise as “to learn from the situation on the ground”
- Ask the villagers whether they can spare some time for the exercise
- Thank the villagers for giving time for the exercise
- Do not make any commitment or false promise
- Respect the culture and tradition of the local people
- Have patience to listen to the villagers and do not jump to advice
- Do not get hooked to talk to one person or a handful of persons who are vocal. Try to involve all who are present
- Emphasize on involving women in the exercise
- Do not discuss the sensitive issues in open forum

### **Materials**

- Chart Paper, sketch pen, colored chalk, rangoli for field work session

### **Field exercises**

- Participants will be divided into groups
- One group should not have more than 7- 8 participants
- Groups will be divided into different parts of the village
- Each group will sit with separate group of villagers
- Before starting the exercise participants will roam around the village and would note their observations regarding the village
- They will start the exercise with social mapping, followed by resource mapping and transect walk in the first day
- After completion of the exercises the findings will be discussed with the villagers
- Participants will complete the exercise by thanking the villagers and fixing time for the next day’s exercise.

- In the second day the tools of wealth ranking, historical timeline, venn diagram and seasonal calendar will be prepared
- After completion of the exercise the findings will be summarized and shared in a plenary session with all the groups and cross checking through triangulation will be done
- Participants will note the comments by the villagers and their field observations
- Participants will collect all the chart papers and take photographs if the exercise is done on ground
- Each group will prepare a report explaining the process followed and data generated through the exercises.



