PARTICIPATORY RURAL APPRAISAL AT
THONDAIMANPATTI VILLAGE

2012-2013

LADY DOAK COLLEGE
MADURAI
PARTICIPATORY RURAL APPRAISAL AT THONDAIMANPATTI VILLAGE

This approach aimed to incorporate the knowledge and the opinions of rural people in the planning and management of development projects and programs for the benefit of the villagers of Thondaimanpatti. Knowledge arising from the process of research and extension were shared through participation with the local people. The PRA process transformed the researchers into learners and listeners, respecting local intellectual and analytical capabilities. Projects have created a meaningfully link and field experience with the communities. Problems were identified and prioritized for their economic and social development. PRA techniques have strengthened the capacity of villagers to plan, make decisions and to take action towards improving their own situation. This methodology helped in learning rural life and their environment. Faculty and students acted as facilitators to help local people conduct their own analysis, plan and take action accordingly. Local people are creative and have the capacity to do their own investigations, analysis, and planning.
**LADY DOAK COLLEGE, MADURAI**  
**RESEARCH & DEVELOPMENT CELL**  
**WORKSHOP ON PARTICIPATORY RURAL APPRAISAL**  
(Organized as a part of Thondamanpatti village Adoption Programme)

**Date:** 24.08.2012  
**Venue:** Clapp Hall

<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 am – 11.30 am</td>
<td><strong>Inaugural Session</strong></td>
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<td></td>
<td>Prayer</td>
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<td></td>
<td>Introductory Remarks</td>
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<td></td>
<td><strong>Dr. A. Mercy Pushpalatha</strong></td>
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<td>Principal &amp; Secretary, Lady Doak College</td>
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<td></td>
<td>Welcome Address</td>
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<tr>
<td></td>
<td><strong>Inaugural Address</strong></td>
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<tr>
<td></td>
<td><strong>Mr. R. Shankar Narayanan</strong></td>
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<tr>
<td></td>
<td>Assistant General Manager, NABARD, Madurai</td>
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<tr>
<td>11.30 am – 11.45 am</td>
<td>Tea Break</td>
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<tr>
<td>11.45 am – 12.15 pm</td>
<td><strong>Participatory Rural Appraisal – An Introduction</strong></td>
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<td>12.15 pm – 12.20 pm</td>
<td>Energizer</td>
</tr>
<tr>
<td>12.20 pm – 1.00 pm</td>
<td><strong>Principles of Participatory Rural Appraisal</strong></td>
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<tr>
<td>1.00 pm – 2.00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.00 pm – 2.30 pm</td>
<td><strong>Introduction to Social mapping</strong></td>
</tr>
<tr>
<td>2.30 pm – 3.30 pm</td>
<td>Preparing for field</td>
</tr>
<tr>
<td>3.00 pm – 6.00 pm</td>
<td>Field visit to Thondamanpatti</td>
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</table>
Date: 25.08.2012

10.00 am – 11.30 am  Presentation of Student’s experience
11.30 am – 11.45 am  Tea Break
11.45 am – 1.00 pm  Other methods of Participatory Rural Appraisal
1.00 pm – 2.00 pm  Lunch
2.00 pm – 3.00 pm  Preparing checklist for field visit
3.00 pm – 3.15 pm  Tea
3.15 pm – 6.00 pm  Field visit to Thondamanpatti

Resource Persons:

Dr. S. Manivel  Dr. R. Ramesh  Dr. K. Manikandan
Associate Professor  Assistant Professor,  Assistant Professor
Dept of Cooperation,  Dept of Rural Development  Dept of Economics,
The Gandhigram Rural University  Bahir Dar University, Bahir Dar, The Gandhigram Rural
Ethiopia  University

Dr. S. Srisudha
Dr. M. Helen Mary Jacqueline

R & D COORDINATOR
Workshop on Participatory Rural Appraisal – Report
(Organized as part of Thondamanpatti village Adoption Programme)

The workshop began with a prayer by Dr. Helen Mary Jaqueline and the introductory remarks was given by the Principal Dr. A. Mercy Pusphalatha. Dr. S. Srisudha welcomed the gathering and introduced the resource persons, Dr. S. Manivel, Gandhigram Rural University, Dr. R. Ramesh, Bahir Dar University, Bahir Dar, Ethiopia, Dr. K. Manikandan, Gandhigram Rural University and Mr. M. Karuna, Independent activist – Volunteer. Inaugural Address was given by Mr. R. Shankar Narayan, Assistant General Manager, NABARD, Madurai.

Introductory remarks of the Principal

In her introductory remarks she mentioned that the population is more in the rural area. People do not want to reside in rural area but prefer cities. The mission statement of our college is to extend the academic knowledge to the rural community. Main objective was to do it in a professional manner. This will be done by the NSS Students of LDC thereby students get involved in the mission of nation building, empowering the rural community.

Inaugural address of Mr. R. Shankar Narayanan

Holistic development means it should have sectors that will help rural development. The areas of development includes conserving rain water also. Farmers club is acting as a bridge between the farmers and bank. Farmers are facing a lot of problems. Some of the problems are reduction of agricultural lands, lack of labour etc. The solution that can be suggested to the farmers is to introduce new technology. Grouping the farmers and briefing them to work together so that technology can be used. Farmers should be given the power to dictate price of the products. We have to observe certain important aspects as mentioned below when we enter any village like Thondamanpatti. Learn to listen - try to observe and learn from the farmers. Observe the environment. Don’t hesitate to ask questions. Questions asked should not be in the form of an enquiry. 3Cs – complain, criticize, condemn. Accept things as they are. Find out to
what extend can we contribute for the development of the village and to identify their immediate problems.

Dr. Bindu proposed the vote of thanks.

**Feed back of the workshop from the students:**

Purpose of the workshop was to give insight to the application of PRA techniques in a field site. The first thing before going to any village is to prepare a checklist. The second aspect is to allocate certain roles within our group members. The roles are facilitator, interviewer, process observer, content writer, gate keeper. Each one of us has a specific function which will enable the smooth conduct of research. Hence assigning roles within our self is very important.

When we ask questions, we should have a rehearsal within our self. It should not affect the feelings of the villagers. The questions should be direct and with a purpose. Using these techniques, we can do any kind of research in any area and we will be able to apply various techniques such as mobility map, problem solving, venn diagram, social mapping etc.

On the whole, we were able to learn several techniques like how to get along with people. How to manage certain task and how to be perfect while questioning others?. It was very good and a great experience. It was very entertaining, at the same time very informative also.

Thanks to R&D for arranging such a workshop. It will definitely help us in future. We had a very great experience. Thank you

**Participants of workshop**

**SOCIAL MAPPING**

Social maps give us a look at information of various locations and tell us about the social atmosphere and how people fit into it. One of the reasons that social mapping is so powerful is because it blends both historic and current data to show what you’ve done and what you are likely to do when you are confronted with a particular situation. The tool is particularly sensitive to the composition of the participating group.
Social mapping can be used to present information on village layout, infrastructure, health pattern, wealth and others.

**Content:**

* Purpose of the exercise
* Check list
* Roles
* Process
* Learning experience

In social mapping we visited Thondamanpatti near Sathirapatti. The social map & trend analysis was one of the process in the PRA studies on village. We went in group in which we had a guide with us “Ramana” who explained the process totally.

**Purpose of the exercise:**

The purpose of this study is that we can know more about the village and about the various institutions and how they are useful to them.

**Check list:**

The check list is the list which has to be prepared before a visit is made to a village. The check list we have prepared is,

- Welcome them
- General questions about what we see
- Enquiring about various institutions
- About their higher studies & work
- Performance of institutions, duty
- Exhibit & share their places etc.

**Process:**

We visited Thondamanpatti and welcomed some of the villagers and found a place accessible to everyone to sit and discuss. We asked them about the main road only. But they started telling about the other places and drew the map on the road. We just enquired about some important identification locations and asked one villager to draw the
map. They eagerly drew the whole map about the schools, stores etc. Locations and the houses were cross checked with a few boys residing in those areas.

**Learning experience:**

We learnt how to make the villagers involve themselves in social mapping. We learnt the way to initiate the villagers to involve in such exercises. We came to know about the traditional lives of those people through trend analysis, where “Food is medicine and medicine is food”.

**Role:**

Madam Evajaline Jeba & Poornima – Facilitator / Interviewer  
Keerthana, S. Meenakshi & Vinitha – Content writer  
M. Xavier prasanna & V. Muthuselvi – Process observer  
G. Illakkiya & D. Jenifer - Gate keeper

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**MOBILITY MAPPING**

**Contents**

Purpose  
Check list  
Process  
Learning experience

**Role**

Interviewer : Ms. Yazhini, Ms. Kajal J. Mehta  
Facilitator : B. Prema  
Process Observer : V.Keerthana, V.Monica  
Content Writers : J.Rinijoy, R.D.Vijayalakshmi  
Gate Keepers : D.Prasanna

**Purpose**

The purpose of this study is to know more about the village and about the various places the villagers are going to procure things for their needs. To know the places accessible by them to meet with their daily needs.
Check List:

The check list is the list which was prepared before the visit is made to a village.

1) Welcome the people & gather in common place
2) About their higher studies & work
3) Institutions
4) Temples & landmarks
5) Important people government employ
6) Gardens & Agri lands
7) Water sources
8) Ration shop

Learning Experience

- How to identify about a place?
- How to speak to others to get the answers?
- How should we behave in a village set up?
- The main important value in how to listen to others.
- We heard about the problems faced by the villagers

RESOURCE MAPPING

Through resource map, we were able to find the number of resources and the intensity of the resources. Coconut tree were present to a large extent. And then other trees like mango tree, etc. were also present. Wells and ponds were present. The main problems they faced with regard to resources was insufficient rainfall. Only during rainy season, they can do agriculture. In other seasons, they go as a coolie and they are running their life on the whole, we were able to get a rough idea about their resources and the wealth in Thondaimanpatti village.

They spoke about transportation facilities. Buses were available frequently. Other essential facilities like hospitals, shops are available in Chattarapatti only. Only upto 5th standard, school is available in Thondamanpatti, for agricultural purpose, they
prefer to go to Madurai and also to Rameswaram for buying jasmine seeds. Stationery shops were available at Thondamanpatti only.

**PROBLEM IDENTIFICATION**

**Purpose of the exercise:**

The purpose of the exercise was to identify the problems faced by the village people in their village and to take initiatives to solve their important problem.

**Content:**

The villagers were allowed to discuss among themselves and list out the problems they faced.

- To build a toilet because there was none
- A road for the streets
- To fix lights, and water supply in graveyard
- Ration shop
- Wastage disposal
- Hospital facilities
- Water (Drinking water)
- College

The above mentioned are the problems listed out by the villagers. There were numerous problems faced by them but they were asked to list out the major problems. We asked them to list the above mentioned problems by the NSL format (soon and later).

<table>
<thead>
<tr>
<th>Now</th>
<th>Soon</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road</td>
<td>Ration</td>
<td>College</td>
</tr>
<tr>
<td>Graveyard</td>
<td>Wastage</td>
<td></td>
</tr>
<tr>
<td>Toilet</td>
<td>Hospital</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water</td>
<td></td>
</tr>
</tbody>
</table>

The problems were identified and classified by NSL format to know the problem that has to be given first priority.
Process:

The villagers were asked to gather in a common free and accessible place for all the villagers. Formal welcome and an informal chat was done with the villagers. The outsiders were four of us with a teacher along with us to guide us in the process. The insiders or the village participants were front of them. They were all frank and open. There was no specific barrier. The seating position was almost a circle so that we can have a good eye contact with the village participants. The village participants were given the superior role to be played. All the outsiders stuck to the assigned role and the process was smooth, undisturbed from the beginning till the end. We had enough time to do the exercise. There was actually a progression in the learning process. The small questions that we put forward were given a perfect answer. Even though without a checklist as a team we were able to link the questions and connect them with one another.

There was much of focus on a few lead participants through whom we were able to get the information clearly. There was always a cross checking with the other participants also. The six helpers were used where ever they were needed. Unwanted discussion was avoided. We learned a lot from the villagers. There were no language barriers in the conversation. The process had a natural start and a natural ending.

PAIR WISE ALIGNMENT

Purpose:

The purpose is to know which is the major problem faced by them. When we compare the two problems top ranking problem should be identified

Check-list

For this exercise first we prepared a check list for problem identification. And then we told them to compare the problem with one another and rank them according to priority.

Content:

We asked about the major problem faced by them. They easily answered all questions and made a chart (pair wise alignment). We totaled all those problems and then ranked them.
Process:

We gathered the same people over there and we compared the problems in a pair wise manner we played the roles such as facilitator J.Bagyalaxmi, content writer N.Manimekala, process observer M.Kaleeswari, Gate Keeper P.Mookayee.

Learning experience:

We had a very good experience by interacting with the people. By analyzing the problems we came to know all the problems we are facing in our life. It was very useful for us also.

DECISION MAKING MATRIX

Purpose of the Exercise:

The purpose of the exercise was to find out the decisions made by men and women regarding a family or general issues.

Roles Given:

- Content Writer : Rini Joyce & R.D. Vijayalakshmi
- Process Observer : Monical Keerthana
- Facilitators : Mr. Ramesh & Prema
- Gate Keeping : Illakiya & Prasanna
- Interviewer : Mr. Ramesh

Village Participants:

Mrs. Lakshmi, Mrs. Chinnama & Mrs. Veeramal

Checklist:

In order to know all the possible information, we planned to make a checklist. A checklist is a short list of things that we wanted to know from the villagers. A checklist of general decision making issues was prepared as mentioned below:

The checklist

1) hand purchase
2) Purchasing of cattle
3) Taking care of the cattle
4) Schooling for kids
5) Purchasing of clothes
6) Quality and rate decisions
7) Design
8) Purchase of Jewels
9) Decision making for education
10) Watching television
11) Higher education – college studies
12) Work for women

**Process**

The process was smooth. As a team we walked into the streets of Thondaimanpatti we saw women working at home and working food. We went to them introduced ourselves to be students from college. We invited them to spend sometime with us so that we can know more about the village. Women were busy in cooking so with much of hesitation they accepted to spend some time with us. The atmosphere that we chose to be seated was a place in front of a house with shade to accommodate a few more participants. As outsiders we were about 6 people in a team and we have 6 insiders (villagers) as participants. There were no specific barriers but as woman they felt hesitant to join us in an open space. We sat (outsiders) in a semi circle allowing the village participants to fill the space with another semi circle to make a complete circle. The scope of eye contact was good. We made them feel so comfortable even though we were strangers to them, we made them feel superior because as they have greater knowledge.

Before we reached the village, to perform this decision making matrix we were assigned different roles for our team members. As soon as we settled we were keen and watchful playing our roles correctly. The participants had to look out for their children and they were planning to leave earlier to get things from the weekly market. It was an informal conversation in the beginning. We were supposed to go to unrelated topics to gain the attention of the village participants. We framed cohesive questions. There were 3 participants who were much involved. They came out with answers immediately and
accurately. In order to gain the involvement of the other participants we adopted cross checking methods to find out whether their answers were true or whether there was any difference of opinion. We made the best use of the six helpers when? Why? Where? How? Which? What? It was an advantage and time saving issue that we didn’t have any lengthy discussions. We had strong gatekeeper who engaged the children who were disturbing the conversation. We did not have any preconceived notions so we lent our ears to them and had a much of listening.

There was no need of shoulder tapping. There were no language barriers from the beginning till the end it was a natural start and natural ending.

**Learning Experiences:**

- Direct Interaction with the villagers and the village atmosphere was a new experience.
- We learnt the way of interaction with the village people.
- We learnt to listen from the villagers.
- Realization of our own facilities and felt privileged of the facilities that are accessible presently for us.

**RESULT OF DECISION MAKING MATRIX**

For approximation we considered 10 families:

<table>
<thead>
<tr>
<th>Issues</th>
<th>MEN (Ratio)</th>
<th>Women (Ratio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing of land</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Purchasing of cattle</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Taking case of the cattle</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Schooling of the kids</td>
<td>Decision of the kid</td>
<td></td>
</tr>
<tr>
<td>Purchasing of clothes (Initiation)</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Quality and rate of purchase</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Selection of design</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Jewel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Design</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Education – Higher (6 – 12)</td>
<td>Both men &amp; women equally contribute</td>
<td></td>
</tr>
<tr>
<td>TV channel</td>
<td>Men watch TV in their presence</td>
<td></td>
</tr>
<tr>
<td>College studies</td>
<td>Both men and women equally contribute</td>
<td></td>
</tr>
<tr>
<td>For a women who decides to work</td>
<td>It is the self decision made by the women</td>
<td></td>
</tr>
</tbody>
</table>

**TREND ANALYSIS**

**Content**
- Check list process
- Purpose
- Disadvantages
- Advantages
- Learning Experience

**Role**
- Interviewer : Ms. Yazhini & Ms. Kajal J. Mehta
- Content Writer : J.Rini, R.D. Vijayalakshmi
- Facilitator : B.Prema
- Gate Keepers : D.Prasanna
- Process Observer : V.Monica, V.Keerthana

**Check List**
- Institutions
- Foods
- Dressings
- Area
- Facilities – Bus, Medical, Schools
- Work Spot
- Water
- Business
Process

We welcomed the villagers to gather in a place accessible to all the villagers and started our discussion. We just asked some general questions and then about their, medical facilities, education, business, areas, Work spot and the Environmental Situations.

Purpose

Our purpose is to know about the villagers situation that they had before 20 years. They told that they had no own houses. Not even a single street light was available. They enjoyed a cool climate, before 20 years. At that time, they didn’t use any chemicals for their agricultural land. But now, they were using more chemicals and yield is also very low They wore only khaki dresses before 20 years, but now children are exposed to wear colour dresses. And they also mentioned that, the quality of the dresses was low before 20 years. They didn’t allow women to undergo any studies. But now, many of the parents have the ideas to send their daughter to go higher studies.

Disadvantages

- Climate changes at a high rate.
- Agricultural lands are reduced
- More number of flats
- Number of trees are reduced
- Due to increase in no. of flats, children of have no place to play.

Advantages

- Government has given free Television, from which they get up to date information of the current affairs
- More people are educated.

Learning Experience

- We had an experience to listen others.
- We heard about the problems faced by the villagers.
- We had an idea to identify about a place to meet the people.
VENN DIAGRAM

Contents
- Purpose
- Check list
- Process
- Learning experience

Role
- Interviewer : Mr. Ramesh
- Facilitator : B. Prema
- Process Observer : V. Keerthana, V. Monica
- Content Writers : J. Rinijo, R. D. Vijayalakshmi
- Gate Keepers : D. Prasanna, Illakiya

Title of the Exercise:-
The title of the exercise is “VENN DIAGRAM”. The venn diagram was one of the technique in the PRA studies. We went in group in which we had a guide with us Mr. Ramesh who explained the process totally.

Purpose
The purpose of this study is that we can know more about the village and about the various institutions, and how are they useful to them. The venn diagram consist of various circles in which the inner circle means that it is very important. And the outer circle means that it is less important.

This shows that how well that the institutions are performing to them.

Check list:
The check list is the list which has to be prepared before the visit to that village.
The checklist we have prepared is
1) Welcome them
2) General questions about what we see
3) Various institutions
4) About their higher studies & work.
5) Institutions duty
6) Inhibit & share their problems etc.

Process:

We asked some general questions and explained to them about the different shapes and asked them to identify the role and the significance of various institutions. We gave them the charts and marker and told them to draw the diagrams by themselves and identify the institutions with the help of shapes. They gave us good support and interaction. They shared about their problems faced in different institutions also. Thus, the process was completed with the full cooperation of the villagers.

Learning Exercise:

From this we learned some of the important value like.

- How to indentify about a place?
- How to speak to others to get the answers?
- How should one behave in that type of place?
- The main important value is how to Listen to others

Thus, this trip was very much useful for us not only for NSS purpose but also for the welfare of life.
Participants of the Workshop on Participatory Rural Appraisal

Introductory remarks by Dr. A. Mercy Pushpalatha, Principal
Introduction to PRA Techniques by Dr. R. Ramesh, Bahir Dar University, Ethiopia

Principles of PRA techniques by Dr.K.Manikandan, Gandhigram Rural University
Presentation of student’s experience on Social Mapping

Group activity on Resource Mapping
Group activity on Social Mapping

Group activity on Mobility Mapping
Presentation of Experiences of PRA Techniques to NSS Students
Tree Planting on 06-10-2012