



**University of Kashmir
DEPARTMENT OF SOCIAL WORK**

FIELD WORK REPORT: BADORI Village, District Samba

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Submitted To:

Department of Social Work

ACKNOWLEDGEMENT

We want to thank university of Kashmir for giving us opportunity to do our field work in Samba .we also want to give special thanks to our field work coordinator (Dr. Sarfaraz Ahmad) and the faculty members of Department of Social Work Central university of Jammu for their cooperation, guidance and constant feedback. They helped us in achieving our goals and helped us by sharing their knowledge, field work experience which helped us in compilation of the field work report on time.

We also want to thank the facilitators from central university Jammu who guided and supported us throughout our field work. We are also thank full to our group for working as a group in the field and shared with each other valuable knowledge and experience.

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GROUP INTRODUCTION

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Demographic Profile of Badori Village

Badori is a large village located in Tehsil Bari brahmana in district Samba Jammu and Kashmir with a total 664 families residing. The Badori village has a population of 3298 of which 1709 are males while 1589 are females as per population census 2011.

In Badori village population of children with age 0-6 is 397 which make up 12.04 % of total population of village. Average sex ratio of Badori village is 930 which is higher than Jammu and Kashmir UT average of 889. Child sex for the Badori as per census is 726, lower than Jammu and Kashmir average of 862.

Badori village has higher literacy rate compared to Jammu and Kashmir .In 2011, literacy rate of Badori village was 78.08 % compared to 67.16% of Jammu and Kashmir In Badori male literacy stands at 86.75% while female literacy rate stands at 69.06%.

Caste Factor in Badori Village

In Badori village, most of the villagers are from schedule caste(SC) and schedule tribe(ST).Schedule caste (SC) constitutes 34.84 % while Schedule tribe (ST) were 33.08 % of total population in Badori village.

Work Profile in Badori Village

In Badori village out of total population ,755 were engaged in work activities .92.05 % of workers describe their work as main work (Employment or Earning more than 6 months) while 7.95 % were involved in marginal activity providing livelihood for less than 6 months. Of 755 workers engaged in main work, 75 were cultivators (owner or co-owner) while 6 were Agricultural laborers.

Participatory Rural Appraisal (PRA) is intended to enable local communities to conduct their own analysis and to plan and take action (Robert Chammbers, 1992). PRA involves project staff learning together with villages about the village. The aim of PRA is to help strengthen the capacity of villagers to plan, make decisions, and to take action towards improving their own situation.

PRA is considered one of the popular and effective approaches to gather information in rural areas. This approach was developed with considerable shift in paradigm from top –down to

bottom-up approach, and from blueprint to the learning process. In fact, it is a shift from extractive survey questionnaires to experience sharing by local people. PRA is based on village experiences where communities effectively manage their natural resources.

PRA methodology of learning rural life and their environment from the rural people. It requires researchers/ field workers to act as facilitators to help local people conduct their own analysis, plan and take action accordingly. It is based on the principle that local people are creative and capable and can do their own investigation, analysis and planning. The basic concept of PRA is to learn from rural people.

PRA METHODS:-There are three PRA methods given below

Space Related Techniques used in Badori Village

SOCIAL RESOURCE MAP:-It is used to gather information about the resources both natural and man- made present in a community. It gives us local perception attached with the resources like their accessibility, ownership, control, and utility .This too is also used to gather information and knowledge about the social structure of a community .It portrays social aspects of the locality, including demographic profile, social relationships and local perceptions on social issues. It depicts the households, their types (based on economic status, religion, ethnicity, and headship, concentration and location).It also gives a preliminary idea about the stratification, inequality, social systems, dynamic, surviving strategies and mechanisms of the community members.

SPACE RELATED	TIME RELATED	RELATIONAL RELATED
Social Resource Map Mobility Map Transect Walk	Daily Activity Seasonal Calendar Annual Farm Activity	Pie Chart Seed Sorting

TRANSECT WALK:- This tool provides in depth information about the resources (natural and man-made) present in a community. It gives cross sectional information about the selected area of community. It is conducted as a joint exercise with the key local informants when the area is surveyed and its resources, constituents and problems are observed,

discussed, articulated and recorded during walk. It is a one dimensional map and concentrates on a selected area .Transect can be done through straight or zigzag walking.

MOBILITY MAP:-This tool is used to understand the mobility of males and females within and outside the community. It helps in learning the key places where people go, frequency, mode of transport and purpose. It also brings out the gender differences in mobility .It is useful in identifying and discussing issues related to access to water, land , community places ,social meetings etc. The differences and disparity in mobility can help while planning a program or project.

Time Related Techniques Used in Badori Village

DAILY ACTIVITY CLOCK:-This tool is used to gather information about the activities undertaken on daily basis. It gives an idea about the work load of different groups of people. This tool illustrates who is engaged for the maximum amount of time in a day, who has the least responsibility and work load, who works for a long stretches or work involves drudgery. It also shows the kind of activities different types of people with in a community are engaged in and how daily activities change according to season.

SEASONAL CALENDAR OR TIME CHART:-A Seasonal Calendar is a PRA method that determines patterns and trends throughout the year in a certain village. It can be used for purposes such as rainfall distribution, food availability, agricultural production, income and expenditures, health problems and others .The seasonal calendar can also be used to collect information on how villages allocate their time as well as their labour in various activities within the village.

A Time Chart is prepared by drawing a two dimensional matrix and writing the time period (i.e. month, year) on an axis and the different village activities on the other axis. Villages are encouraged to fill in the matrix of the chart/calendar by making the grid or by placing stones or other objects on the matrix.

RELATIONAL RELATED TECHNIQUES USED IN BADORI VILLAGE

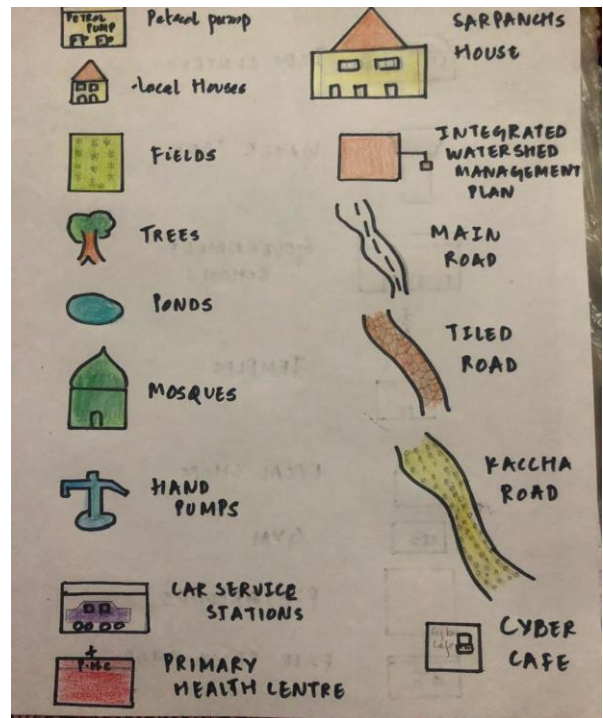
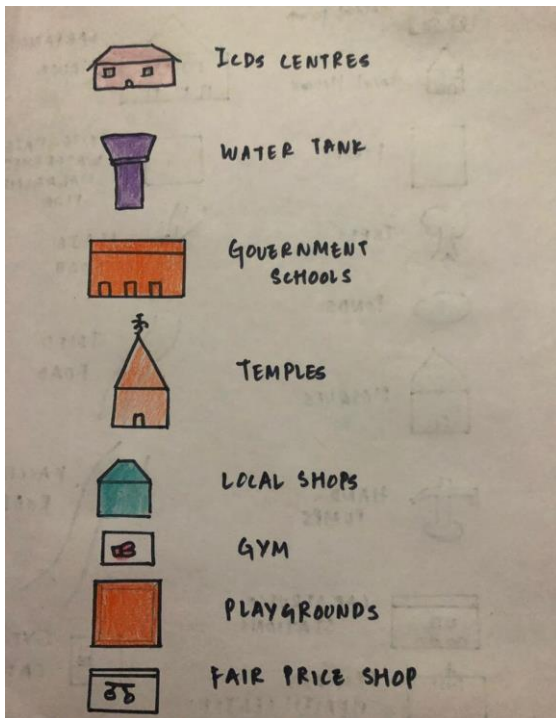
PIE CHART:-A Pie chart uses pictures to compare the sizes, amounts, quantities, proportions of various items .It is used to illustrate numerical proportion .Pie chart make it easier to understand the data.

SEED SORTING:- SEED SORTING is a mechanical process in which the goal is to achieve a high level of purity and quality in the final product. Prediction and control of such process are generally considered very difficult. One possible solution is a system identification approach in which the seeds and their movement are directly observed and data about important process parameters extracted. The conclusion gives us the severity of the problem prevailing in the community. There are various problems in the community, it is very difficult to solve all of the problems at a time .so we prioritise the problems through this method. Community worker put the list of problems in front of people and ask them to join and rank the problems in terms of prioritise.

OUTCOME OF PRA ACTIVITIES IN BADORI VILLAGE

A. SOCIAL RESOURCE MAP:-

Resource chart prepared by group members' fig (1)



Symbols used in resource map

- There was communal harmony in the village as both Hindus and Muslims were living in harmony
 - There was scarcity of drinking water. Although there were some government hand pumps and integrated watershed management programme (IWMP) tanks but they were not adequate when we look at the topography and population of village. Water of ponds was contaminated.
 - We also analysed the lack of school infrastructure. In one of the primary schools there were only two rooms available and also in another high school there were only five rooms available. Also while interacting with the teachers we came to know about the enrollment age in government schools which is 5 years. The teachers told us that this is one of the main causes of less enrollment in government schools
 - Some selected wards were well developed and some wards were lacking roads, drains, hand pumps, etc. Also in the whole village there were no proper sanitation and also people were not sensitive towards sanitation.
- B. TRANSECT WALK:** - It was a joint exercise with some key informants of the community who gave us a description about the village.
- We came to know about the community resources such as natural resources, government institutions, community assets, religious institutions etc

Transect Walk

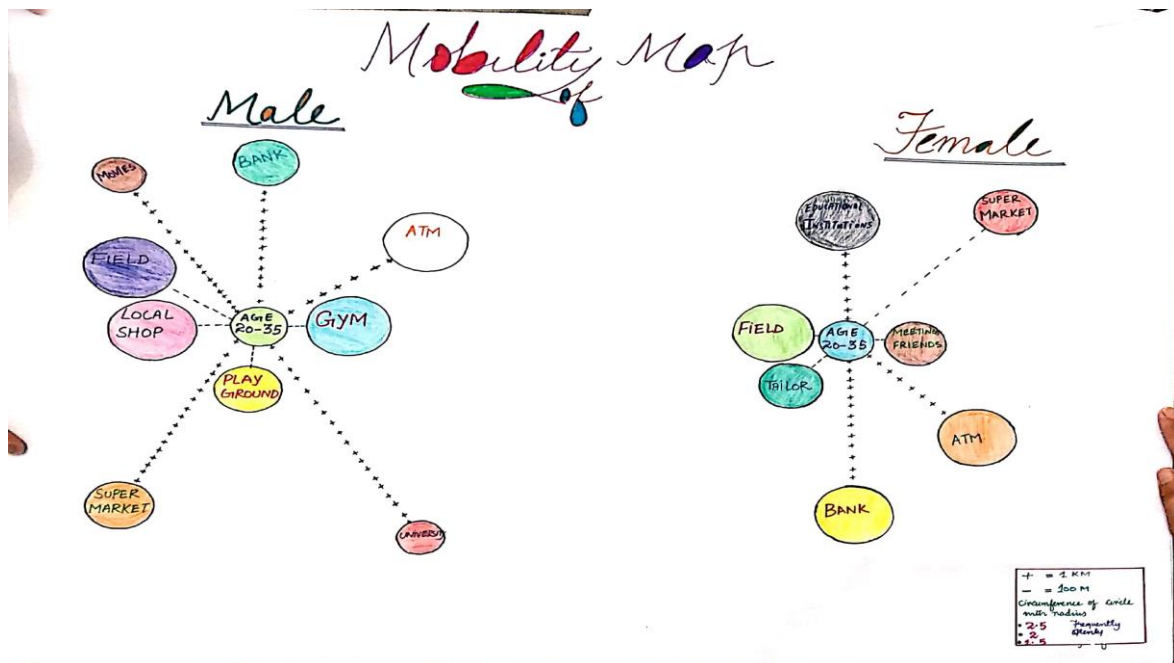
	WARD 1	WARD 2 CHEER KHADI	WARD 4 HAKIA MOHALLA	WARD 5 TAPYAL	WARD 7
LOCALITY					
GOVERNMENT INSTITUTIONS	Swachh Bharat Abhiyan (SBA) Public Toilet Health Centre	Anganwadi Centre (ICDS) Primary School	—	Anganwadi Centre (ICDS) Primary School	Anganwadi Centre (ICDS) High School Panchayat Ghar Primary Health Centre
RESOURCES MADE NATURAL	Petrol Pump	—	HAND PUMP WATER TANK Cattles	Cattles	Tube well
CASTE	Mixed Rajput + Schedule Tribe	Mixed Rajput + Schedule Tribe + Other backward class	Mixed Schedule Caste + Schedule Tribe + Rajput	Mixed OBC + Schedule Caste	RAJPUT Rajput + SC + ST
CROPS	—	—	Wheat Mustard Bamboo	Wheat Majis Corn	Wheat Majis Corn
CULTIVATED	—	—	—	—	—
COMMUNITY INSTITUTIONS	Private School	—	—	Mobile Tower	Play ground
RECREATIONAL	—	—	—	—	Sports
RELIGIOUS INSTITUTIONS	Temple	—	Idgah	Temple Masjid	Temple

Transect walk chart prepared by group members' fig (2)

C. MOBILITY MAP:-

- We did this activity with the youth (with age group 20-35 years) of the community.
- Through this activity we came to know about movement patterns of the youth both within and outside the community.

- This tool lead to the identification of problems faced by the within and outside the villages as health facilities , education structure, information , recreational activities , economic issues, social issues faced by the youth in the village.
- Those who belong to financially good families have more mobility than those who belong to financially weak families.
- We also came to know that mobility of male is more than females and also girls mobility is limited to village mostly as compared to males whose mobility extends both within and outside the village.
- Majority of women were associated with household and agricultural activities.

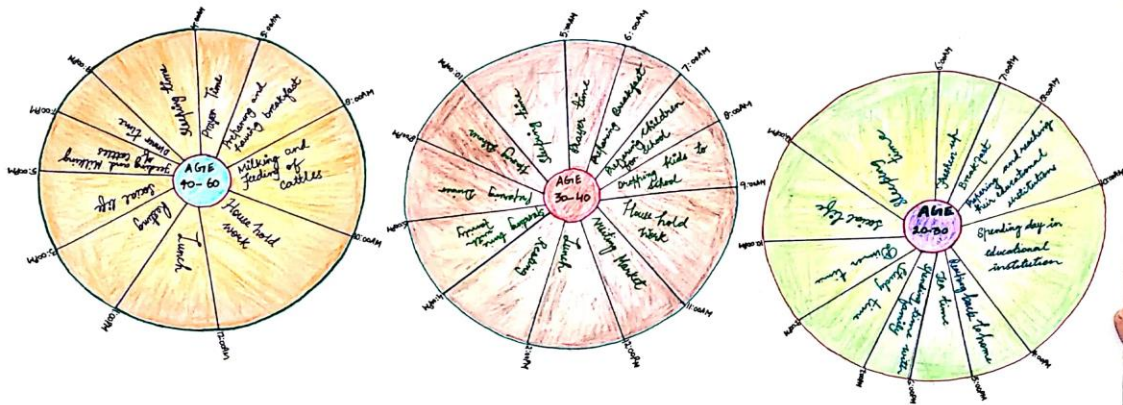


Mobility chart prepared by group members' fig (3)

D. DAILY ACTIVITY CLOCK:-

- We came to know about the work load of different age group
- Elderly women spend more time on house hold work and cattle rearing and agricultural activities.
- Most of the young girls were going to colleges and university

Daily Activity



Presented by: Group D

Daily activity chart prepared by group members' fig (4)

E. SEASONAL ACTIVITY AND DAILY FARM ACTIVITY



Seasonal calendar chart prepared by group members' fig (5)

ANNUAL FARM ACTIVITIES

MONTH / CROPS	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
WHEAT	De-weeding	/	/	Harvesting	Land Vacant (L.V)	Land Vacant (L.V)	/	/	/	/	Sowing	Sowing
MAIZE	/	/	/	/	/	/	Sowing	De-weeding	De-weeding	De-weeding	Harvesting	/
BATRA	/	/	/	/	/	/	Sowing	De-weeding	De-weeding	Harvesting	/	/
MUSTARD	/	/	/	Harvesting	/	/	/	/	/	/	Sowing	/

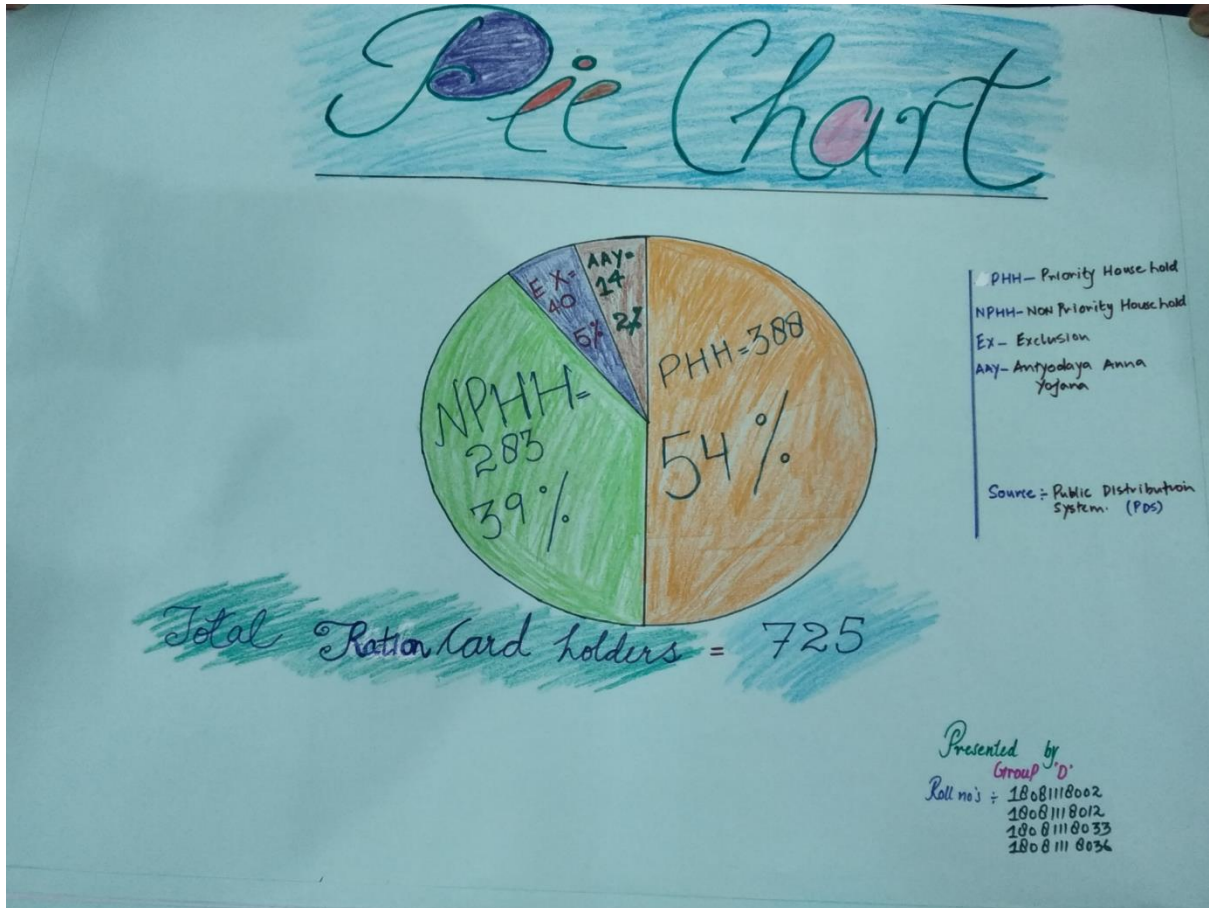
- There is very little fertile land available for farming due to geographic topography.
- Scarcity of water is also faced by farmers.
- Farmers use these crops and also sell them in open market.
- Cattles also depend on these agricultural activities.
- There are various schemes sponsored by the Govt. (Central/State) Such as
 - IWMP
 - PMFBY
 - Soil Health Card

Presented by Group 'D'

Annual farm activity chart prepared by group members' fig (6)

Through this activity we got the knowledge of different crops cultivated in the village. The season of sowing and harvesting of the the crops. Different problems faced by the farmers such as water scarcity, non availability of fertilizers and difficulty in the procurement of seeds. They also faced difficulty in selling produce at local mandi .they were not aware about various government schemes functional in agriculture sector in their village.

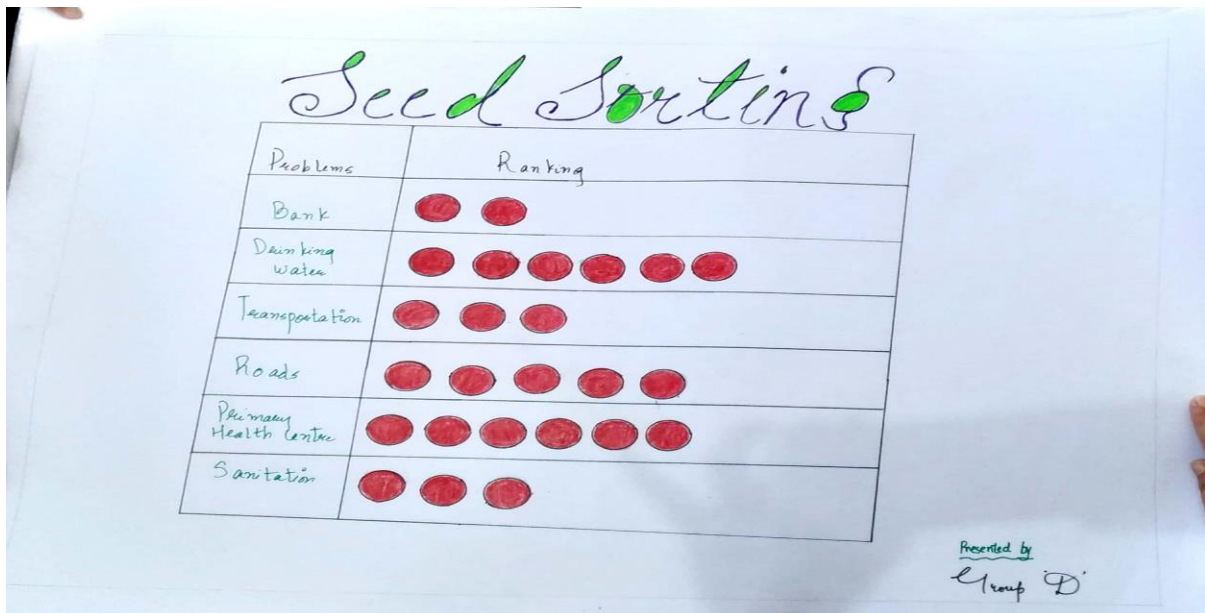
F. PIE CHART



Pie chart prepared by group members fig(7)

By this activity we got to know total number of ration cards in the village which was 725 .through this activity we also came to know about the the economic strata of the village by different ration cards possessed by the families such as Above Poverty Line(APL) for those families who are above the thresh hold of poverty line, Below Poverty Line (BPL) for those families who are below the poverty thresh hold , Antyodaya Anna Yojna (AAY) for the poorest families and Priority Households (PHH) for those who are poor ,landless , marginal farmers , wage earners. The rates at which the grains were provided to the villager. Quantities of the grains provided to each ration card holder.

G. SEED SORTING



Seed sorting chart prepared by group members fig (8)

Through this activity we came to know the priorities of the villagers on the basis of ranking in which villagers participated and set their priorities of needs. Through this activity we came to know that villagers want clean drinking water and primary health centre on priority basis.

SUPPORT FROM CENTRAL UNIVERSITY JAMMU

We want to thank central university of Jammu for allowing us to do field work in their adopted villages in Samba. All the faculty and students from Central University were cooperative and supportive. There was exchange of ideas and knowledge. They allowed there students to help us in field work despite of their examinations. All the students shared their field work knowledge and experience with us. Being totally a different community they supported us in every aspect and gave their valuable inputs. All the faculty members, administration and students where cooperative and supportive.

CONCLUSSION

Field work was a wonderful opportunity to enhance our classroom learning into field based practice. All PRA techniques which we have read in class, we applied them in the field. It was a learning experience to work with a different community. We learned how to work in team and also learned about division of work. Through our field work we came to know about the Badori village, different resources available to them, and various government schemes functional in the village. The mobility and autonomy of women were less as compared to men in the Badori village.

REFERENCES

- Census population website of government of india, www.census2011.co.in
- Methods for community participation by Somesh Kumar
- Empowering rural women by Zubair Meenai



FIELD WORK REPORT 2020

- **UNDERSTANDING COMMUNITY AND ITS PROBLEMS**
- **ORGANIZED BY DEPARTMENT OF SOCIAL WORK**
- **SEMESTER II – University OF KASHMIR IN COLLABRATION WITH CENTRAL UNIVERSITY OF JAMMU**

REPORT PREPARED AND SUBMITTED BY GROUP 7

SUBMITTED TO –DR. SARFARAZ AHMAD

ACKNOWLEDGEMENT

Before our introduction, we want to give a special thanks to our field work coordinator (Sarfaraz Ahmad) and the faculty members of Department of Social Work Central University of Jammu, for their courageous work, guidance and constant inspiration. They helped us to achieve our goals and complete our field work on time.

Our Special thanks to the facilitators from Central University Jammu who guided and supported us throughout whole field work. We are also thankful to our class mates for helping us throughout the field work with their valuable suggestions and experiences.

OUTLINE OF REPORT

- GROUP INTRODUCTION
- COMMUNITY LAYOUT
- BASIC DATA AND IT TRANGULATION
- TRANSECTWALK
- SOCIAL RESOURCE MAP
- SEED SORTING
- DAILY ACTIVITY
- PIE CHART
- MOBILITY MAP
- CONCLUSION
- REFRENCES

GROUP INTRODUCTION

NAMES	ROLL NO'S	CUJ FACILITATORS
1. SOBIYA SHABIR	18081118023	MUSKAAN
2. OWAIS FAROOQ	18081118009	TAMANNA
3.AASIYA AKHTER	18081118005	SUMITI
4. MURTAZA	180811180	ANKITA
5. BENISHTA	18081118028	ANKITA
6. FARSHEEN	18081118027	AFSHAN

PLACEMENT/COMMUNITY LAYOUT

We the Group 7 Students of MSW Semester II

Department of Social Work University of Kashmir was sent to village Meen Sarkar for our concurrent field work.

Our group was supervised by our Field Work Coordinator Dr. Sarfaraz Ahmad.

Community Profile

Name of the Community: Meen Sarkar.

Tehsil: Brahi Brahmna.

Block: Parmandal

District: Samba.

UT: Jammu and Kashmir.

HOUSE HOLDS: 750.

Population: 3800.

Literacy Rate: 80%

Language: Urdu and Dogri

Administrative Setups: Umeed office, Panchayat Ghar, Pathwari office, Aanganwadi Centres

Introduction to PRA

Introduction to PRA.

Appraisal – The finding out of information about problems, needs, and potential in a village. It is the first stage in any project.

Participatory – Means that people are involved in the process – a “bottom-up” approach that requires good communication skills and attitude of project staff.

Rural – The techniques can be used in any situation, urban or rural, with both literate and illiterate people.

Participatory Rural Appraisal (PRA) is considered one of the popular and effective approaches to gather information in rural areas. This approach was developed in early 1990s with considerable shift in paradigm from top-down to bottom-up approach, and from blue print to the learning process. In fact, it is a shift from extractive survey questionnaires to experiences hearing by local people. PRA is based on village experiences where communities effectively manage their natural resources.

There are five key principles that form the basis of any PRA activity no matter what the objectives or setting:

1. **PARTICIPATION** - PRA relies heavily on participation by the communities, as the method is designed to enable local people to be involved, not only as sources of information, but as partners with the PRA team in gathering and analyzing the information.
2. **FLEXIBILITY** - The combination of techniques that is appropriate in a particular development context will be determined by such variables as the size and skill mix of the PRA team, the time and resources available, and the topic and location of the work.
3. **TEAMWORK** - Generally, a PRA is best conducted by a local team (speaking the local languages) with a few outsiders present, a significant representation of women, and a mix of sector specialists and social scientists, according to the topic.
4. **OPTIMAL IGNORANCE** - To be efficient in terms of both time and money, PRA work intends to gather just enough information to make the necessary recommendations and decisions.
5. **SYSTEMATIC** - As PRA-generated data is seldom conducive to statistical analysis (given its largely qualitative nature and relatively small sample size), alternative ways have been developed to ensure the validity and reliability of the findings. These include sampling based on approximate stratification of the community by geographic location or relative wealth, and cross-checking, that is using a number of techniques to investigate views on a single topic (including through a final community meeting to discuss the findings and correct inconsistencies).

- **PRA : Participatory Rural Appraisal Components**
- **People**
- **Knowledge**
- **Participation**
- **Planning**
- **Action**

PRA METHODS

Space Related	Time Related	Relational Related
Social Resource Map Mobility Map Transect Walk	Daily Activity Seasonal Calendar Annual Farm Activity	Pie Chart Seed Sorting

Triangulation

In social science triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study

Purpose

The main purpose of triangulation in educational and social science research is to increase the credibility and validity of results.

How and where we used this technique.

We used this technique at the allotted panchayat village and cluster block. This panchayat consist of the area namely Meensarkar. It was a rural community. We used this technique to compare between the primary and secondary data. In order to get primary data we used PRA technique while on the field visit to the area. The source of secondary data was the census of the area which was conducted in the year 2011.

Conclusion/Outcome

By using the triangulation technique we got the data as follows:

Primary Data (Using PRA)

Total area was 5km approx, with 750 total numbers of households; the population of the area was 3800 individuals approx. With 1700 numbers of males and 1550 number of females. The community is based on two criteria i.e. SC and ST. The area comprises 60% of SC and 40% of ST. The overall literacy rate is about 80%.

Secondary data

Total area was 5km approx, with 745 total numbers of households; the population of the area was 3539 individuals approx. With 1158 numbers of males and 1681 numbers of females and 395 children. The community is based on two criteria i.e SC and ST. The area comprises 1,172 individuals of SC and 1,118 of ST. The overall literacy rate is about 78.18%.

Source census 2011

Total area was 5km approx, with 725 total numbers of households; the population of the area was 3539 individuals approx. With 1858 number of males and 1681 number of females. The community is based on two criteria i.e SC and ST. The area comprises 1772 of SC and 1118 of ST.


BASIC INFORMATION ABOUT COMMUNITY

PRIMARY DATA		SECONDARY DATA			
PATICULERS	TOTAL	Census 2011			
AREA	5 KM	Particulars	Total	Male	Female
HOUSE HOLDS	750 (approx)	Total No. of Households	745		
POPULATION	3800 (approx)	Populations	3,539	1,858	1,681
MALE	1700 (approx)	House (Holds)	395	229	166
FEMALE	1550 (approx)	Schedule Caste	1,772	926	846
SC	60%	Schedule Tribe	1,118	525	593
ST	40%	Literacy	296.18	894.04	71,229 No
LITERACY RATE	80%	Total Workers	980	867	113
		Male Worker	825	-	-
		Male of Worker	165	142	23

*PRA

ALLOTMENT OF PANCHAYAT VILLAGE POPULATION AND CLUSTER BLOCK PURMANDAL							
PANCHAYAT NAME	RURAL & URBAN	TOTAL HOUSEHOLDS	TOTAL POPULATION	MALE POPULATION	FEMALE POPULATION	SC POPULATION	ST POPULATION
MEEN SARKAR	RURAL	725	3539	1858	1681	1772	1118

*CENSUS 2011

BLOKA OFFICE LIMEED 

Transect Walk

A transect Walk is a tool/ technique for describing and showing the location and distribution of resources, features, landscape. It a systematic and can be zigzag or straight.

Purpose

This tool provides in-depth information about the resources natural and manmade present in the community. It gives cross sectional information about the selected area of community. It is conducted as joint exercise with the key local informants when the area is surveyed and its resources, constituents and problems are observed, discussed, articulated and recorded during walk.

Process

Our transect walk was both straight as well as zigzag along with the key local informants and the facilitators in the most important areas of the community.

Inferences

We got cross sectional information about the whole community while walking ward to ward. Conducted this exercise with the help of local informants and observed community resources structure, problems. It was a straight as well as zigzag walk.

With the help of this activity we came to know about the identification and explanation about the cause and effect relationship between different resources of the community like the presence of pond.

As this community is rural community, so in order to suffice the needs of this community for farming purpose there was desperate need for water body to serve various needs of the community.

During our walk we came to know about the availability of drinking facilities. Which were available there. This included Hand pump, Taps at various places and water purification plant. This helped us in accumulation of data for triangulation.



LOCALITY	TRANSECT WALK			
	WARD-1 (UPPER MEEN)	WARD-2 (MARIKI WALI)	WARD-3 (TRIGAL)	WARD-4 (BARKANI)
RELIGIOUS INSTITUTIONS	1 Masjid	1 Masjid 1 Ashram	2 Temple 1 Masjid	1 Temple
GOVERNMENT INSTITUTIONS	1 Aganwadi	1 Aganwadi 1 Middle School	PHE	1 Aganwadi 1 Postman Office 1 Milk Trolley 1 PHE 1 Middle School
COMMUNITY ASSETS	-	-	1 COUNCIL	(HETED RESORT) (SHAKHINE HILL)
CROPS	-	WHEAT	MAHAT/ MUSTARD	-
PLAYGROUND/ OPEN FIELD	-	-	-	JOGGERS PARK
CASTE	ST	ST/SC	ST/SC	ST/SC
RESOURCES MANMADE/ NATURAL	-	POND	POND	POND

SOCIAL RESOURCE MAP

Resource map is one of the most commonly used PRA methods next to social map. While the social map focuses on habitation, community facilities, roads, temples etc. The resource map focuses on the natural as well as manmade resources in the locality and depicts land, hills, rivers, fields, vegetation etc. it includes local perceptions attached to the resources like their accessibility, ownership, control, utility.

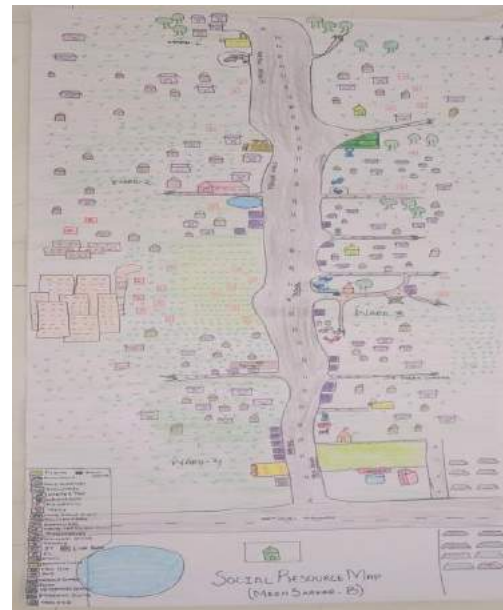
PROCESS

A meeting was organized in which maximum participation was ensured by the help of our group members, facilitators from CUJ and the key informers of that particular community. Firstly the dialogue was initiated by which local participation was ensured furthermore it created a valuable environment to discuss and explore the resources and social structures of that community. Which helped us in both portraying both social and resource map. We merged these two techniques as there were time constraints. This exercise started by placing and labeling nearby items that were pebbles, flowers, leaves, lime stones. As the central land mark or reference for the resources as well as social structures. Facilitating questions were asked in order to bring out an elaborate and comprehensive map like categorization of resources like their importance ownership, control and utility. In order to develop a preliminary plan and encourage participation, participants were

asked to draw resources and social structures that they find were missing in order to make an ideal community. The map was drawn on ground and then represented on charts.

Inferences

Information and knowledge about social structure. Identification of both natural and manmade resources. That were **UMEED** office, Panchayat ghar, Pathwari office, Aanganwadi Centers, Mandir, Veterinary, School, Filtration Plant , Agricultural fields, industries portrays social aspects (demographic profile, social relationship, resources, their accessibility, utility)it depicts the households & their location. Maximum participation of community members was ensured. This map illustrates their resources, houses, social structures, their location, relative distance & outline map of the community.



SEED SORTING

Seed sorting is another technique of PRA method which takes into account the problems of the particular community. The problems faced by the community are discussed and prioritized on the basis of their needs. It is the people of that community who tell us about these problems.

Process

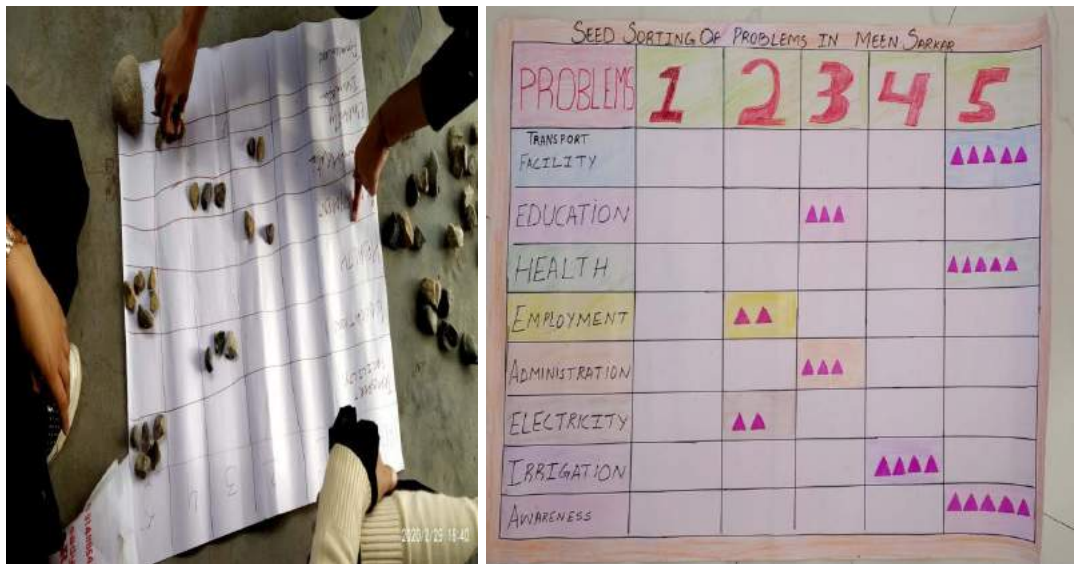
It was a joint exercise conducted with community members in which identification of problems were taken into consideration. In this joint exercise the participants prioritize their problems

according to their needs. This exercise was done on a chart paper with the help of Sketch pens and pebbles. On a chart we drew a table which consisted of 9 rows and five columns. In which each column represented a problem and each row had numbers from 1 to 5 which indicated the severity of the problem. Then the participants were asked to rate each problem according to need. This map was later represented on a chart.

Inferences

Identification of problems, some problems was identified with the help of local participants which were prevalent in their community. The problems like transport facility, problems related to education, health, employment, administration, electricity, irrigation, awareness. These were some of the problems prevalent in that community. After this

Prioritization of problems, after the identification of above mentioned problems with the help of local participant’s prioritization of these problems were taken into consideration in which the highest rankings were given to the problem related to transport, Health and awareness.



DAILY ACTIVITY CLOCK

This tool is used to gather information about the activities undertaken on a daily basis. It gives us an idea about the work load of different groups of people .this tool illustrates who is engaged for a maximum amount of time in a day, who has the responsibility and work _ load , who works for

long stretches .it also shows the kind of activities different types of people within a community are engaged in and how daily activities change according to season.

PURPOSE

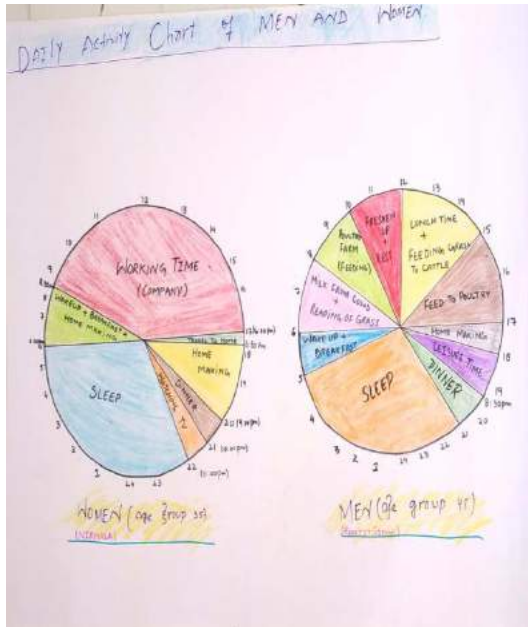
Apart from seasonal pattern of a year daily routines or schedules can be prepared if necessary. Usually daily labour schedule of family members reveals the routine activities among different household members and the time of the day. Such information is sufficient enough to identify critical times for peak labour usage and gender related issues related to overwork of women. It shows the time utilization for each day for various groups of the community. It also helps for the general planning as far as community development is concerned.

Process:

This was a kind of joint exercise in which separate groups of males and females were taken into account in order to understand their daily activity routine , a chart representing a clock were shown to the respondents and were asked to enlist the activities they usually done on daily basis ,they were also facilitated to represent the activities and the number of hours (minutes , if needed).thus the daily activity clock with 24 hours were completed with the help of the respondents . Although the activity were done with various males and females of the Meen sarkar village, but the final represented clock were taken from the Nirmala (40 to 45)And Ranjit Singh (40-45).,A typical daily routine clock were presented which shows the group the of activities namely home making , labour , eating , cattel rearing , leisure time as per different hours of day .

INFERENCE

It depicts the work load of men and women. It illustrates the engagements and activities of men and women Identifies the general pattern from daily activity pattern.



PIE CHART

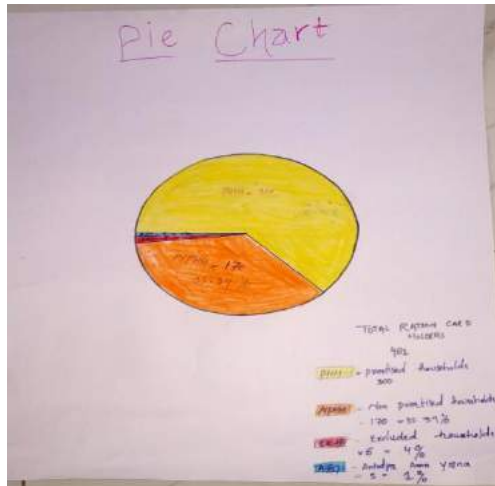
Pie diagram or pie chart has been adapted as a PRA method to usually depict proportions of the constituents in relation to the whole it is used to know about what is sources contribute , how much to the income of a house hold, individual or community. It deals with both factual and perceptual data.

Process

It was a joint exercise done with the store keeper namely Ranjit Singh. A circular statistical graph which was divided numerical portions and were drawn on a chart paper. We used this technique to draw the statistical graphs according to the categories as per their financial conditions; the arc length of each slice is proportional to the quantity it represents. It includes categories like APL, BPL, PHH, AAY.

Inferences

It shows income and expenditure pattern of the houses of that community. It helps to find the economic status of that community.



MOBILITY MAP

This tool is used to understand the mobility of males and females within and outside the community. It helps in learning the key places where people go often, frequency, mode of transport and purpose. It also brings out the gender difference between mobility. The differences and disparity in mobility can help while planning a program and project.

Process

This activity was a joint exercise with various groups of males and females. They were asked to enlist the key places they visit and categorize them as per frequency (Daily, Weekly, Monthly or rarely). All the destinations or places are represented by colored images. They were asked to put those places on the chart paper in order of relative distance from the respondent's home. Later a 3d chart was prepared which shows the mobility of both one of the males and females from the respondents.

Following symbols we used to denote various aspects of mobility

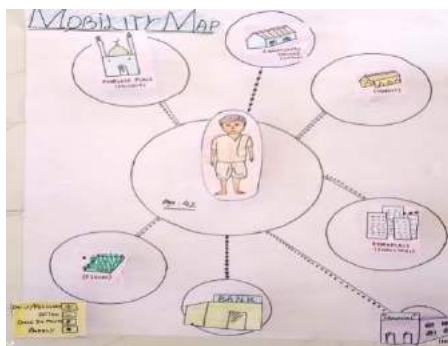
1. + Sign was used for Daily/Regularly visits.
2. – Sign was used for how often they visit.
3. * Sign was used for once in a month visit.
4. . Sign was used for very rarely.

Frequency was denoted by a number of symbols used.

Destination was denoted by the images of those places.

Inferences

It helps us to understand the mobility of males and females within and outside the community. It helps us to identify the key places where people go. It helps us to see the accessibility of the administrative structures. It helps us to denote the frequency of visits.



Conclusion

The overall field work gave us an opportunity to apply our theoretical knowledge in a professional way in the given setting. We practiced social work skills in order to gather leanings, outcome, and limitations.

Major leanings involved the applicability of PRA and PLA methods. We got well aware about the whole community about the whole community. Our communication and rapport building skills were improved. Limited time was the key obstacle due to which we could not gather full information from the community, since we took extra time rapport building as we were completely unfamiliar with the community.

Along with these leanings and limitations, we understood some of the major outcomes which included issues and problems related to transport facilities, education, awareness, major occupation of that community (Most of the population was working in industrial sector). Housing pattern of the community includes Pakka houses and Kacha houses and some slum area in which migrant labors resided. Wheat and maize were the main crops cultivated in the community. We observed a different cultural practice with regard the death of an elderly person, the community people were using drums to mourn the death of old person , who lived with the community for long time . Although the community is divided in two major castes i.e. SC and ST but there was good communal harmony and good social relationship among them.

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