

Population and Society
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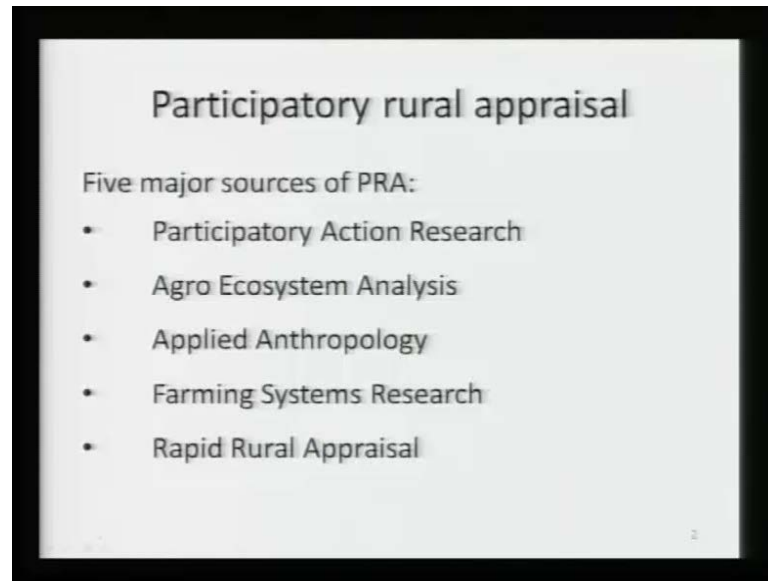
Lecture No. # 10
Participatory Rural Appraisal (PRA)

Friends, this is our fourth lecture on research methods. In the first lecture, I talked about the differences between quantitative and qualitative methodologies; and said that in sociology, in general and in population studies in particular, there are some who believe in positivist and they prefer quantitative methods. There are others who prefer phenomenological methodology and they go for qualitative methods. Then I talked about primary and secondary data; data which are collected by the researchers themselves are called primary data; and the data which are collected by someone else may be (()) or census or NSSO, these kinds of data can be called secondary data.

Then in the last lecture, I talked about certain tools and techniques of data collection. I mean primary data, though the same methods are used by others, when they are collecting data for themselves, and their data become secondary for us. These methods are census, survey, focus group discussion, interviews of key respondents, experimental method and anthropological method of field work.

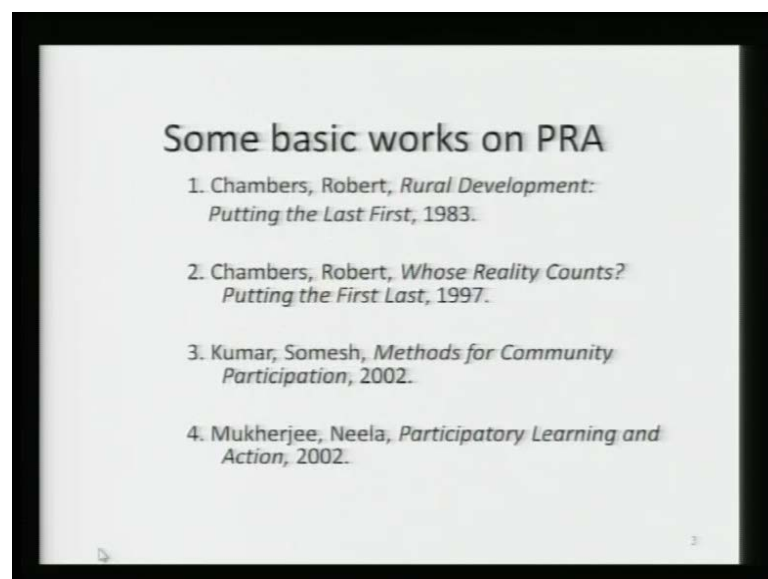
Now, today I am going to introduce another tool of data collection, which also has a different approach behind it, and that is participatory rural appraisal. A participatory rural appraisal has been used more by development, experts, economist, anthropologist, political scientists, sociologist, all those interested in studies of development at the village level, in tribal communities, in less developed societies. But now, this idea participatory rural appraisal PRA is being used in many other fields of research. Therefore, it becomes important for students of population studies to get introduced to some basic ideas of participatory appraisal. In this one hour time, I will try to present some basic material on origin, nature, type of participatory rural appraisal methods, and if time permits, I can also discuss a bit about some experiences of ours in using participatory rural appraisal.

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Now, participatory rural appraisal there are 4 or 5 rather 5 major sources of PRA, 1 participatory action research, this participatory action research means, action research done in the field of development, environment, development, watershed programs, community development with the help of participation of people. This kind of analysis has been more popular in agro economic system analysis, in applied anthropology, in farming systems research and rapid rural appraisal.

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The basic works on PRA are by Robert Chambers, later on many other development theories have picked up these techniques and improvised these techniques and now there are lots of people. If you go on internet site, you find thousands of references to PRA and PRA has been conducted in different settings, in different countries, in different areas, in different subjects, by different types of experts. It is no more confined to study of agro economic systems and it is not only confined to those specific tools developed by Robert Chambers. But the idea; the basic philosophy behind PRA were that of Robert chambers.

In 1983, he wrote a book Rural Development Putting the Last First. Now the title of the book itself shows that in this study, Chambers is stressing on the perspective of the most downtrodden or most under privileged or the poor or the marginal sections of society. To study rural devolvement, to conceptualize rural development, to develop strategies for rural development you have to count the view points of those who are at the bottom of economic development.

Then in 1997, he wrote another book which again became a basic book for practitioners of PRA. The title is Whose Reality Counts? Putting the First Last, so here Robert Chambers is trying to say that so far, who were the first actually in development research The first were the experts. Experts, researchers, consultants, ward bank specialist and policy makers. And the understanding of rural development or the understanding of society so far, has been the understanding of this experts and planners.

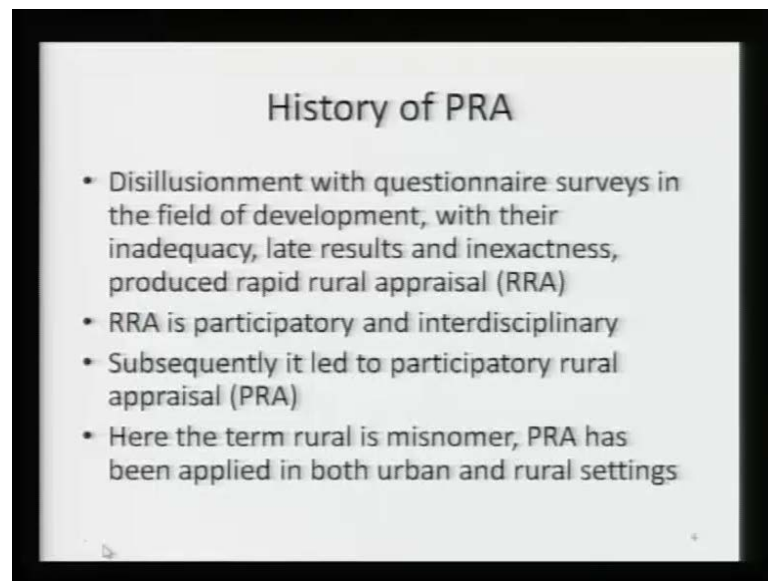
Robert chambers says that in order to promote rural development which is integrated, holistic, sustainable, which promotes justice and which is acceptable to people. You have to put the viewpoints of the people first and let experts be in the position of facilitators. We will see some of these slides in which I am trying to summarize these ideas of Robert chambers.

In India, in 2002 Someshkumar wrote a book Methods for Community Participation, in which drawing from the ideas of Robert chambers' and others. He has presented a large number of tools and techniques of conducting PRA exercises. Actually most of my slides today, are based on the reading of methods for community participation of Someshkumar

Neelamukherjee is another administrator in India, who has written lots of books on participatory learning and action and it is she, who popularize use of PRA among development administrators in the country. Those interested in details, in technical

aspects philosophy of PRA, can benefit a lot by reading Someshkumar's book Methods for Community Participation. And those who want to have a firsthand feel for the experiences of conducting PRA, in diverse settings in India, Bangladesh would benefit immensely from reading of Neelamukherjee's books including participatory learning and action on PRA.

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Now, the history of PRA, why PRA, what makes PRA so popular or so attractive as compare to say surveys or focus group discussions or other convincing anthropological methods of field work. You know in 60s and 70s, there was a big disillusionment with questionnaire surveys in the field of development. With their inadequacy, late results and inexactness and this produced rapid rural appraisal.

Now, I must explain what is the meaning of inadequacy, late results and inexactness and what rapid rural appraisal. Now, surveys; questionnaire surveys mean you take a sample developed a standardized questionnaire or schedule go to the people fill them up then analyze them statistically, something which we discussed last time.

Now, the problem with this approach is as some people say that a survey you get what you are actually looking for results of your survey depend heavily on what your hypothesis is. It is like if you want to study trends and fertility and your study of economic theory or your study of theory of fertility suggest, that there is strong relationship between per capita income and fertility.

Then in your questionnaire; obviously, you will have questions more related to economic background of your subjects and their fertility preferences and practices and the result will be that yes there is a relationship between per capita income and fertility. What the survey will tell you is only degree or strength of relationship or what is correlation coefficient what is the slope of regression analysis, etcetera. But if in the starting in which we study it is not income so much but religion, religious ideas or something else may be education that affects fertility more, you would not get that from the study of your subjects using questionnaire service. In questionnaire service your results are dependent on what questions you have included in your survey.

Then they are inadequate, from many perspective they are inadequate, lack in sociology, we lack adequate measurements, we lack adequate instruments of or tools of analysis of statistical data. Actually all statistical applications are based on certain assumptions. When those assumptions are not satisfied, then the surveys can give you misleading results also.

And moreover, to conduct a large scale survey is not always easy. You see the most important source of data in India on population trends has been census, but you know how huge census operation is counting more than one billion people of India is not a small task. There are several years of preparation, users conferences then designing of questionnaire, tools and techniques, adding or deleting questions, lot of discussion and lot of time of experts goes into it, then printing of questions, then administration of the census operation with the help of lacks of primary school teachers or anganwadi workers or other grass roots workers in villages and same in urban areas then analysis.

So, sometimes you see that many tables of one census are not made available even ten years later, preparing for conducting census, analyzing data, publication of results all these takes so much of time and so much of resources, money and staff member are required that it becomes inconvenient. It is not possible to have knowledge based on census, or even largest scale national service so frequently.

So, whenever you need some quick information, you want to run some program and you want quick information you want to test some idea, so that on the basis of your observations or results of observation of that idea you can suitably modify it and then

take up it for largest scale interventions. So, traditional techniques that way are not adequate and they take lot of time.

And that is why in NSSO I said that many types of information are collected only at a gap of 5 years. National family of survey it was decided that we will conduct national family health survey at a gap of seven years but, so for quick for rapid assessment of something like we have some idea in terms of some medical intervention through which say maternal mortality rate you can reduce.

Now, we will not wait to conduct a census or a national survey and wait for 5 years 10 years for results to come to implement our program. In that case we require some research method which is quick, rapid and this rapid rural appraisal comes to our rescue.

What happen in rapid rural appraisal, either then it was suggested that if surveys are not adequate surveys of development, which in a pejorative negative sense produced the term development tourism development tourism. Certainly have the experts in planning for their tours in different countries of the world, but the development tourism did not help in making better development planning.

So, RRA it was suggested by certain ward organizations including ward bank, that if a team of experts, an interdisciplinary team of experts consisting of sociologist, economist, political scientist, psychologist go together and talk to people in the field and then have some kind of brain storming communication among them, communication between experts and people, communication among experts, communication among people you know creating a situation in which communication in all directions is facilitated. Then the learning that takes place with this interdisciplinary team of researchers is quick and more valuable than the findings of the survey.

So, this rapid rural appraisal was developed in response to inadequacy of survey results, but RRA was not PRA. RRA also gives more importance to experts its interdisciplinary team of experts, who visits a rural area for a limited period of time, talks to diverse actions of society. It is like using qualitative research methods, by an interdisciplinary team of researchers and arriving at quick findings.

So, RRA was participatory, it was participatory in the sense that people had the opportunity to participate and present their viewpoints before experts and it was

interdisciplinary. You cannot study development simply with the help of sociological frameworks or sociological apparatuses, development is a holistic multidimensional concept. And in order to understand approaches problems of and results or impacts of development policy, you require interdisciplinary team.

Now, subsequently it led to participative rural appraisal. Here the term rural is actually misnomer, PRA has been applied both in urban and rural setting just because it is started with rural area. So, it was called participatory rural appraisal that term rural is misnomer, but shift from RRA to PRA is more important, RRA too is experts based PRA becomes more people centered. We will see how PRA becomes more people centered.

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The principles are the principles of PRA are reversal of learning. In the traditional methods of learning it is believed that experts are the scholars from which ordinary people are to learn something or experts are the scholars from which development planners or policy makers are to learn something. So, knowledge flows from experts to people or experts to policy makers.

The principle of PRA is that people know about their condition better, they are also in the position to analyze their condition better, they are in a position to tell us better what is good for them or kind of policies and programs are required in their set up which will actually benefit them. And it is we experts are development planners who must go to people, talk to them and learn from them what is good **what is good** for them or what

kind of programs should be developed. This is one reversal of learning not from experts to people or experts to policy makers, but from people to policy makers via experts.

Then rapid and progressive learning, this is another advance principle that we want quick results. We cannot wait for surveys or censuses and we cannot wait for experimental design, we cannot wait for field works you know anthropology suggested that field work must be conducted for at least one year.

Now, sometimes there is no time to wait for one year for implementing your development policy. So, another advantage of PRA techniques is that they produce rapid results and there is progressive learning, accumulative, continuous additive there is more progressive learning as time passes. And we learn more from experiences of people our own experiences, our implementation of tools and techniques of PRA.

Then it off setting biases in conductive research, our research findings often reflected the biases of the researchers, the experts. In sociology there is a great debate on whether value neutral knowledge is possible or not. There are some people positivist who believe that yes, it is possible to generate value free knowledge on the line of scientific, mathematical scientific experimental knowledge and on the other there are some who say that no, values will always interfere in the work of researches.

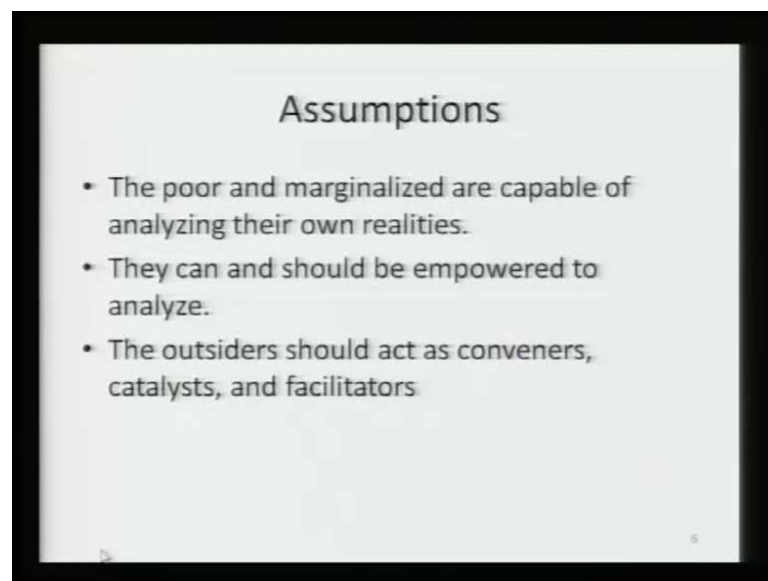
In PRA since the focus of knowledge is on people. So, an attempt is made, at least an attempt is made to learn from people and learn with the biases and prejudices or assumptions or values of people, not affected our results in PRA should not be affected by the biases, prejudices, word views or theoretical positions of experts. If there are biases, these biases are the biases of people. So, offsetting biases is another important aim of PRA technique.

Then optimal ignorance **optimal ignorance** you know this principle will mean that we do not want to know everything, we want to know things of practical interests only. So, confined in to those areas in which we are interested, small things, small experimentations. We want to have as much knowledge as it required optimal, it should not be too much. We do not want to maximize knowledge in surveys or in mathematical, in understanding of social science subjects, there is limitless learning. So, there is no end to construction of better measurements of poverty for example, for decades we have been talking about measurement of poverty and improvising methods of measuring poverty.

Here in PRA, our aim is limited **our aim is limited** to learn what is good for the intervention in a concrete setting, that much of learning is required, optimal not maximum. In management literature we make a difference between maximum and optimum, in PRA we are interested in optimum knowledge and not in maximum knowledge in any field.

Triangulation means in PRA techniques it is possible to combine, different tools and techniques, word views, perspectives. And you can use qualitative methods of say open and read interviews, narratives along with certain technique which are in the specific domain of PRA. PRA helps us in unearthing the complexities and diversities of points of view. If there are differences with regard to something between different social groups, different villages, different regions then PRA will help us in unearthing those diversities.

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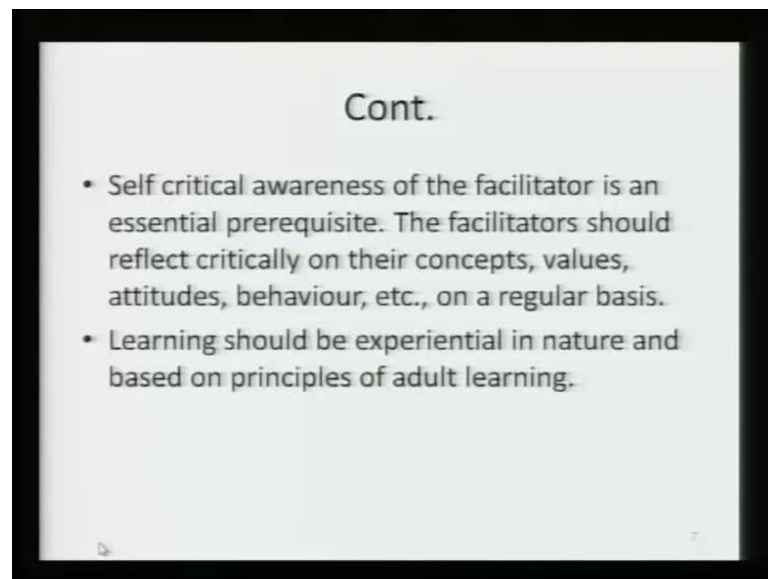
The assumptions are that the poor and the marginalized are capable of analyzing their own realities, they have the capacity. Earlier researchers felt that when they go to interview people, it is to generate knowledge based on certain scientific assumptions and that knowledge belongs to experts. People on their own are not capable of analyzing their reality, for analysis we depend on experts.

So, for planning commission experts should be academicians, scholars or intellectuals. The assumption in PRA is that the poor and marginalized understand experience of living anywhere else outside their village, but at least in their village condition they

understand their situation much better. They can analyze it, they can discuss it among themselves, they can come up with solutions. And the only problem is that, they are not in a position to implement what they think is the right thing or what is to be they are not in a position to do what they think should be done, so that they can, or their community can develop.

So, with the help of PRA we are trying to empower the people. We are also empowering also in another psychological sense that, we are giving voice to the people and we are giving the confidence, we are telling that that do not always depend on outside agencies, NGOS or government, you yourself capable of understanding your situation, analyzing your situation and implementing solutions. There are many things which you yourself can do in your situation and in that way it is quite empowering and healing. Then the outsider should act only as conveners, catalyst and facilitators not as generators or producers of knowledge.

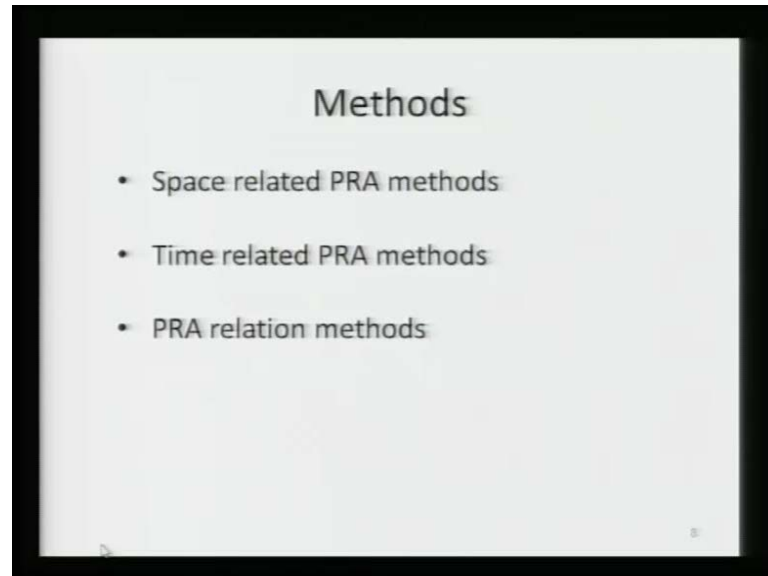
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Self, another assumption of PRA that self critical awareness of the facilitator is an essential prerequisite. Who is the fittest person for conducting PRA? A person who is self critical, who is reflective and who is aware of his own limitations and strengths and the biases, which he carries in conducting his research, the facilitator should reflect critically on their own concepts, values, attitudes, behavior, etcetera, on a regular basis. If you are unreflective, you may be a good quantitative sociologist but you cannot be a

good PRA expert. And lastly learning should be experiential in nature and based on principles of adult learning.

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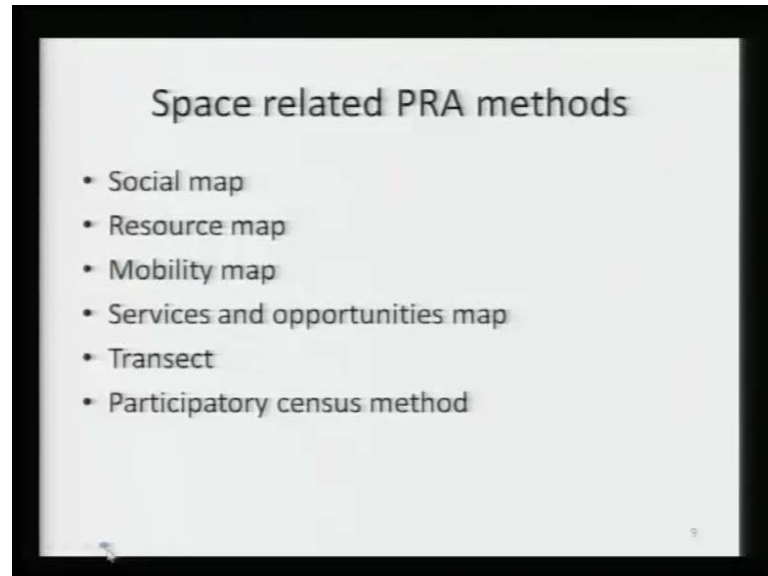
The methods; now, although in one hour time it is difficult to tell everything about PRA, but I will make an attempt to present a glimpse of what are all different kinds of methods of PRA, which have been used in the past by Robert Chambers or by Neelamukherjee or other experts working in different parts of the world.

There are some space related PRA methods, there are time related PRA methods and there are PRA relations method. As the word themselves show space related PRA methods, are the methods which are used to generate a picture of space at a given point of time. When we **when we** want to know the social organization of a community, we want to know the geographical landscape, we want to know morphology, we want to know connection between morphology and social condition we are using space related PRA methods.

When the purpose is to study trend, what is happening in a village situation, what is happening in an organization, in an institution, what over the period of time then we go for time related PRA methods. So, sometime we go for space related methods when the purpose is to study a space, analyze a space and we go for time related methods when the purpose is to understand change. And the PRA relations methods are the methods, which

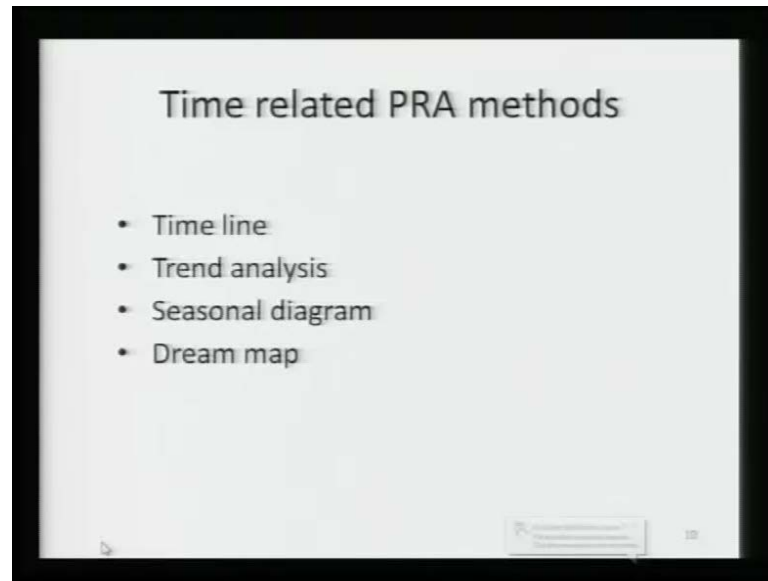
help us in examining relationships between different variables or different facets of reality or different aspects of the reality.

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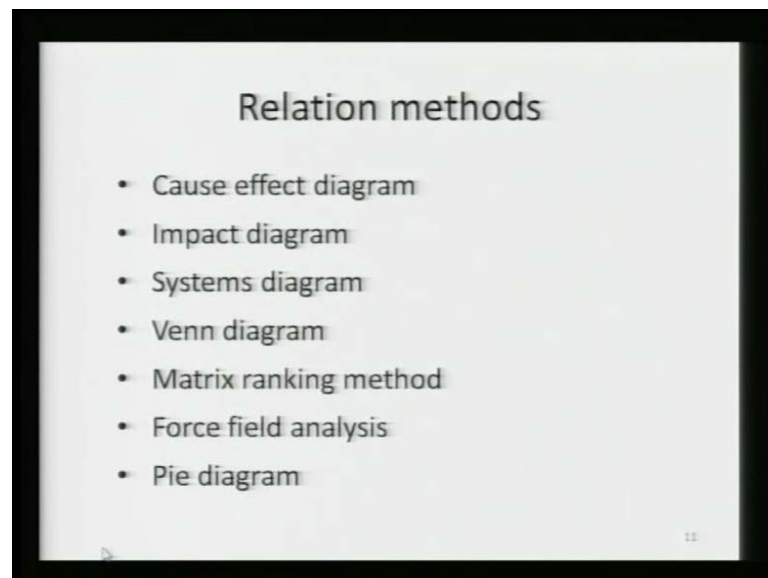
Space related methods are social map, resource map, mobility map, services and opportunities map, transect and participatory census method. I am sorry, I may not be able to distinguish between all these methods, which are space related or all the method which are time related. In this elementary lecture the purpose is only to distinguish between space related, time related and relations related methods, it is only an elementary lecture. If you want to more on these things then reading of Robert Chambers or Someshkumar or Neelamukherjee can help.

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In time related PRA methods, there is an approach or a method of time line, there is trend analysis, there is seasonal diagram and there is dream map

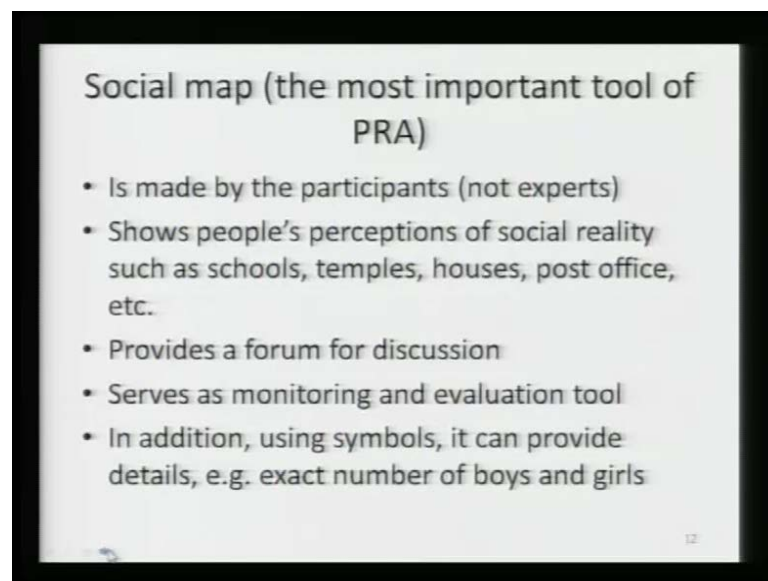
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Relations methods are divided into following seven categories. Cause effect diagram, when the purpose is to study cause of **cause of** some cause and effect, cause effect diagram. There are some diagrams, which are specifically designed to study impact of certain policies and programs or even may be natural catastro or epidemics devastation traumas. So, anything any traumatic condition

Then systems diagram, which help us in understanding the total interrelated feedback, feed forward system involved in a process. Then Venn diagram, which is also called Venn diagrams are more popular and one popular Hindi term for that is Chapatti diagram because Venn diagrams look like a Chapatti rounded shape, so they are also called Chapatti diagram. Matrix ranking method, then force field analysis and pie diagram. These are some techniques, social map, time related and relations.

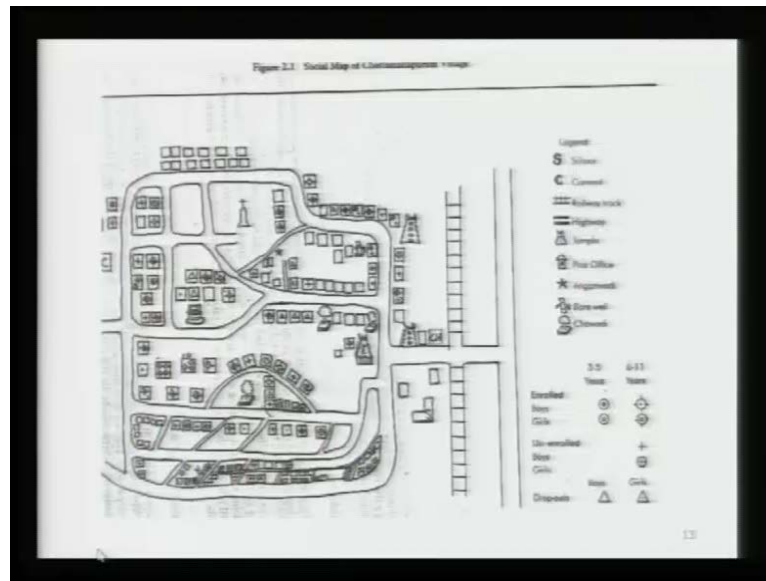
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In social map, **social map** the most important tool of PRA is made by the participants. Now these are some important points to note that all maps, why social time relation? All PRA maps are made by the participants and not by experts. Social map shows people's perceptions of social reality such as schools, temples, houses, post office etcetera. Social mapping provides a forum for discussion. Social map may not always be seen as the outcome of research, social map is a method which facilitates discussion on a subject and may be seen as an instrument or tool of facilitating discussion.

It serves as monitoring and evaluation tool, monitoring and evaluation of programs and policies. In addition using symbols it can provide details like exact number of boys and girls, literate, illiterate in a given situation, in a village or in a ward or in a group of villages. Here is an example of a social map.

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So, when participative researchers come of a social map, they come up with things like this.

Here is a social map of a village, some pseudonym of village is mentioned and this map is prepared by the villager themselves. You know the villagers may be illiterate, but they are capable of drawing maps of their villages, their canal, their temple, their schools, their housing structures in their own manner. We are not looking for exact map because as I said that these maps are an opportunity to have discussion with people and understand their ways of looking at social reality.

So, whether this map is a real geographical representation of their reality or not, that is beside that is not the important point. The point is how do the villagers themselves, sitting together in a group of 10,15 or may be sometime less 5, construct social reality or geographical reality of their village. With the help of pebbles or may be with the help of colors on paper, you know different techniques can be used for that purpose. And this map clearly shows their understanding of where are schools located, convent, railway track, highways, temple, post office, [FL] and you can see the connection between them bore well, [FL]. And this social map also tells the number of boys and girls in age group, 3 to 5 and 6 to 11, who are enrolled in schools and who are not enrolled in schools, who are un-enrolled or who are dropouts. Means, they were enrolled at one time but later on they dropped out.

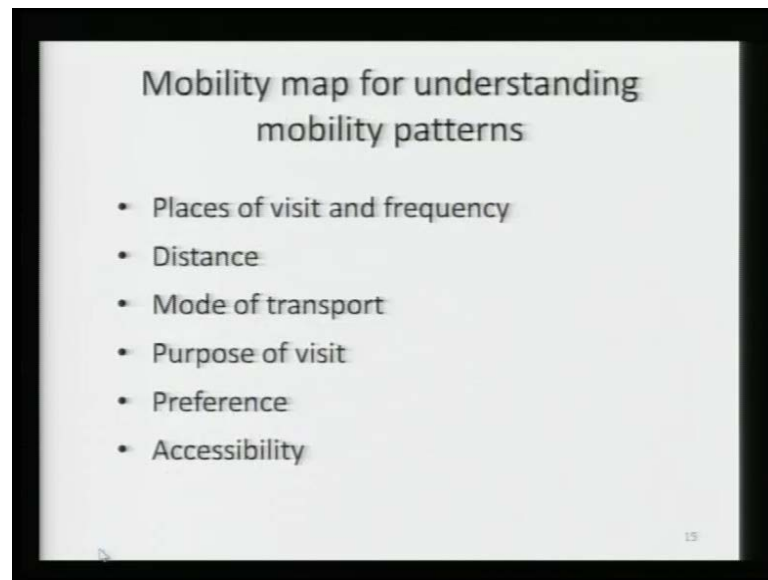
Now, when this social map is presented and we find that there is a large number of dropouts in the village. Then you can ask the question, what in your opinion are the reasons behind this high dropout rate or why dropout rate among girls is higher than dropout rate among boys, and answers come. We are looking for these answers, we are not looking for this exactness of this map prepared by the people.

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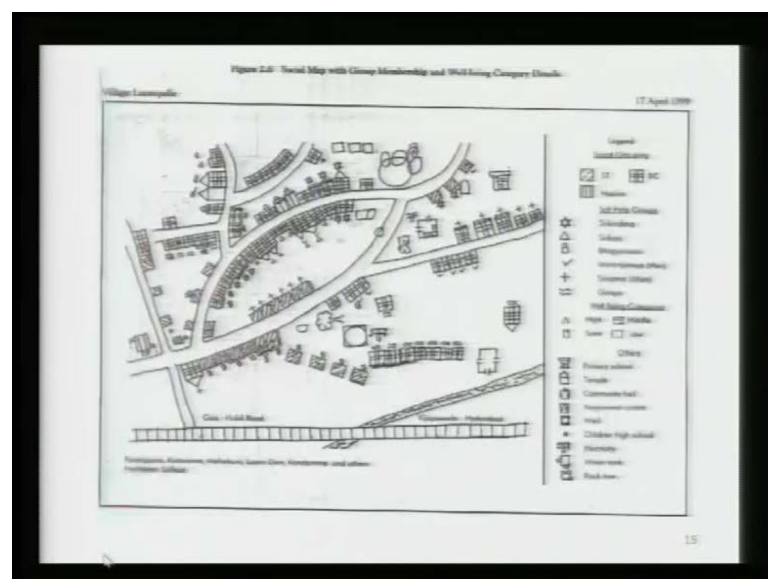
Then we resource map which tells us about topography, terrain slopes, forest, vegetation, tree species, soil type, fertility, land use, water, water bodies, watershed development, agricultural development and cropping pattern productivity etcetera.

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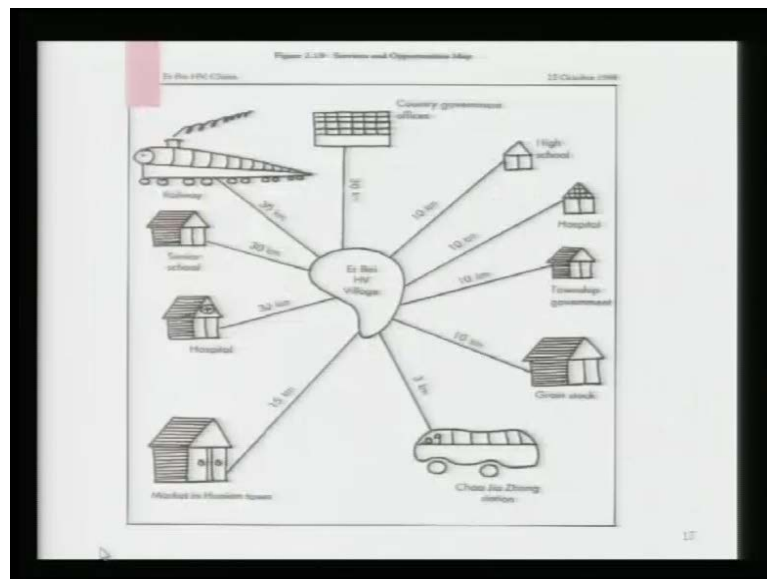
Mobility map, at the term mobility itself shows mobility means about movement of people. When the purpose is to understand mobility or migration patterns, then mobility map can be prepared. And these maps would show the places of visit and frequency, where do people go and how frequently, what are the distances of those places. Distance plays an important role in migration. Mode of transport on foot, by bus, by train, by aeroplanes, by ship, purpose of visit preference either any preference for certain places and accessibility.

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Here is a social map, with group membership and well being categories details. And you know one interesting thing in this map is that simultaneously in the same village a number of NGOS or self help groups are operating. And this map tells you in which areas, which self help group members live. This map tells you whether well being of people living in different parts of the village is high, middle, semi or low and age in the previous map locations of primary school, temples, community hall, [FL] center, well, child care school, electricity, water tank and so on.

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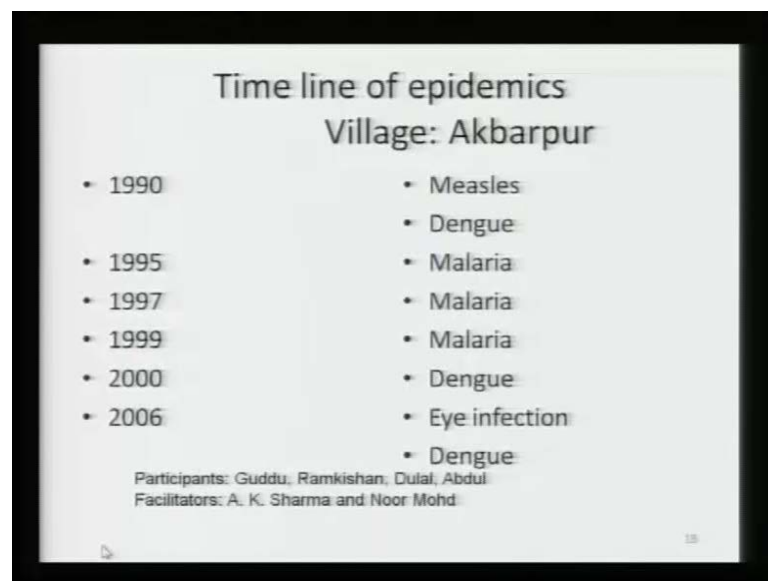


This is an example of services and opportunities map. This is taken from Someshkumar's book and this map tells you that for persons belonging to this village, AR by HV village. What are the facilities and in which direction and at what distance for example, township government is a ten kilometer distance, some [FL] station is that three kilometer, this market is at a distance of 15 kilometer, there is hospital which is located at the distance of thirty kilometer and railways thirty kilometer, senior school thirty kilometer. So, this tells a lot about the situation of the village.

Now, it is quite possible sometime you know I have seen that when I conducted PRA exercises, my co workers or assistants or field workers were often confused and sometimes they will come and tell me, sir these villagers are saying that this hospital is thirty kilometers from the village, but actually it is only fifteen kilometer. I tell them that exactness of distance is not important for this, what we have to see is that from the

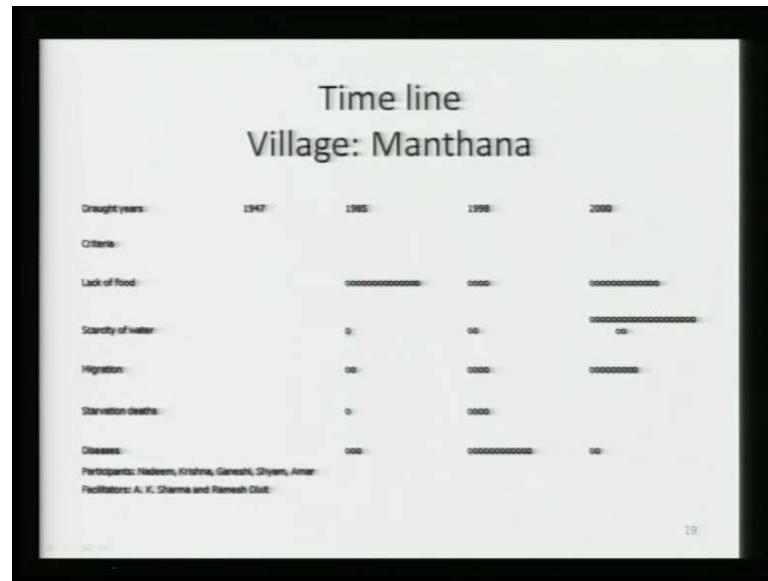
perspective of villagers which facilities are relatively how distant from them. That is the purpose and then we will ask question okay, this is at the distance of thirty kilometer, how do you go there, when how much time it takes, when you reach the hospital do you generally find a doctor or a nurse, whether medicine, are you happy with the medicines given at the hospital lots of questions and we are looking for answer to those questions, we are not looking for exact maps.

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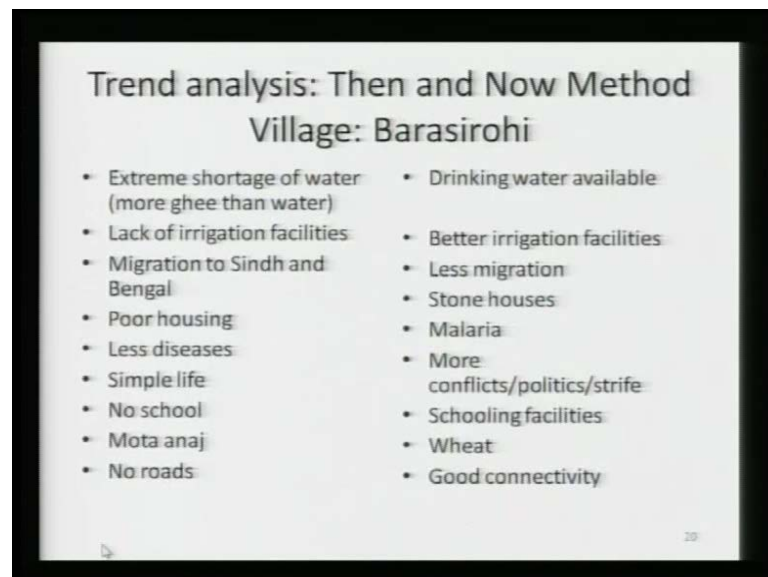
You know, here in one village you know this is timeline kind of. In 1990, 95, 97, 99 2000, 2006 villagers are saying that these were the years in which certain special diseases broke out in this area. In 90 measles, then dengue, then malaria, 97 malaria, malaria in 99 again, then dengue, then in 2006, eye infection and dengue so that means, this is a place where you have to concentrate on treatment, eradication and prevention and treatment of infected diseases like malaria and dengue and sometime eye infection.

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This is an example of timeline, in a hypothetical village Manthana. And this tells us that in different year 47, 85, 98, 2000 which problems were more severe lack of food, scarcity of water. And then number of circles, like these circles made by the villagers, show how severe the problem was.

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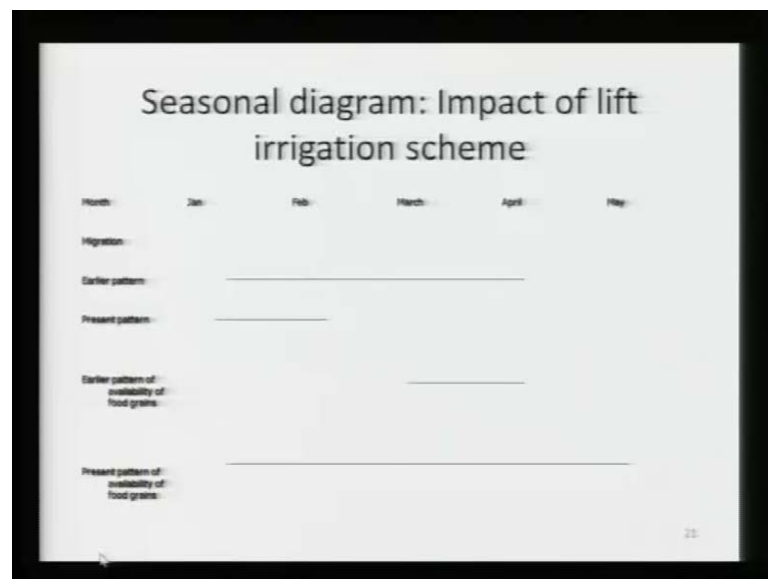


Trend analysis; you know, I was once talking to some villagers in Rajasthan in desert areas, semiarid zone extreme shortage of water more [FL] (()). They say that we could provide more [FL] to our gas to eat, but there was no water to be offered for bathing.

There was lack of irrigation facilities and people used to go to Sindh and Bengal for employment. Housing was poor but diseases were also less, life was simple, there was no school, people use to eat [FL], [FL] and whatever could be grown there in un-irrigated area and there were no roads.

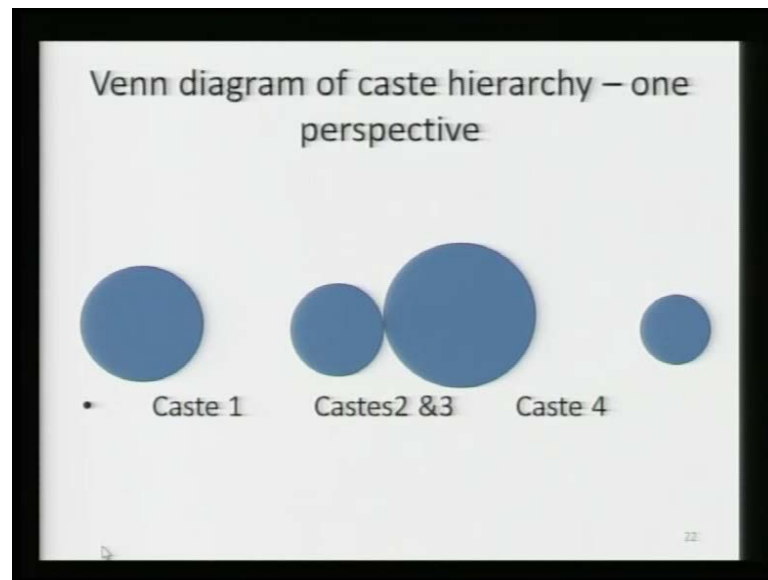
Now, today there is drinking water because canal has come, better irrigation facilities, less migration because local jobs are available and partition of the country also prevented people from migrating to Sindh and quality of construction of houses has improved, stone houses but along with water, malaria has also come. When there was no water there was no mosquito and no malaria, but today there more malaria. And also with prosperity and development there are more conflicts, fraction fights, politics, schooling facilities have certainly improved and people are now eating wheat, in place of [FL] and there is good connectivity.

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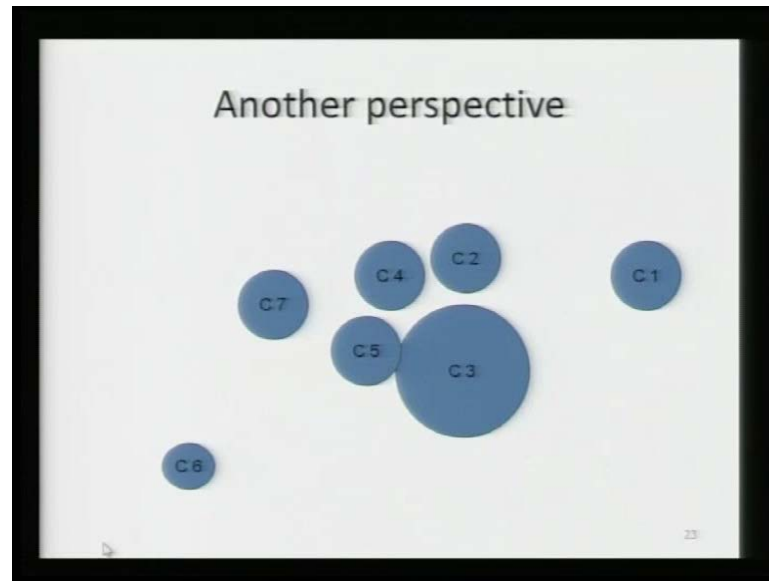
Now, this then and now listing of conditions tells a lot about the village. Similarly here is a seasonal diagram, showing impact of lift irrigation

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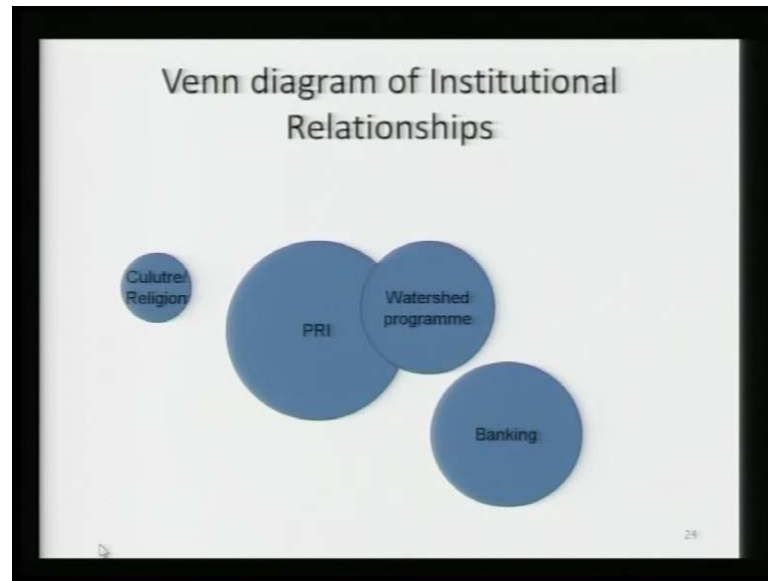
Now let me tell you in 2, 3 minutes something about Venn diagram, which is an important tool of PRA. Venn diagrams are made in the form of circles, like here this Venn diagram of caste hierarchy two things are shown, size of the circle and distance. Now this map prepared by the villagers themselves, showed that in this village there are 4 major cast groups and most numerous is 3, followed by 1 then followed by 2 and then 4 and there is good interaction between 2 and 3. 1 is away from 2 and 3, 4 is also away and there is no interaction between 1 and 4, least interaction between 1 and 4, maximum interaction between 2 and 3, some interaction between 1 and 2 and 3 and some interaction between 4 and 2 and 3.

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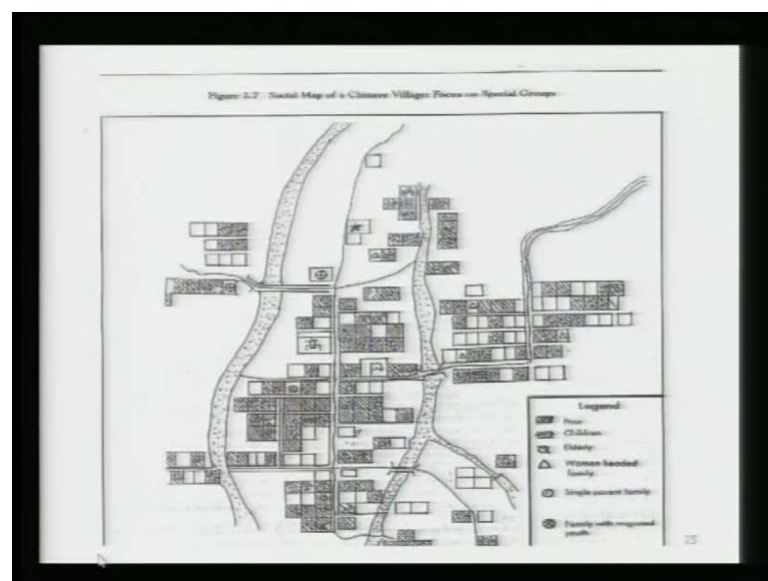
Another perspective, but this Venn diagram may be from the perspective of some people of the village. Other people in the same village may feel that no, we have a larger number of social groups they may say that not 4, but 7 and c 3 is most numerous, they may define the social groups in their own manner. So, it is possible that in one Venn diagram something is shown as less numerous, in another diagram from another perspective. Anyway we are looking for diverse perspectives. So, from the perspective of the second group, c 3 is most numerous and c 3 interacts with c 5 and they are close relatively closer to c four and c 2 and c 1 and c 6 are the communities which have least interdependent, which have least interaction with other groups in the village.

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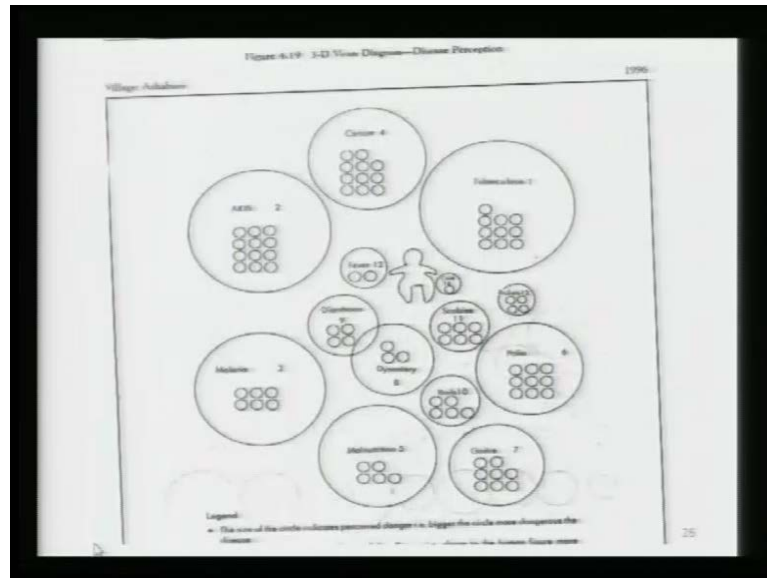
Here is a Venn diagram of institutional relationships and size of circle shows the importance of the institution for the community, interaction shows overlapping or you know joint responsibilities and difference in a distances show whether there is any relationship between institutions or not. So, these diagram shows that the most important institution in the village today is PRI and it interacts a lot with the institution of watershed program. PRI has almost no interaction with banking and PRI cannot interfere in culture and religion of the village community.

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Here is a social map of Chinese village; social map we have already seen. Here is a Venn diagram of diseases

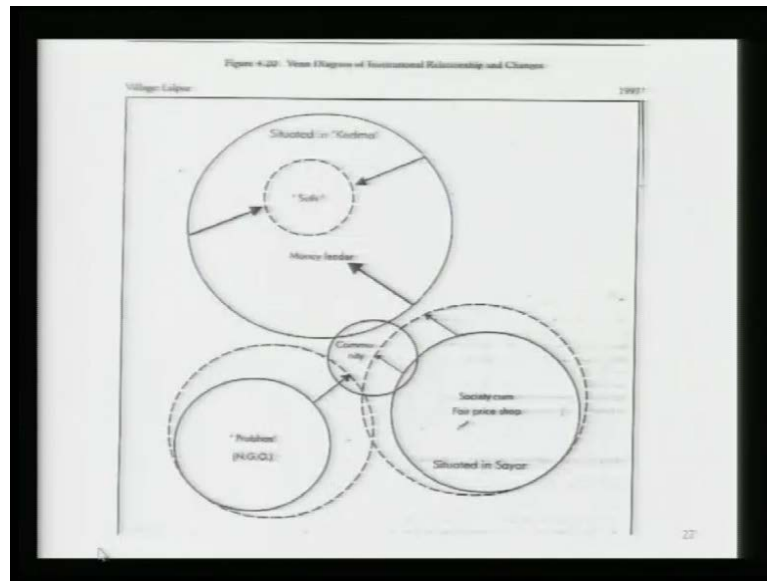
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Now, this Venn diagram can show a number of things. This Venn diagram shows perceive danger, the size of the circle shows perceive danger, the biggest circle here is tuberculosis. The people of this village where this Venn diagram was prepared are most afraid of tuberculosis because they think that the danger of tuberculosis, is highest you know risk in tuberculosis is highest.

Then there are some coins inside the circles or some small circles inside the circles of diseases, which can show how costly it is to have treatment of that disease. So, tuberculosis is very risky, it can be fatal from the perspective of people and it is also costly. Similarly Aids is very risky and aids very costly to treat. Fever, perceive danger of fever is less and treatment of fever is also less costly and then the distance of different diseases from the person can show what from their perspective the chance of getting the disease.

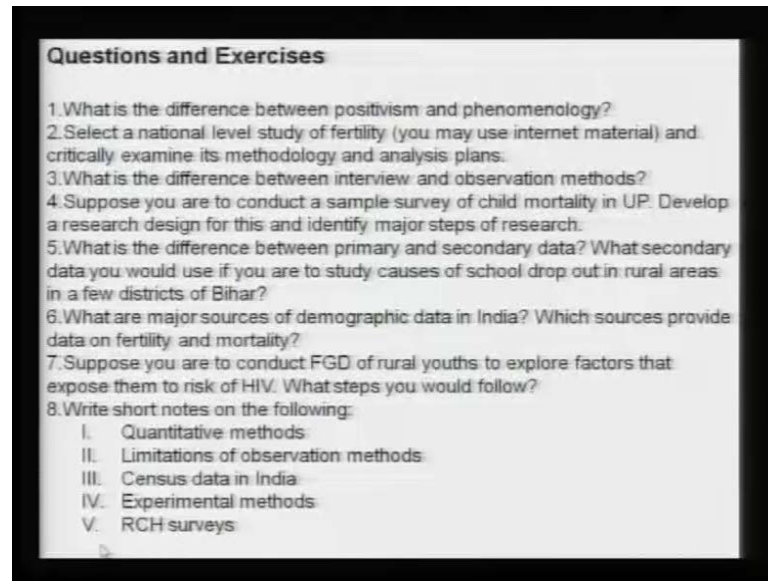
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Venn diagrams can also sometime show the changes in institutional relationships, like here, there are two types of Venn diagrams. Diagram made with smooth lines and diagrams made with dotted lines and if I had time I could explain this in more details, but one thing I can tell immediately that, you know here this bigger circle is about money lender, in the village money lender was very important at one time, but as time is passing the size of circle of money lender you know this has shrink to this is smaller circle

Role of money lender or [FL] has become less important, role of society come fair price shop which was only this much earlier has expanded, now it has become bigger and similarly role of NGOs, which was only this much earlier has become this much. And that closeness or distance between different circles tells us about interaction. So, in short this is what I wanted to tell about this PRA, I know that there are lots of questions in your mind and it should be possible for us to take a one or two questions today.

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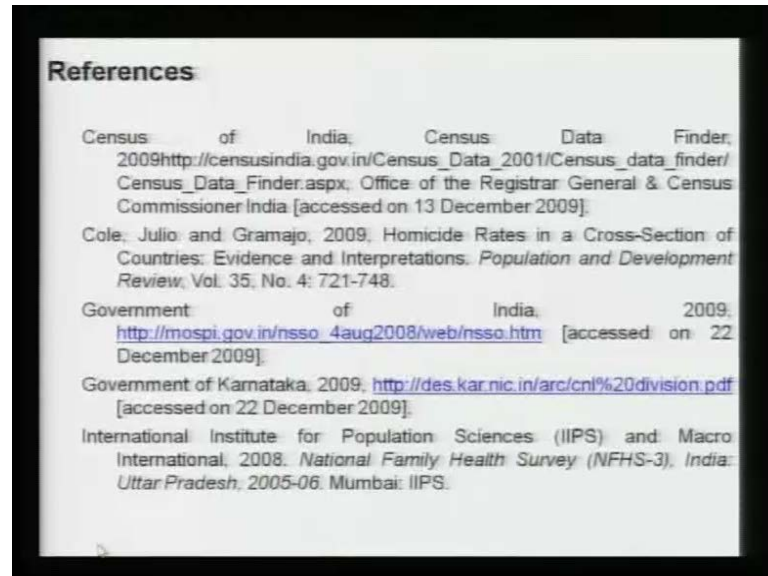
Now, at the end I can summarize that here are some questions and exercises that you can do on based on these four lectures. Difference between positivism and phenomenology, I do not think there is any difficulty now in distinguishing between positivism and phenomenology. It is a debate between scientific method and subjective meanings

Then you can try this exercise, select a national level study of fertility and critically examine its methodology and analysis plans. Third, what is the difference between interview and observation methods? Fourth, suppose you are to conduct a sample survey of child mortality in U P, develop a research design for this you have to consult some sampling, some statistics book to develop your sample design. Then what is the difference between primary and secondary data? Today itself I commented on this, there should not be any problem in this. What are major sources of demographic data in India? Census, surveys, RCA data, NFS data, sample register these are the data sources. And then suppose you are to conduct, FGD of rural youths to explore factors that expose them to risk of HIV. What steps you would follow? We have to prepare a self design then write short note quantity method, limitations of observation methods, census, experimental, RCH surveys.

Most of these things are available on net you do not have to go to library. And about RCH surveys like questions, type of analysis done, you can even find some research papers based on RCH data on net, go to IIPS website and you find lots of thing. Census

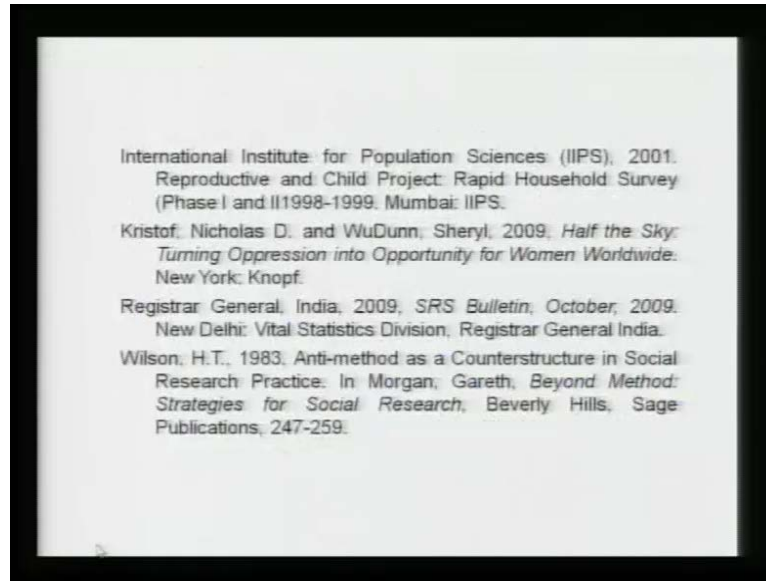
data, you go to census website, I have given you the address of census website and you can find lot of material there.

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Here are some references, census, some reference of population and development preview. These are through net sources then reports, it will be a good idea if students of population studies. See at least the report of national family health survey 3, 3 is latest and it is more comprehensive and as I said in one of the lecture that for the first time we made use a biomarkers and that is interesting to see how that was done, and what is the outcome of research.

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Then report of RCH and some other sources, it will be good, if you go through some of this material. So, you know in one of my lecture on qualitative methods, I mentioned about counter structure approach, and this Wilson ST, this article is a good article to understand, what is counter structural approach. Now let me take up one or two questions from you.

Thank you sir, for such a detailed lecture on PRA, you said that PRA seeks diversity, looks beyond standardization. Then how is consensus drawn, and how valid is the final output? Could you just elaborate on that?

You have asked a very interesting question that how to arrive at... You see that in the beginning we had RRA not PRA.

Yes

And in RRA with the help of interdisciplinary team of researchers, an attempt was made to arrive at consensus regarding policies and programs of development. But then if this is a fact that people in a rural community differ with respect to their ideologies, problems, biographic situation, culture, values or dreams of the future. Then should our research not highlight that. So, the purpose of PRA exercise is to unearth, uncover, understand the nature of diversity. Let first diversity come out and later on by sitting together again experts and people can decide what should be our priorities.

Actually, in PRA exercises even priorities come from interaction with people and we give this opportunity to people that okay you have so many problems or you have So many differing points of view, but then you decide develop a consensus among yourself and tell us what should be the priorities of development planners. So, this opportunity to prioritize among various options is also given to the people.

Secondly, do we need to make the insider, outsider distinction while doing PRA, the distinction between the expert and the marginalized group, the insider, outsider distinction?

It is with this recognition of the difference between insiders and outsider that PRA was created, people are insiders and experts are outsiders.

Yes sir.

And we are looking for the understanding of insiders, how do the people themselves feel about themselves?

How do the outsiders.

Outsiders are only facilitators

Facilitators

Outsiders only create that situation in which the insiders or people sit together and reflect on their situation, analyze their situation and come up with solutions, which can later be transfer to policy makers.

And sir the last question would be, do we require more than single researcher while doing/conducting PRA and how different is it from an approach applied by a social anthropologist?

The basic difference between social anthropological approach of fieldwork and PRA is, that in anthropological approach understanding of a situation was ultimately developed by the researcher.

Yes

Here researcher is only a convener of research. He only creates that condition that he brings people together. He encourages them to talk and he creates that situation in which it is possible to facilitate communication among people regarding their own problems, to make people involve, to make people analyze their situation in their own ways. And even the recording of what transpires between people in the form of graph, diagram, charts that is also done by the people. So, experts have virtually no rule to play in generation of knowledge, except that they are facilitators of knowledge. So, thank you, we stop here, and our next lecture will be devoted to the issue of modeling in population studies. Thank you.