

CHIKKANAHALLI

A didactic exercise

PART I

Written by John Staley

S E A R C H
256, First Block,
Jayanagar
BANGALORE 560 011

Chikkanahalli

This exercise is set in Chikkanahalli, a village of 250 houses, 50 miles from Bangalore. Chikkanahalli is one mile from a bus route; two miles from the Primary Health Centre; three miles from the Block Development Office; and eight miles from the nearest town Doddamagalur, where there is a mission hospital. There are three irrigation tanks, a primary school, temples to Maramma and Anjansya and some small shrines. This is all that you know about the village.

You are a development worker, and are thinking of starting some work in Chikkanahalli.

You are receiving a stipend from an agency called AISA (Asian Institute for Social Action.) The agency people leave you free to do your work as you choose, but they do expect to see some results.

Every week you visit Bangalore and spend a day at the office of GROPE (Group for Radical Organisation and Progress Everywhere). Here you meet other development workers, and there is an opportunity to discuss your experiences and problems. Each stage of the exercise represents such a visit to GROPE. The other members of your group represent the other development workers.

At each stage you will be asked to make and record your personal decision. Then you will be asked to discuss your ideas with the group so that the group as a whole can make a decision. There are time limits for each stage.

Please appoint someone in the group to moderate the discussion and keep time. Do that now.

During the exercise you will have the opportunity of hearing the ideas and decisions of others. Please listen, reflect and compare in trying to reach a consensus in the group. At the same time please remember that this is only an exercise, so the group's deliberations need not be lengthy. If you cannot persuade others to agree with your ideas, you should be ready to accept the majority decisions.

For scoring purposes some decisions will be 'more right' than others, but this does not mean that particular approaches or solutions are always the best ones. Remember that the purpose is not to achieve high scores, but to take away as many ideas and insights as you can.

Through out the exercise NEVER TURN THE PAGE UNTIL THE MODERATOR OF YOUR GROUP TELLS YOU TO DO SO. Once your group has gone to the next stage, DO NOT CHANGE THE PREVIOUS DECISION.

PLEASE DO NOT WRITE ANYTHING IN THIS TEXT. It is NEEDED FOR OTHER PEOPLE. AT the end of the exercise PLEASE RETURN THE TEXT TO THE ORGANISER. YOU SHOULD WRITE YOUR ANSWERS AND SCORE ON THE WORKSHEET PROVIDED. You may keep the work-sheet if you wish.

When all the members of your group have finished reading this page the moderator will ask you to turn to the next page.

Your introduction to the Village

To start with, you do not know much about Chiktanahalli. Your first task is to go there, meet people, make yourself known, and collect information.

There are various individuals whom you know already, or who are known to you, who can introduce you to the village. Please consider these in turn and decide if you would ask any of them to help you.

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- a. There is an influential land-owner in the Village. His nephew was your class-mate, and they have both offered all possible information and help for your work.
 - b. The local MLA is connected with your sister-in-law's family. Through the family you can ask him to vouch for you in the village.
 - c. You can approach the Block Development Officer, and ask him to introduce you to the village leaders.
 - d. The mission hospital has a mobile medical team which holds a clinic in the village once a month. They are willing to take you with them.
 - e. There is an elderly Gandhian worker who is well-known to the villagers. He goes to the village now and then, and is willing to introduce you.
 - f. You can also consider going to Chiktanahalli on your own, and introducing yourself to the villagers direct.

There may be other alternatives too, but assume that these are the only ones you are considering. Without discussion with the other members of your group make a personal decision and record it in the work-sheet.

When all the personal decisions are recorded, discuss for five minutes with your group members. Make a group decision and record it in the work-sheet. Then turn the page.

Please read the comments below and reflect on them. The moderator can ask each member in turn to read one paragraph. Enter your personal scores and the group score in the appropriate place on the work-sheet.

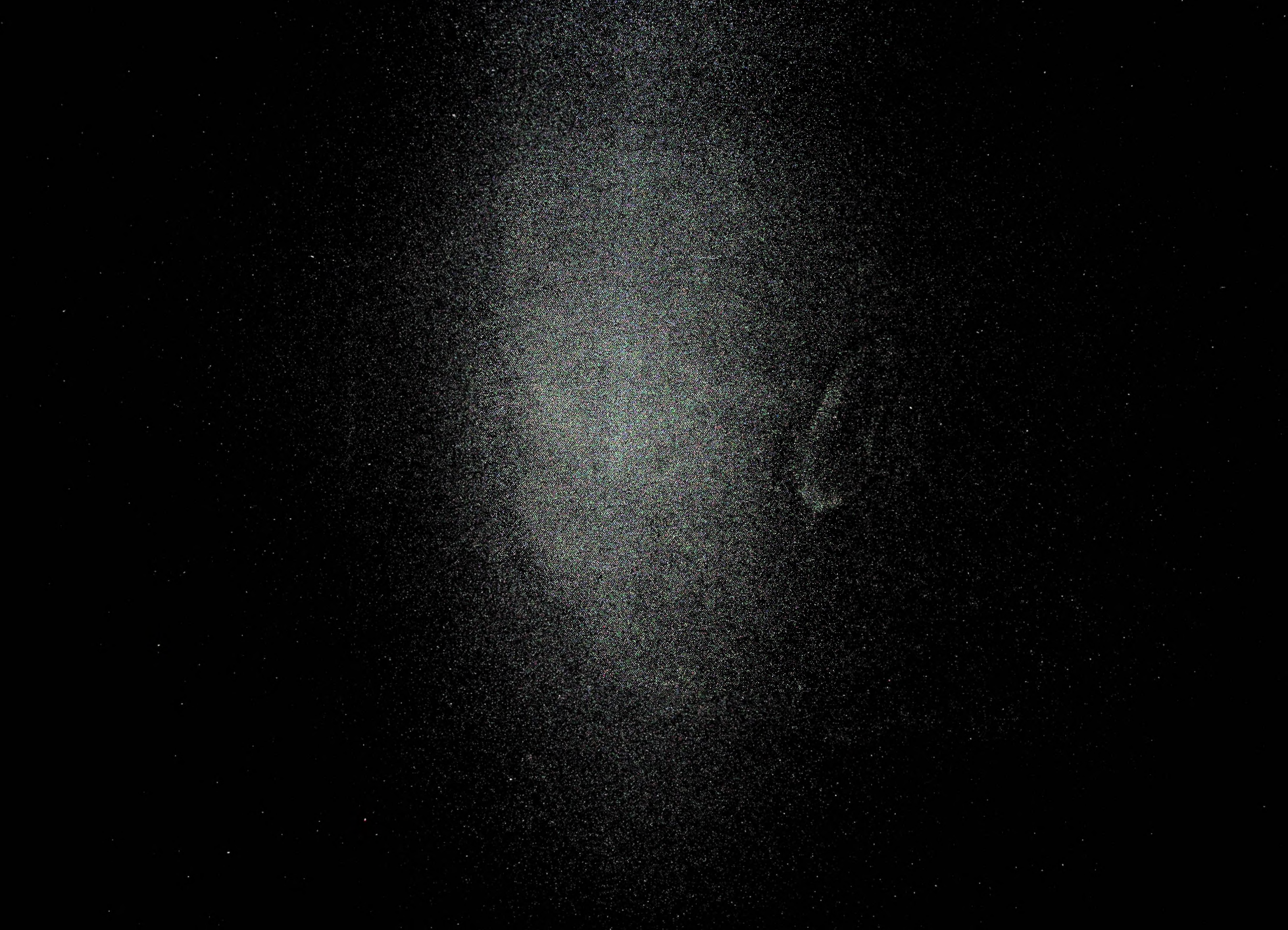
- a) Introduction by the landlord:
This will 'succeed' in the sense that you will enrol the support of an influential person in the village. If you want to 'get things done', (i.e., to set up services such as irrigation, health, agricultural extension, etc.,) it will be easier with the landlord's co-operation. But from the point of view of development, and of working with the whole village, it is probably a bad choice. The other villagers will associate you with the landlords and may not trust you. It may be more difficult to obtain accurate information from others. You may also be suspected of spying for the landlords. The villagers may passively accept your services, but are unlikely to participate. If the landlord is exploiting other people in the village, you may even be seen as supporting the landlords. Score 0 for this choice.
- b) Introduction through the MLA:
This is a bad choice. You will immediately be associated with a particular political party. Whatever the political associations of the villagers, you will probably be embroiled in factional disputes. Every step you take will be re-interpreted or opposed by the members of other parties. Score 0 for this choice.
- c) Introduction by the BDO:
If the BDO is known personally to the villagers, and is not himself associated with the landlords or a political party, this is a possible choice. Even so, you run the risk of being thought a Government official. This may make people reluctant to give you accurate information. They may also expect services and facilities from you without being willing to participate or contribute themselves. Score 2 for this choice.
- d) Introduction by the medical team:
This can be a good choice. Medical work is usually acceptable in villages. But if the medical team has been propagating Family Planning or Christianity you run the risk of being associated with those motives. Score 3 for this choice.
- e) Introduction by the Gandhian worker:
This may be a good choice. Gandhians are widely respected in many villages for their age and morality. Score 3 for this choice.
- f) Introduction by yourself:
This is probably the best choice, provided you can make yourself clear to the villagers. You yourself can control what is said about you by way of introduction, and the risk of your being firmly associated with one of the existing forces or raising particular expectations in the village is less. Score 5 for this choice.

What to say?

You have decided to introduce yourself without help from anyone else. On page ii attached to your work-sheet list ten points - facts, ideas, intentions- about yourself which you will tell the villagers when you introduce yourself. Assume that until now they know nothing about you.

Take five minutes for this. Do not discuss your points until everyone else in the group has finished writing.

When everyone has listed his ten points, take turns to read them out, and discuss them with the group. Take fifteen minutes for this. Then turn the page.



Please read the comments below, and reflect on them. Then discuss them with the group for five minutes.

First of all, the villagers will want some basic personal information about you: your name, age, marital status, family situation, native place, etc., etc.

Then they will want to know where you have come from; how you came; how long you will stay; what education you have received; who employs you; what AISA is, and what it does; what your salary is; etc. They will also want to know why you have come; and whether they will be affected by your coming.

If you have had previous experience in a village, it may be helpful to mention that, but if you talk of any 'results' you may have achieved, you may raise false expectations. You may like to say something about the kind of relationships that you hope to establish with people in Chiktonahalli, but any comments about the village itself will probably be premature at this point.

Unless you talk about yourself fully, and answer all questions frankly, anything else you may say is not likely to be given much weight. If people sense any incompleteness or deception or mystery about you they may suspect this also in your work. Any mentions of 'bringing help' for the village or of 'liberating the oppressed' may also be unwise at this stage. Similarly, if you talk of finding out about people's 'property' or about their family problems, you may be suspected of being a revenue official or a family planning worker. Instead you may simply say that you would like to live in the village; to learn about the village, to get to know the people, and exchange ideas with them; and to learn from them.

In the light of these comments, and of the discussions in your group, award yourself a score between 0 and 5 for your original personal list of ten points. Enter it in the worksheet. Then turn the page.

Collecting Information

Now that you have introduced yourself to the village, you can set about collecting information. There seem to be several ways in which you can do this. Please consider these in turn and decide which of them you will prefer.

- a) You can make a formal survey using a random sample and a printed questionnaire. There are some educated unemployed youth in the village who could be employed to help with this.
 - b) You can call in the Institute of Rural Development, a semi-Government body with experience of village studies, and ask them to collect information for you.
 - c) You can go casually about all over the village and talk informally to people in small groups or singly.
 - d) You can call a meeting of the village leaders and ask them for information.
 - e) You can call a meeting of all the people and ask them to tell you about all the problems in the village.
 - f) You can go to the local Government offices, and collect statistics and other information from the official records.
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There may be other alternatives too, but assume that these are the only ones you are considering. Without discussion with the other members of your group make a personal decision and record it in the work-sheet.

When all the personal decisions are recorded, discuss for five minutes with your group members. Make a group discussion, and then record it on the work-sheet. Then turn the page.

Please read the comments below and reflect on them. Enter your personal scores and the group score in the appropriate place on the work-sheet.

a) Formal Survey:

This is too elaborate at this stage. You do not yet know what the focus of such a survey should be. Secondly, the people do not yet know you well enough to answer willingly or fully. Thirdly, a survey will raise people's expectations. Fourthly, a survey done by the 'educated unemployed' of the village is likely to be full of distortions, if only because they will interpret and answer the questions for people instead of eliciting the people's own answers. Using a questionnaire requires skill and experience. Score 1 for this choice.

b) Institute of Rural Development:

This is even more elaborate than a) above, and several of the same objections apply. In addition you will be complicating your own newly-established relationships in the village by bringing in professionals from outside, some of whom may have only a limited interest in the village. Score 0 for this choice.

c) Informal talks:

This is probably the best choice at this stage, although it may need to be supplemented later. It allows you to meet everyone and to talk about anything and everything that interests them or you. It allows you to see things from different peoples' points of view, and to hear different interpretations of vital village situations, such as the distribution of land and the wage rates paid for labour. Moreover by going in a relaxed way about the village, you can observe peoples' behaviour towards each other: this may tell you as much as their words. This approach makes you more available to the villagers: it allows them to take the initiative and discuss their preoccupations and concerns. It also allows them a chance to question you further on your background, motives, affiliations and personal life. It is, in brief, a more open and reciprocal approach, with the possibility of greater participation. Score 5 for this choice.

d) Leaders meeting:

This is a risk because the leaders will be the most powerful people in the village, and may give you their views without necessarily representing the views of the majority. Score 2 for this choice.

e) Village meeting:

This is also a risk, because only a few influential and articulate people will speak. The majority will remain silent, and you will learn nothing about their views. What is said will again express the views of the powerful, and may not represent the village as a whole. But at least you are trying to involve everyone, so you score 3 for this choice.

f) Government Offices :

Again, at such an early stage, this is probably a poor choice. Government statistics will tell you little about the social dynamics of the village; little about people's concerns and felt needs; little about the barriers to development. Besides this, many government statistics are inaccurate or misleading. It may be necessary to collect certain official information later; but at this stage you score only 1 for this choice.

Possible Action Programme

From the information you have collected, there seem to be several immediate physical problems in the village. You are also aware that there are greater underlying issues, and that the physical problems are symptomatic of these deeper issues.

However the villagers seem to be expecting you to take some initiative, and AISA is asking for a report. So you consider the possibilities which seem open to you at this stage.

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- a) Many of the children of the poor families show visible signs of malnutrition. Their parents complain of not having enough to eat. If you apply to one of the American agencies they will supply enough food for all these children to be given a nutritious meal every day.
 - b) Almost every family in the village has four or more children. You can contact the local Government Family Planning unit and ask them to come to the village and introduce a Family Planning Programme.
 - c) One of the village tanks which irrigates the land of five families is silted up. The families have already offered to help mobilise a labour force to desilt it if you will try to obtain some funds to pay for the work.
 - d) The roof of the school is falling down. Government officials say they cannot do anything about it; it could be repaired by the villagers themselves, if someone takes the initiative.
 - e) The primary Health Centre is not functioning properly, and local Ayurvedic practitioner has a very bad reputation. The monthly visits of the mission Hospital's medical team are too infrequent. Many of the villagers complain that they cannot get reliable regular medical treatment. Various doctors tell you about ways in which medical services could be improved in the village.
 - f) Despite all these pressing problems, you may decide not to take any action yet, but to go on studying the situation in the village. It means that you will risk the skepticism both of the villagers and of AISA.

There may be other alternatives too, but assume that these are the only ones you are considering. Without discussion with the other members of your group make a personal decision and record it in the work-sheet.

When all the personal decisions are recorded discuss for five minutes with your group members. Make a group decision and record it on the work-sheet. Then turn the page.

Please read the comments below and reflect on them. Enter your personal scores and the group score in the appropriate place on the work-sheet.

a) A nutrition programme:

We can be indifferent to the plight of malnourished children, whatever their view of development. If children under 5 do not receive enough food, there is the risk of permanent damage to their growth and brain. Nor can children of that age be expected to take action on their own account: they are naturally dependent.

On the other hand, a feeding programme is likely to encourage dependency by their parents. Furthermore it is ameliorative only: it does not touch the deeper causes of malnutrition, nor lead to any long-term remedy.

A feeding programme for selected children may be justified when part of a total nutrition education and community development programme. Even then, certain safeguards to do with participation and longer-term solutions should be applied. Score 1 for this choice at this stage.

b) Family Planning:

Whatever one's view of the population problem, to introduce family planning at an early stage is almost always a mistake. Family Planning is only one part of the total family and community situation: it cannot be successfully dealt with in isolation. Furthermore to stress family planning at the beginning of a relationship may seem to be treating people as baby-producing objects, and cause resentment. Apart from all this, the family planning programme has now come into disrepute through abuse and coercion. Score 0 for this choice.

c) De-silting the tank:

This will benefit the five families but no-one else. They are not even offering to pay for the work themselves. If you find funds for this work you may be helping to make the rich richer. If your objective is some community action for the benefit of all, this is a bad choice. Score 0.

d) Repairing the village school.

If the villagers as a whole feel that this is something they could and should do, and if all the children in the village can attend the school, it may be a good choice, especially if it leads on to further community action. It has the further advantage of not requiring outside funds or resources. Score 4.

e) Medical Services:

This may be a good choice as a starting point for action in the village. Everyone can benefit from a medical programme, and few interests are likely to be threatened, which is probably desirable at this stage. Such a programme may help to establish the villagers' confidence in you. However much will depend on what kind of medical services you try to bring. Score 3.

f) No action:

If you are willing to risk the skepticism, this may still be the best choice. It is unlikely that you have yet understood the situation in the village fully. The leaders of the village will, almost by definition, be astute politicians, and the

Improving Medical Services

You have chosen to try to improve the medical services in the village and several people have offered advice and free assistance. You consider their offers.

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- a) A friend of your uncle is a doctor and a member of the Service Club of Dadaanagalur. He and five fellow doctors offer to drive out to Chikkanahalli in rotation every Sunday, give the villagers check-ups, and distribute doctors' samples to them free.
 - b) Your uncle has another doctor friend who is doing research into worm and other parasite infestations. He has offered to de-worm and de-parasite the entire population of Chikkanahalli free of charge.
 - c) Your uncle knows the Chief Medical Officer at the Mission Hospital. The CMO is willing to arrange for some women from Chikkanahalli to be trained as Village Health Workers, and to increase the visits of the medical team to once a week.
 - d) Your uncle also knows the State Director of Health Services. He offers to take you to the Director so that you can ask for the Primary Health Centre to be up-graded.
 - e) Another friend of your uncle is an internationally famous plastic surgeon. He says the village needs a hospital, and offers to approach a foreign foundation and persuade them to give one to the village.

There may be other alternatives too, but assume that these are the only ones you are considering. Without discussion with the other members of your group make a personal decision and record it in the work-sheet.

When all the personal decisions are recorded discuss for five minutes with your group members. Make a group decision and record it on the work-sheet. Then turn the page.

(continued from page 9)

risk remains that any action will be manipulated for the benefit of a few instead of for the whole community. Furthermore starting a programme without the participation of all the people runs the risk of inducing dependency. Score 5.

Please read the comments below and reflect on them. Enter your personal scores and the group scores in the appropriate place on the work-sheet.

a) Service Club Visits:

This may be a well-meant proposal, but it is nonsense medically. Doctors from the town, going briefly in a six week's rotation to a village where they have no other links, will not establish any meaningful relationship with the villagers. The treatment they can give with "doctors' samples" will hardly be relevant to common village ailments; and there will be no follow-up to the treatment. Experience also shows that the doctors' own enthusiasm for such a scheme wanes after two or three weeks (especially when they see what it is costing them in petrol), and they stop going within a month or two. Score 0.

b) De-worming:

This is another useless proposal. However effective the research and treatment may be in ridding the villagers of their worms, unless the source of worm-infection is dealt with, everyone will be re-infected within a few months. Such a curative programme cannot solve the long term medical needs of the village. Score 0.

c) Training Village Health Workers:

This could be a good solution. If the VHS are chosen as a whole by the villagers as being acceptable to everyone; if they are given simple practical in-service training; if they are provided with simple remedies for common ailments; if they are supported by weekly visits of a professional medical team; and if the whole emphasis is on preventing disease rather than curing it, then much can be done for the health of the community. Score 5.

d) Upgrading the PHC:

This may result in a more effective Primary Health Centre, and so benefit the villagers. But they will not have participated in the action at all: it will depend entirely on your uncle's contacts. The villagers may think of you as someone who is well-connected and who is going to solve all their other problems too. Score 2.

e) A New Hospital:

Here the decisions and solutions are removed further still from the village: even to an international level. Furthermore a modern hospital (curative-oriented and perhaps even with plastic surgery) is neither an efficient use of scarce medical resources, nor an effective method of tackling the immediate health needs of a village. Score 0.

Interruptions

In order to discuss the possibility of the new medical program and the training of the Village Health Workers, the CMO of the Mission Hospital asks you to arrange a preliminary meeting of all the villagers.

While you are speaking about the possibilities of getting the VHSW trained, one of the village leaders says, "Why are we bothering about getting a few women trained like this? It is not important. Everyone knows that only God can prevent sickness." And then another leader adds, "There are many other more important things to be done in the village. That tank needs to be de-silted. Why don't you find the money for that."

During the next five minutes please write down on page ii attached to your work-sheet your own personal response, i.e. what you will say in reply to these questions. Express it briefly, choosing your words carefully.

Read below only after you have written your response.

Each member of the group now reads out his response to the others. Each member should then write the names of the two persons whose statements he liked most on a slip of paper. (You may vote for yourself!) The moderator collects the slips and announces the number of times each member's name is mentioned. You should then enter in the work-sheet the number of 'votes' your response received.

Consultation with GROPE

After this experience, you become anxious about what is happening in Chikkanahalli and about your role there. On your next weekly visit to Bangalore you consult the staff of GROPE. They ask you to fill out a questionnaire, the purpose of which is to help you examine your 'unconsciousideology'.

Please write answers to the questions page iii attached to your work-sheet. You should finish it in five minutes. Do not discuss the questions with anyone else until you are asked to do so.

When everyone has answered the questions fully please turn this page.

a) The GROPE staff comment on your answers to a) as follows. If you have described 'villagers' with any of the adjectives listed below, your view of villagers is based largely on ignorance and prejudice. You score minus 1 for each of the nine adjectives used; and should enter the number in your work-sheet.

Lazy	Stupid	Incompetent
Unco-operative	Backward	Childish
Irresponsible	Immature	Unreliable

The GROPE staff go on to explain that during our childhood, and as we grow up, we learn from those close to us certain attitudes towards people who are poorer than ourselves, whether they are villagers or slum-dwellers. You are asked to take a few minutes to reflect on how, while you were a child, you saw your parents and your family-members relating to the poor people around them. What was their view of the poor villager or the slum-dweller? What kind of words did they use when talking about beggars, pavement-dwellers, servants, workers, the uneducated? What was their attitude and behaviour towards the poor?

Then reflect on how far their views and attitudes have influenced your own. How were you yourself encouraged to view the poor while you were young? What attitudes did you acquire as a child? What was the general attitude towards the poor in your school and among your classmates and friends? How far do you still hold these attitudes? Should you re-examine them?

After reflecting on these questions for a few minutes, you may like to share your thoughts with the other members of your group.

After you have reflected and shared in the group turn this page for suggestions from the GROPE staff about sections b) and c)

b) The GROPE staff ask if all the members of your group already knew each other well before starting this exercise?

If so, each member should now read the list of adjectives that he has chosen to describe himself. Each member should then write on a slip of paper the names of the two persons whose lists he thinks are the most accurate and objective. You may write your own name. The moderator collects the slips and announces the number of times each member's name is mentioned. You should then enter in the work-sheet under 'votes' the number of times your name was mentioned.

If all the members of the group do not already know each other well, this stage should be omitted, and you should proceed to c) below.

c) The GROPE staff comment on your answers to (c) as follows: There may be many qualities desirable in a development worker, and many of these can be acquired or strengthened through self-understanding, working with others, and practice. However, the effectiveness of a development worker depends as much on his vision and understanding of people and society, on his understanding of himself and his role, and on the way in which he relates to the people with whom he is working. Good intentions, good qualities, kindness, generosity, concern, idealism, enthusiasm, efficiency, and hardwork are desirable, but they are not enough.

You are invited to discuss this comment briefly with the members of your group.

When this has been done, turn to page iv attached to your work-sheet and answer the second part of the GROPE questionnaire. Please complete this in five minutes. When everyone has finished please turn this page.

If you have answered 'Agree' to the first six statements (a-f) the GROPE staff suggest that you would benefit from exposure to some new and radical ideas. They recommend you to take an indoctrination course at the Institute of Dialectics.

If you have answered 'Agree' to statements g, h, and i, the GROPE staff suggest that you should re-examine the human and personal element in development. They ask you to get in touch with the Centre for Personal Autonomy.

If you have answered 'Agree' to statements j-m, the GROPE staff suggest that you have a realistic and functional approach, but need clearer objectives and a more methodical approach. You are recommended to take training in 'Development by Objectives'.

If you have answered 'Agree' to statements n-q, the GROPE staff reckon that you are cynical beyond hope, and recommend that you take up some other work.

If you have answered 'Agree' to statements g, k and m, and 'Disagree' to all the others the GROPE staff suggest that you are on the right track, but recommend you to take a holiday before going back to Chikkanahalli-

The design for this exercise is derived from various "Business Games". It was also suggested by 'Rampur', an exercise produced by A.J. Britto, MOBCONTS, Madras. Thanks also to Paul Sironi for help over the consultation with GROPE

Copies of the text and the work-sheet are available at a nominal cost from SEARCH, 256, Off 7th Cross, 1st Block, Jayanagar, BANGALORE-560 011.

CHIKKAWALLI : WORK-SHEET

Use this page to record your decisions and 'scores'. Do not make any entries until instructed to do so in the course of the exercise.

Heading of Stage	Personal		Group		Votes
	Choice	Score	Choice	Score	
Your Introduction					X
What to Say ?	X		X	X	X
Collecting information					X
Action-Programmes					X
Improving Medical Services					X
Interruptions	X	X		X	
Consultation with GROPE	X		X	X	

What to say ?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Interruptions

GROPE QUESTIONNAIRE

a) Read the list of adjectives given below. Which six adjectives seem to you to be the most accurate when describing villagers, whether in Chikkanahalli or elsewhere ?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Shrewd	Analytical	Powerful	Sensitive
Competent	Generous	Over-bearing	Weak
Lazy	Shallow	Exploited	Backward
Reliable	Insecure	Risk-taking	Hard-working
Mature	Conservative	Impulsive	Immature
Uncooperative	Emotional	Naive	Idealistic
Irresponsible	Restless	Progressive	Apathetic
Enthusiastic	Frustrated	Uncommunicative	Responsible
Money-minded	Confused	Helpful	Appreciative
Unreliable	Dogmatic	Concerned	Incompetent
Ignorant	Efficient	Childish	Cautious
Stupid	Paternalistic	Unkind	Independent
Kind	Dependent	Supportive	Skillful

b) From the same list, which six adjectives seem to you to be the most accurate when describing yourself ?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

c) From the same list, which six adjectives do you think would describe qualities most desirable in a development worker ?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Do you agree or disagree with the following statements about an effective development worker?

	Agree	Disagree
a) An effective development worker is one who knows what will be good for the village, and can convince the villagers accordingly.	()	()
b) An effective development worker is one who asks the villagers to follow the rules, observe proper procedures, and repay all their loans.	()	()
c) An effective development worker is one who always consults the village leaders before meeting anyone else in the village.	()	()
d) An effective development worker is one who brings modern technology to the village.	()	()
e) An effective development worker is one who is capable of getting funds for the village from outside.	()	()
f) An effective development worker is one who carefully avoids any conflict.	()	()
g) An effective development worker is one who, after studying the village, can identify the power structures in it.	()	()
h) An effective development worker is one who is already equipped with an analysis of the patterns of exploitation in the village.	()	()
i) An effective development worker is one who is uncompromisingly committed to an ideology, and never allows his experience to influence his convictions.	()	()
j) An effective development worker is one who remains in the background and is careful never to express his own opinions.	()	()
k) An effective development worker is one who is not committed to any doctrine, but who is open to learning and is always ready to change his ideas in the light of his experience.	()	()
l) An effective development worker is one who takes things as they come without any goals or specific objectives of his own.	()	()
m) An effective development worker is one who will use different approaches and different styles of leadership depending on the situation.	()	()
n) An effective development worker is one who spends most of his time at seminars and conferences in order to keep up to date with the latest fashions in development thinking.	()	()
o) An effective development worker is one who gets many invitations to go on study tours in foreign countries.	()	()
p) An effective development worker is one who can write up a project using languages and ideas that will appeal to foreign donor agencies.	()	()
q) An effective development worker is one who believes that nothing can be done except wait for the revolution.	()	()

ANNUAL ACCOUNT

Year

Year

Year

Year

Year

(a) Choice of Crops :

Ragi
Maize
Groundnut

Fields	Production
_____	_____
_____	_____
_____	_____
_____	_____
Total	_____

Fields	Production
_____	_____
_____	_____
_____	_____
_____	_____
Total	_____

Fields	Production
_____	_____
_____	_____
_____	_____
_____	_____
Total	_____

Fields	Production
_____	_____
_____	_____
_____	_____
_____	_____
Total	_____

Fields	Production
_____	_____
_____	_____
_____	_____
_____	_____
Total	_____

- (b) Enter any loss to crops from diseases, pests, drought, etc.
- (c) Enter consequences of any malnutrition or disease in previous year
- (d) Enter any surplus from previous year
- (e) Total food available this year
- (f) Enter any proceeds of borrowing, selling land, grants, gifts etc.
- (g) Enter any loan repayments, and cost of any marriages, wells bunds, etc.
- (h) Food eaten by family this year
- (i) Surplus carried forward to next year (enter at 'd')

— _____
= _____

— _____
= _____

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