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A Critical Review: Participatory Rural Appraisal

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ABSTRACT
Using the Participatory Rural Appraisal (PRA) methodology, related techniques, and field-level implementations, this review study investigates rural participation. A family of techniques known as participatory rural appraisal (PRA) enables communities to collaborate with outside service providers to develop and implement actions that will improve their quality of life. Participatory approaches include mapping and modelling, transect walks, matrix scoring, seasonal calendars, trend and change analysis, ranking and grouping of welfare and wealth, and analytical diagramming.

KEYWORDS: Participatory Rural Appraisal, Transect walk

I. INTRODUCTION

PRA has three steps: analysis, planning, and execution. According to the World Bank, PRA refers to "a collection of participatory methodologies and procedures that highlight local knowledge and enable local people to carry out their own appraisal, analysis, and planning." (1995, World Bank).

PRA was developed as a more effective method of education for foreigners. People from outside collect data from locals in remote places, transport it, and then process it—sometimes to see what they (the outsiders) thought would be beneficial for them (the villagers). PRA encourages diversity and decentralisation, empowering locals to manage their resources and choose what best meets their needs. The new development buzzwords are inclusion, empowerment, and participation. There have been various readings of this participation in development.

Participation can be defined in a variety of ways, such as "With relation to rural development, participation encompasses people's involvement in decision-making processes, in implementing programmes, in sharing in the benefits of development programmes, and in attempts to evaluate such programmes." (Adapted from UNDP Empowering people - a guide to participation; Cohen and Uphoff, 1977).

The most effective way to solicit participation is through the Participatory Rural Appraisal (PRA) approach. Because it has been bolstered by a bottom-up strategy, clearly stated goals, workable answers, and remedies. The result of such an event is therefore more fruitful than using a top-down approach strategy. A PRA was really employed to create a strategic plan for rural development.

This article's goal is to describe the beginnings, principles, approaches, methods and applications of PRA for rural Development Planning.

Participatory– Denotes that individual are participating in the process; this "bottom-up" strategy necessitates strong interpersonal skills and a positive attitude from project employees.

Rural - The methods can be applied to both literate and illiterate persons in any setting, whether urban or rural.

Appraisal - Finding out about a village's issues, needs, and possibilities. Any project's first phase is this one.

DEFINITION

The fieldworker uses the participatory approach through participatory rural appraisal (PRA) or participatory learning and action (PLA). Since the PRA is still changing so quickly, no definitions can be considered definitive and must be changed frequently.

In order to help impoverished people communicate and analyse the facts of their lives and conditions, as well as to plan, monitor, and evaluate their own actions, PRA has been described as a family of approaches, methods, and behaviours (Chambers, 1994).

According to Chambers (1992), PRA is a flexible, inexpensive, and time-saving set of approaches and methods used to enable workers to gather and analyse information about past, present, and future situations

to understand the rural population and the condition that exists in rural areas. This would provide a thorough and comprehensive idea regarding problems, potentials, resources, and solutions to formulate realistic development practitioners to achieve the desired goals within specific time.

The following three components are typical of a PRA approach:

Self-aware responsibility: Individual judgement and responsibility exercised by facilitators with self-critical awareness and an acceptance of mistakes.

Empowerment and equity: a dedication to equity. empowering people who are disadvantaged, excluded, and typically women in particular.

Diversity: Is acknowledged and celebrated.

Rural participatory assessment as a bottom-up strategy

A rural development strategy that starts from the aspirations, ideas, and actions of the local community. The bottom-up strategy enables local participants and the local community to voice their opinions on local development initiatives in accordance with their own beliefs, expectations, and objectives. Every stage, including the phases of definition, implementation, evaluation, and revision, encourages participation.

The 1980s saw the beginning of participatory rural appraisal (PRA), which entails including the local population directly in rural development. "From top-down to bottom-up, from local variability to centralization, from designs to the educational process" (Chambers 1994).

II. REVIEW OF LITERATURE

Gosselink and Strosser (1995) While many studies do contain features of participatory techniques, the evaluation of PRA employed in IMR came to the conclusion that these studies are neither primarily interactive or fully participatory by design. Farmers are indeed involved for cost-effectiveness and undoubtedly as resource people, but many of these approaches may very well be hurried with water users having no meaningful impact on the potential biases and misconceptions of the researchers. In reality, there is a significant disconnect between PRA experiences that are documented in the context of IMR and the key concepts of PRA.

Toness (2001) According to a review of the literature and case studies, the main reform in international agricultural extension and development is moving away from a teaching paradigm and toward a learning paradigm, as well as toward the adoption of new methodologies and approaches that increase the real, interactive participation of local people at all levels of decision-making. These techniques necessitate collaboration between locals, extensionists, and researchers. Due to its adaptability and broad applicability, PRA has the greatest potential to lead the extension profession toward a development paradigm that favours learning processes rather than teaching ones.

Cavestro (2003)concluded that a specific behaviour, attitude, and approach are associated with PRA. "We are conveners, catalysts, and facilitators rather than teachers or technology transferrers. We must relearn and put our knowledge, concepts, and categorizations in the background. We provide locals the freedom to do their own research, analysis, presentations, planning, and actions, to take ownership of the results, and to share their knowledge with us. We "give over the stick" and support "their" evaluation, presentation, analysis, planning, and implementation, as well as monitoring and evaluation. They carry out a lot of the tasks that we previously believed were only capable of being completed by humans, including mapping, diagramming, counting, listing, sorting, ranking, scoring, sequencing, linking, and analytical work.

Singh *et.al* (2017) In conclusion, development and management efforts that combine active community participation with integrated watershed management consistently produce favourable results. By diversifying crops in rain-fed locations, the watershed interventions employing PRA helped to lower risk by rising farm income, improving agricultural productivity, conserving soil and water, providing rural employment, and increasing ground water table. NGOs and SHGs are important players since they require less investment, work with smaller groups, and have been proven to be effective in raising the socioeconomic standing of local or rural residents.

Mustani*et.al*(2017)The findings of this study are supported by the fact that the planned growth planning programme is based on community-specific local knowledge rather than outsider or external interference. Several fundamental principles that are followed, including the community learning from one another and sharing experience, the participation of nearly all present members of the community groups in a deliberation, and a practical orientation while still paying attention to the sustainability of the planned programme, can be used to identify the use of PRA methods that are derived from the local knowledge of the community.

Ahmad *et.al* (2018)Concluded that there are many potentials that can be developed, including large tracts of land, agricultural and plantation

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products, natural potentials, industry, and related parties, while there are also challenges, including a lack of trained human resources, limited technology, limited promotion through media, and a lack of legal protection. The sub-IT district's service can be used for promotion media, along with working with related parts for training and guiding, cultivating land to boost business production, utilising natural potentials for tourism and attracting customers, and collaborating with universities to obtain agricultural and plantation product processing technologies and business management.

Arthika (2020) We came to the conclusion that the RRA strategy makes use of both communication and learning tools. These instruments support objective, methodical observation of conditions by outsiders. The verbal rating of issues and opportunities will be determined using the PRA tools. Prioritization of issues and opportunities, which entails a thorough analysis and reorganisation of the issues and opportunities stated, It will be accomplished by prioritising activities based on the prioritised issue and opportunity list, prioritising activities based on the listed activities, and having a thorough discussion of the practical options for carrying out such activities.

III. PRINCIPLES OF PRA

A reversal of learning: To learn from locals directly, on the job, and face-to-face while acquiring understanding from their local physical, technical, and social expertise is to reverse the learning process.

Learning quickly and gradually: Using deliberate exploration, adaptable method utilisation, opportunism, improvisation, iteration, and cross-checking; not adhering to a predetermined plan but being flexible in the learning process.

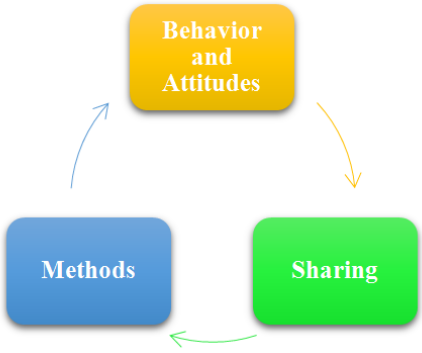
Offsetting biases:By remaining calm and not rushing, listening without lecturing, probing instead of moving on to the next subject, appearing unimportant instead of important, and actively seeking out women and those from lower socioeconomic status, one can counteract biases, particularly those associated with rural development tourism.

Optimising trade-offs :Trading off quantity, relevance, accuracy, and timeliness in favour of other factors in order to maximise trade-offs between learning costs and informational value. This comprises the ideas of suitable imprecision—not measuring what has to be measured or more precisely than necessary—and of optimal ignorance—understanding what is not worth knowing and then not trying to find out.

***Triangulating*:** Cross-checking, gradual learning, and approximation through many investigations are all examples of triangulating (Grandstaff, Grandstaff, and Lovelace, 1987; Gueye and Freudenberger, 1991). This variously entails evaluating and contrasting results from several, frequently three: Points in a range or distribution, categories of items or sets of conditions, and ways - Individuals or groups of analysts - locations, dates, and disciplines - researchers or inquirers, as well as combinations of these.

Seeking diversity: Looking for and learning from anomalies, outliers, dissenters, and exceptions in any distribution is what is meant by "seeking variety." In Australia, the concept of "maximising the diversity and knowledge richness" has been discussed and stated as a preference for variability over averages (Beebe, 1987). (Dunn and McMillan, 1991,). This may entail nonstatistical purposeful sampling. Beyond triangulation, it consciously searches for, notices, and explores discrepancies, abnormalities, and disparities, as well as including negative case analysis.

PRA has three pillars



PRA has three pillars:

1. Behaviour
2. Methods
3. Sharing

The term "**behaviour**" refers to the modification of the actions and attitudes of outsiders through self-awareness, accepting and growing from errors, and role-reversals in which outsiders respect and absorb knowledge from rural people.

Methods refer to a variety of ways that rural communities might be learned from.

Sharing is characterised as an attitude of non-possessive openness in which practitioners, organisations, rural residents, and other outsiders exchange knowledge, training, methodologies, and approaches.

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IV. METHODS AND THEIR APPLICATIONS

Timeline

Events in time, historical events, village development, agricultural methods, etc. This is accomplished by compiling a timeline of events after consulting with the populace.

Participatory (Social mapping)

Village layout, facilities, population, cases of chronic illness, handicaps, underweight children, family planning issues, immunizations, widows, and the needy.

Transect Walk

Transects and observational walks are used to examine natural resources, geography, indigenous technologies, soils and vegetation, agricultural practises, issues and opportunities that are connected to resource mapping and modelling. These are carried out by a group of people moving through the region while strolling along a predetermined path, through open terrain, or sweeping or combing the area.

Ranking

- Pairwise
- Matrix
- Preference
- Scoring

For ranking things like crops, cattle breeds, variations, and types; trees; fodders; additional sources of revenue; etc. These are carried out by asking farmers to specify various objects, such as varieties of trees or crops, and various evaluation criteria. The villagers then assign a rank or score to each class or category. This is accomplished using quantification with pebbles or seeds.

Diagrams

Venn (Chapatis): To establish connections between a community and its surroundings in terms of the importance of each link, Venn (Chapatis) is utilised.

Linkage/relationship charts: Processes, causes, consequences, and links can all be mapped using linkage/relationship charts.

General: In general, statistics are displayed using graphs, flow charts, pie charts, and trend diagrams.

V. APPLICATIONS AND USES OF PRA

Participatory rural evaluation has become the new development buzzword across the board in the global housing industry. Currently, these techniques are used in almost every sector of the economy that incorporates people. More major and widespread applications include:

Natural resources and agriculture

- Watersheds and conservation of soil and water
- Forestry, particularly joint forest management and agroforestry
- Fisheries and aquaculture
- Management of biodiversity and wildlife reserves
- Planning and implementation of village resource management programmes
- Integrated pest management
- Crops and animal husbandry, including farmer participation in research and farming systems research and farmer problem identification by farmers
- Irrigation
- Marketing

VI. CONCLUSION

As a result, PRA is a transdisciplinary process that constantly changes and uses an adaptive strategy when problems arise. The PRA is characterised by distinctive behaviour, attitudes, and methods: "We are conveners, catalysts, and facilitators rather than teachers or technology transferrers. We need to re-learn and set aside our prior concepts, information, and categorizations. We provide locals the flexibility to conduct their own investigations, analyses, presentations, planning, and activities; to accept responsibility for the outcomes; and to impart their expertise to us.

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