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COURSE NO.:H/EXTN-231

SEMESTER :III

TITLE:FUNDAMENTALS OF EXTENSION EDUCATION

CREDIT:2(1+1)

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CERTIFICATE

This is to certify that Mr/Miss..... Regn No..... has completed all the necessary exercise of **Course No. H/EXTN-231 , Fundamentals of Extension Education** , for the Academic session 2018-19.

Place:

Date:

Course Teacher

EXERCISE NO.1

Date :

STUDY OF VOLUNTARY ORGANIZATION / NON GOVT. ORGANIZATION (N.G.O.) IN A VILLAGE

Definition of voluntary organization:

It is a group of people who come together to achieve specific objective and which has got definite procedure of work and whose membership is not compulsory.

Importance of the Study:

1. Enables people to solve their problems through their own efforts.
2. People learn to participate and develop personality.
3. Training for leadership.
4. Programmes are effectively developed and implemented.

Voluntary organization must be people's creation and must be lead by them. Certain activities of the voluntary organizations are important for village recreation. The success of voluntary organizations / N.G.O. will depend upon:

1. Intensity of need on which the organization originated and attempts to fulfill.
2. Conviction of member about the usefulness of that organization in fulfilling the objectives.
3. Competent leadership.
4. Responsible members.

Some voluntary village organizations:

Bhajani Mandal, Farmer's union, Tarun Mandal, Mahila Mandal, etc.

An extension worker works with villagers through informal group drawing attention to various problems, such as farmer's recreation, women welfare, etc. As people get acquainted in these groups, extension-workers suggest about importance of voluntary organization. Guidance from extension worker is required to develop activities and attain success in its work.

Source of data:

Student is expected to collect required information from the president and other members of any voluntary organization / N. G. O. of a village.

Members

SCHEDULE

1. Name of the voluntary organization / N. G. O. :
with address
2. Year of establishment:
3. Objectives of the organization:
 - a.
 - b.
 - c.
4. Total number of members:
5. Name of the ~~secretary~~ chairman/ president :
6. Name of the Secretary:
7. Activities carried out by the voluntary organization / N. G. O.:
 - a.
 - b.
 - c.
 - d.
8. Sources of funds:
 - i. Membership fees.:
 - ii. Grants from Govt.:
 - iii. Donations.:
9. Difficulties faced by the organization:
10. General observations:

EXERCISE NO. 2

Date:

STUDY OF MAHILA MANDAL

The rural women in India is illiterate, shy, locality and traditional in nature. It is said that women are *Laxmi* (Wealth), *Saraswati* (Knowledge), and *Durga* (Strength). However, in fact most of them are poor, illiterate or less educated and weak. She is completely engaged in activities. The contribution of woman in agriculture is estimated to be around 50 to 60%. The largest numbers of working woman in India are engaged in farming operations, either as cultivator or as agricultural labours. They participate in most of the agricultural operations. With due education and training the efficiency of women from rural areas can be increased. Women have a vital contribution in improving the living. Village women are still found to be ignorant about their rights and privileges. The rural women are only expected to look after the home by rendering the services. These women need to be educated for their effective participation in family and village development activities. Women need to be encouraged to broaden their area of interest, work and participation. Women like to meet other women in the village and learn things in a group. Village women's associations are voluntarily set up for their social upliftment. These Mahila Mandals are important means of teaching illiterate women, extending literacy among younger girls, providing training in improved techniques for improving farm and home and to perform leadership and courage in the women.

Roles performed by Mahila Mandal:

1. They should promote social and educational activities in the village.
2. They should help the functional literacy programme.
3. Training classes in arts and crafts should be organized.
4. They should undertake the programmes of family education and population education.
5. They should help in health and sanitation programmes of the village.
6. They should undertake educational activities in relation to childcare and nutrition.
7. They home management and budgeting may be taught to the housewives.
8. They should organize cultural activities in the village.
9. Through self-help group formation they can start saving money and get loans from banks to start various occupations. This makes them financially sound.

SCHEDULE

1. Name of the Mahila Mandal :
Willy Adhikari
2. Year of Establishment :
3. Total number of Members :
4. Office Bearers of Mahila Mandal

Sr. No.	Name	Age	Education	Cast/Category	Position/Designation.
1.					Chairman/president
2.					Vice-President
3.					Member
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

5. procedure adopted for selecting office bearers.
6. period of holding office by the office bearers.
7. Objectives of Mahila Mandal.
 - a.
 - b.
 - c.
 - d.
8. Financial resources of the Mahila Mandals.
 - a.
 - b.
 - c.
 - d.
9. Activities undertaken by the Mahila Mandal.
 - a.
 - b.
 - c.
 - d.
10. Training programmes run by the Mahila Mandal.
 - a.
 - b.
 - c.
 - d.
11. Specialized projects undertaken by Mahila Mandal
 - a.
 - b.
 - c.
 - d.
12. Participation of Mahila Mandal in village and rural development activities.

13. Problems faced by the Mahila Mandal.

a.

b.

c.

d.

e.

f.

g.

14. General Observations.

EXERCISE NO. 3

Date :

A STUDY OF GRAMPANCHAYAT

Grampanchayat is the first formal democratic institution at the village level. It is the primary unit of local self-government. Grampanchayat is a cabinet of village leaders, directly elected by the adult citizens of the village. Grampanchayats are formed for villages having a population of more than 500. Villages having less than 500 population are grouped together for this purpose and group grampanchayat is formed. Grampanchayat is the agency responsible for planning and implementation of various developmental programmes / schemes.

It is constituted according to income, population and area of that village. Some are big townships, some are fairly large and some are small. Income of the grampanchayat varies from Rs. 500/- to more than Rs. 2 lakhs per year. Population varies from 500 to 25000. In grampanchayat, minimum 7 and maximum 17 members are elected by the village people on the basis of population.

Population of the village	No. of member to be elected
Upto 1500	07
1501 to 3000	09
3001 to 4500	11
4501 to 6000	13
6001 to 7500	15
7501 and above	17

The villager who has attained age of 18 years has the right to vote in the grampanchayat election. There is provision of reservation of 30% seats for women, which includes SC and ST's. The members of the grampanchayat are directly elected by the villages, while the Sarpancha is elected by the members. Sarpancha conducts the gramsabha meetings at least twice in six months (total 4 in a year) and meeting of the elected members once in a month. Each grampanchayat is required to have functional standing committee like education, primary health, agriculture, animal husbandry, women and child health, prohibition, justice and construction. It functions in all developmental and social welfare activities. They levy of house tax, professional tax, vehicles tax, license fee for professions and trades, running of markets and other enterprises, etc., are the sources of income to the grampanchayat.

Sevak:

He is a paid secretary of grampanchayat appointed by the Zilla Parishad. He is the village level worker. The gramsevak lives and works with the villagers. He is an important person in the administrative machinery of Rural Development in that he is the multipurpose worker common to all departments. He should perform such functions as are assigned to him by the Extension Officers for Agriculture, animal Husbandry, Co-operation and Panchayats, etc. He should also be a social education organizer. He serves as a common channel between villagers and government departments for all the developmental activities.

Functions of grampanchayat:

Grampanchayat performs following three important functions:

Representative functions: To voice and represent the communities' opinion on matters affecting it.

Regulatory and administrative functions:

- Regulating the conduct of individuals and institutions.
- Collection of taxes.
- Watching the work done in the village school, registering the births and deaths.
- Enforcing measures of safety and sanitation.

Service or developmental functions: Promotion of education, health, agriculture, communication, irrigation, etc.

Place of the Study:

The grampanchayat undertakes wide range of activities like public health, water supply, street lighting, maternity and child welfare, registration of births and deaths, fire service and watch and ward in the village. It also undertakes the work of construction and maintenance of village roads, drains, tanks, wells, etc.

The student need to know the working of this institute as it plays important role in the development. Being a democratic institution the villagers learn lessons of democracy. The student should study the role of grampanchayat in the village so as to understand the village development.

Field data:

The students will visit the office of the grampanchayat and meet the Sarpanch and Secretary. They will discuss about the sources of income, ongoing programmes of the grampanchayat, problems of grampanchayat and record their observations. The students will analyze the collected information and suggest measures for improving the grampanchayat.

SCHEDULE

1. Name of the Grampanchayat:
2. Year of establishment:
3. Geographical area:
4. Population:
5. No. of members:
6. Details of members:

Sr. No.	Name	Age and Education	Male / Female	Category	Position / designation
1.					Sarpanch
2.					Deputy Sarpanch
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

7. Whether the Grampanchayat has formulated different working committees?
(Yes / No)

Sr. No.	Name of committee	Member of Members	Name of Chairman
1.	Education		
2.	Health		
3.	Construction		
4.	Tax collection.		

Women and child welfare		

8. Dates of Gramsabhas conducted in last one year:

9. Details of Gramsabhas:

10. Details of employees of Grampabchayat:

a. Gramsevak (Secretary)

Name :

Qualification:

Experience: (Years)

Whether he stays in the village (Yes / No)

(If No, give reasons)

1.

2.

3.

b. Peons (Give Names)

1.

2.

3.

c. Sweepers and others.

1.

2.

3.

11. Sources of income:

1. Taxes (Rs.)

2. Grant in aid

2. Subsidies :
3. Donations :
4. Others :
5. Total :

12. Expenditure of Grampanchayat (last years)

Sr. No.	Particulars of expenditure	Amount in Rs.
1.	Peon salary	
2.	Others salary	
3.	Stationary	
4.	Electric material	
5.	Dead-stock material	
6.	Phone bill	
7.		
8.		

13. Facilities available with the Grampanchayat: (728/ND)

1. Grampanchayat office
2. Phone
3. Servants
4. Water supply
5. Furniture

14. Nature of activities run by the Grampanchayat:

1. Electricity and water supply
2. Road construction and repairing
3. Sanitation
4. Samaj mandir
- 5.
- 6.

15. State the schemes that are being implemented by the Grampanchayat:

Sl. No.	Name of the scheme	Year of Start	Nature of Benefits	Last year achievements	
				No. of Beneficiaries	Amount Spent (Rs.)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

16. Problems faced by the Grampanchayat:

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

17. General Observations:

Ex. No. 4)

Date -

Study of structure and functioning of Department of Agriculture

✓ As per the report of the Femine Commission 1881, the Department of Agriculture was established in the year July, 1883.

Prior to independence, the State Agricultural Department was required to look after teaching, research, extension, soil conservation and such other activities pertaining to agricultural development in the state of Maharashtra.

The innovative concept of training and visit system was introduced in India by Danial Banor, world bank consultant. It was started first time in Rajasthan Canal Area and Chambal Command Area in Rajasthan by Harison which was followed by Madhya Pradesh in 1974. After that it was introduced in Command Area Development Projects in Andhra Pradesh. West Bengal was the first state to adopt the system for the state as a whole in 1975 followed by Rajasthan.

Since this methodology yielded encouraging results the present scheme viz., Training and Visit system was started in eight districts from 1st April, 1981 and subsequently all over Maharashtra from 2nd October, 1982.

Similarly, in 1981 and 1982 the Department of Soil and Water Conservation and the Department of Horticulture were separately established for soil and water conservation work and horticultural work in the state. All of these three agencies i.e. Training and Visit System of Agricultural Extension, Soil and Water Conservation and Horticultural Department were working under separate divisions of the Agricultural Department and undertaking respective activities separately to fulfill the needs of farmers.

In the previous Training and Visit System, the total number of villages were more under each Agriculture Assistant (6 to 9) and number of farmers he has to contact were nearly 1500. Due to this, it was very difficult to the farmer to contact the Agriculture Assistants of these three separate departments. Also, there was no office at Mandal level. So farmer was to contact with Agriculture Assistant either at sub-divisional level or at district level.

In this context, experiencing the fruits of T and V system over 12 years period, Government of Maharashtra was decided to bring these three separate departments under single window or one umbrella with a partial broad based extension approach.

If this is done, then one Agriculture Assistant was to handle 3 to 4 villages or 700 to 900 farmers. Due to the decrease in the number of villages as well as number of farmers, ✓

Agriculture Assistant was able to solve the queries of the farmers, very effectively. It was also easier for him to visit the villages and contact the farm families very frequently and guide them for the work of Agriculture, Soil and Water Conservation as well as Horticulture very effectively.

Also, there were difficulties in administrative control, as there were three different agencies, working for the administrative control. For their work, these three departments were making correspondence separately. It was increasing the expenditure also.

By thinking over the above facts, the Government of Maharashtra has decided to switch over to a new system of Extension named as **Single Window System** vide G.R. No. AKV/1298/61/15-A from Ministry of Extension, Bombay-32 dated 29 May, 1998 for increasing the activities and helping farmers to get advice from the same extension person on various agricultural and allied activities under one roof with effect from 1st July, 1998 and with a philosophy of each Agriculture Assistant has to look after approximately 3 to 4 villages or 700 to 900 farm families.

The Maharashtra State was the first state to implement the **Single Window System**. The name of the system itself indicates integrated planning of Agriculture, Soil and Water Conservation and Horticulture development by a single functionary. Under this system staffing pattern has been reorganized. The grass root level extension functionary working at the field level under the reorganized pattern has been designated as Agriculture Assistant.

The concept of this system is based on the theme of **One Point Service** catering to multifarious needs of the farming community for better and effective transfer of technology, as well as, supply of need based critical inputs to the clients as per the working norms of the system.

1.1 Need of reorganization

There were some reasons for having the changes in organization of Agriculture Department in the Maharashtra state as given below:

1. Farmers were required to approach different officers at different levels for acquiring the information on various schemes.
2. Farmers were required to go to a longer distance from the village because of non-existence of reputed office of the Agricultural Department below sub divisional level.

3. The Horticultural programme was implemented by all the three agencies, however the farmers were required to spent a lot of time in search of the agency under which their village was covered.
4. Due to division of Agricultural Department, officers and staff members under the three agencies, limited staff was available under single agency, at grass root level. This has imposed certain limitations in effective implementations of any one programme on a large scale.
5. Due to the reorganization, there will be decrease in the jurisdiction of grass-root level functionary which yields in their effective working.
6. Inadequate attention was paid on co-ordination between agriculture and affiliated departments at village level.
7. Considering the village as integral part of development, there was lack of integration in effective implementation of programme by different agencies.
8. The three different departments were making correspondence separately for the same work. This yields in repetition and ultimately increasing the expenditure.
9. Due to the increase in the number of officers, the expenditure on postal correspondence, fax, telephone, vehicles and POL charges has been increased.
10. There was a tremendous change in the world trade due to the GAT agreement. It requires a competent system of Agriculture Department for helping the farmers to catch this opportunity.

✓ 1.2 Salient features of Single Window System of Agriculture Department

Following are the salient features of Single Window System of Agriculture Department.

1. Establishment of separate office at Mandal and Taluka level.
2. Integrated planning of Agriculture, Soil and Water Conservation as well as Horticulture Department by single functionary.
3. Availability of more employees at village level for transfer of technology.
4. More involvement of Agricultural Universities in Transfer of Technology and Training.
5. Special cell for promotion of commercial farming at district level for increasing the export of fruits, flowers and vegetables.
6. More emphasis on Transfer of Technology for Horticultural Development.
7. Availability of additional area and staff for fruit nurseries.

8. Soil Testing Laboratory in each district.
 9. Project Assessment Cell for prospective planning/project implementation in the whole department.
 10. Establishment of State Level Vigilance Team for quality control.
 11. Computer facility upto sub-divisional level at initial stage.
 12. Quality control powers of inputs upto Taluka level.
 13. Staff Welfare Department for solving of service grievances of officers and staff.
 14. Long-term prospective agricultural development plans for all the districts.
 15. Emphasis on providing training to the staff working under Agriculture, Soil and Water Conservation and Horticulture Department.
- 1.3 Working pattern of Single Window System of Agriculture Department

In the Single Window System of Agriculture Department the Commissioner of Agriculture is only the state level incharge for implementation of the scheme. Under the Commissioner of Agriculture, the re-organized structure of Agriculture Department is presented in

Fig 1 The reorganized pattern of Agriculture Department is given as below.

Field level - One Agriculture Assistant should be appointed for a group of 3 to 4 villages and extension person can be termed as Agriculture Assistant. The Agriculture Assistant should carry out the activities of Agriculture, Soil and Water Conservation and Horticulture for average 1000 farm families or average 1500 ha area under cultivation or from the total geographical area of 3000 hectares.

In a new reorganized structure of Agriculture Department the number of farmers under one Agricultural Assistant are limited to nearly 700 to 900 facilitating more interaction for easier transfer of technology.

Mandal level - A Mandal level office should consist of total jurisdiction of 12 Agriculture Assistants. Each taluka is divided into 2 to 3 Mandals. This Mandal level is a basic unit of operation. This unit is headed by Mandal Agriculture Officer. Three Agriculture Supervisors have to work under one Mandal Agriculture Officer and the work of four Agriculture Assistants has to be supervised by one Agriculture Supervisor.

Taluka level - Taluka level unit is headed by Taluka Agriculture Officer. Taluka Agriculture Officer is a drawing and disbursing officer and he is controlling over the technical and administrative work of Mandal Agriculture Officers, Agriculture Supervisors, Agriculture Assistants and other supporting office staff working under his control.

Sub-divisional level - Each district is divided into two to four sub-divisions. Considering the geographic area, two to five talukas were included in one sub-division. The head of this sub-division is designated as Sub-divisional Agriculture Officer (SDAO). The technical and administrative control over their subordinates from concerning taluka level upto the grass root level of agriculture department, liaison with other departments monitoring, nurseries, taluka seed production farms, Krishi Chikitsalaya (Agro-poly clinics), demonstration units and training programmes are directly controlled by the Sub-divisional Agriculture Officer.

District level - Different offices working at district level like Principle Agriculture Officer, Deputy Director of Horticulture, Divisional Soil Conservation Officer and District Seed Officer have been reorganized into a new single office i.e. District Superintending Agriculture Officer. This unit is headed by Superintending Agriculture Officer who is not only empowered for administrative and technical control over the Agriculture, Soil and Water Conservation and Horticulture department but also over the different offices and officers, laboratories, agro-poly clinics, fruit nurseries, taluka seed testing laboratories and demonstration units under the Department of Agriculture at district level. District Superintending Agriculture Officer can be held responsible for the guidance of export-oriented agriculture and all types of training from concerning district.

Division level - The Maharashtra State is divided into eight agriculture divisions namely Thane, Nasik, Pune, Kolhapur, Latur, Aurangabad, Amravati and Nagpur. The Joint Director of Agriculture is the head at divisional level and is responsible for programme implementation in the districts covered in the division. The Joint Director of Agriculture have administrative and technical control not only over the Agriculture, Soil and Water Conservation and Horticulture but also over the liaison with other departments, monitoring and training programmes, workshops, soil survey and soil testing laboratories, different laboratories and other activities related to the agriculture.

Commissionerate level - The Commissioner of Agriculture is the incharge for implementation of the scheme at state level. Previously, Commissioner of Agriculture, Director of Soil and Water Conservation and Director of Horticulture were working separately at the state level. This pattern has been changed in Single Window System and Director of Soil and Water Conservation and Director of Horticulture were merged together and brought under direct control of the Commissioner of Agriculture.

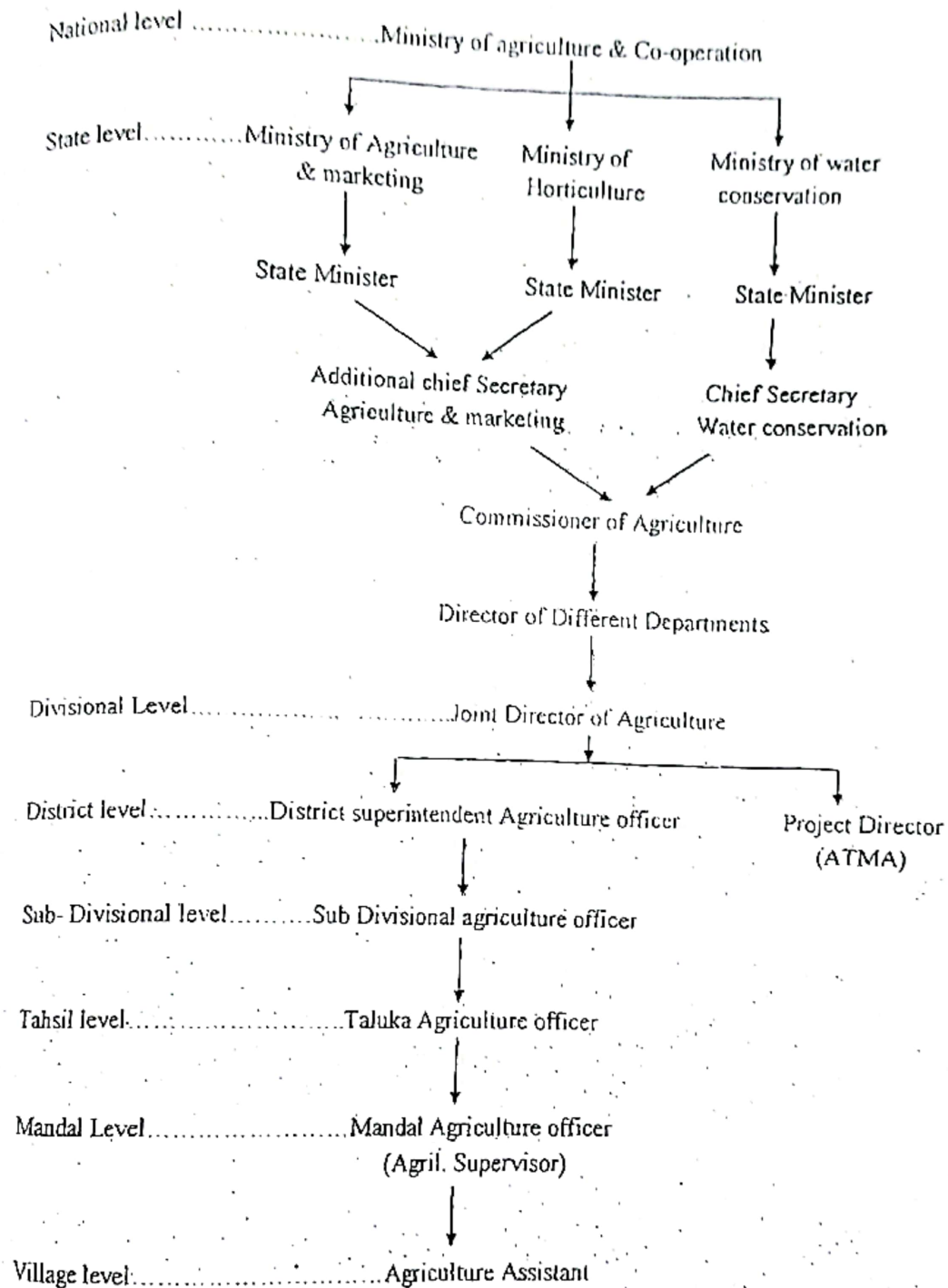
In the new system called Single Window System of Agriculture Department the Agriculture Commissionaire has been reorganized and ten separate departments were established as listed below.

1. Director of Extension and training
2. Director of Soil and Water Conservation
3. Director of Horticulture
4. Director of inputs and quality control
5. Director of planning and coordination
6. Joint Director of Agriculture (Administration)
7. Chief statistician
8. Deputy Commissioner of Agriculture Census
9. Head, Monitoring and Evaluation
10. Deputy Director of Special Salary (Vigilance squad)

The establishment and accounts related matters are look after by separate sections.

Assignment - Students should get acquainted with stricture & functioning of Department of Agriculture.

Structure of Department of Agriculture



PRA techniques & their application in Village development Planning

India is predominantly an agriculture country & a land of village. The Agriculture forms the backbone of Indian economy. More 70 % farmers residing in village & 75% population depend on Agriculture.

PRA (PARTICIPATORY RURAL APPRAISAL) - People participation may be defined as the process of giving priority to local people perspective in identifying their problems & opportunities & improving the situation through their self mobilization.

Numbers of Extension programmes like shetkari melawas, farmers rallies, exhibitions, field visits, group discussions, farmers school. Training are arranged & implemented by Govt., NGO's organization. Due to their participation in the programmes farmers are benefited by their knowledge, skill, attitude, experience & behaviour is developed while participating in various programmes. Farmers faced number of problems on aspects like crop production, horticultural development, adoption of modern technology, animal husbandry & livestock management, credit, etc. It is necessary by the students to visit one village & identify these problem.

Objectives of the present study -

- 1) To visit village
- 2) To locate the problems
- 3) To identify the problems while farmers participation of various programmes of agriculture aspects
- 4) To give suggestion on identified problems.

Menu of the PRA methods

Samanta (1990) has stated following PRA menu.

- Secondary data review
- Direct observations
- Key informants
- Semi structured interviews
- Group interviews
- Key indicators
- Workshops & brain storming
- Transects walk
- Mapping & photographs
- Diagrams
- Ranking & scoring
- Quantification
- Timelines
- Stories, portraits & case studies.
- Team management & interaction
- Key probes

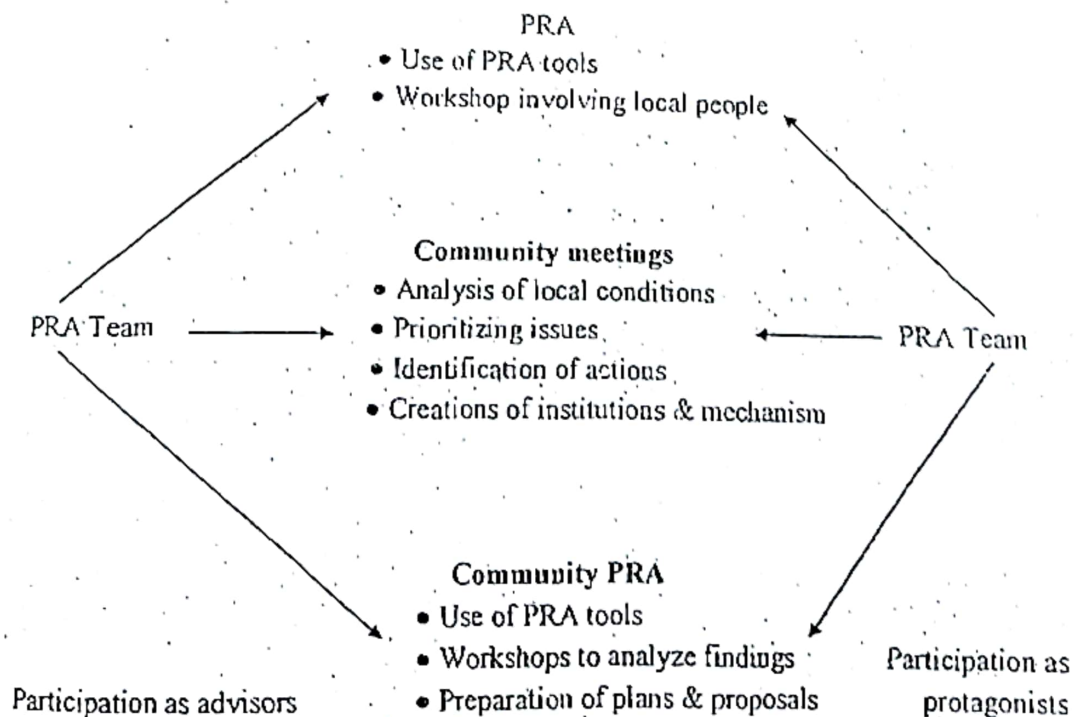
- Short simple questionnaires
- Main theme of PRA

According to Samanta (1990), that the main theme of PRA is to focus on rural communities, central idea of this approach know about & improve the condition of the rural communities. PRA assumes prevention of natural degradation & increase in food production. PRA offers alternatives for marginal areas generally the macro strategies for overall development.

Steps in PRA - According to International Institute of Environment & Development (IIED). A typical PRA has eight clearly defined steps.

- Site selection & clearance from local administrative officials
- Preliminary visits to the site
- Data collection
 - Spatial
 - Time related
 - Social
 - Technical
- Data synthesis & analysis
- Problem identification & setting of opportunities to resolve them.
- The ranking of opportunities & the preparation of the village resource management plan.
- Adoption & implementation of the plan.
- Follow up, evaluation & dissemination of findings.

Process of PRA - Townsley (1996) gives tools & process of PRA in following manner



Principles of PRA

- 1) **Offsetting biases** - It helps to remove the biases with regard to spatial, project, persons, seasonal, professional & promote rapid progressive learning. It is flexible, exploratory, interactive & intensive method of data generation.
- 2) **Reversal of roles** - Learning from the local people, electing & using their criteria, understanding & appreciating local knowledge.
- 3) **Triangulation** - Using different methods, sources & disciplines & a range of places & cross checking to get closer to the truth through successive approximations.
- 4) **Facilitations** - It enables local people, do more or all of the investigation themselves & help them to won the outcome of analysis made by them to share with outsiders & that the information stays with the people who generate it.
- 5) **Sharing** - A culture of sharing information of method of field experiences between & among NGO's government & villagers without checking to the ownership of ideas & information is villagers without clinging to the ownership of ideas & information is provided by PRA methods.

Benefits of using PRA

- i) **Empowering the poor weak** - Enabling labors, woman, small farmer to "analyze condition giving them confidence to assert their priorities, to present proposal, to make demands & to take actions leading to sustainable & effective participatory programmes
- ii) **Diversification of resources** - Encouraging & enabling exploitation of local diversity.
- iii) **The community process** - Participatory identification, appraisal, planning implementation, monitoring & evaluation.
- iv) **Research priorities** - Identification of research priorities & initiating participatory research priorities & initiating participatory research, with scientists more receptive to local knowledge & farmers ability to design, carry out & evaluate their own experiments.
- v) **Policy review community** - Policy changes are taking place through insights from field based discussion within organizations, & within government locally, regionally & nationally. Involvement of all stakeholders in planning & execution of developmental activity is crucial part of development policy.

Hints for successful PRA - Bheemapa (1996) gives some hints for successful PRA.

- Choose a place & material with which people feel comfortable.
- Encourage correction or additions.
- Do not try to interfere or interrupt except when needed.
- Lead on PRA tools.
- Do not suggest answers.
- Allow listening & learning but stay away from lecturing.
- Allow the community members to do it.

- Shows that you are interested in every phase of the PRA.
- Do not Impose your ideas on culture.
- Follow up on points of interest.
- Try to get different kinds of people to attend the process of PRA.
- Don't do anything without proper considerations.
- Invent your own way of doing things.

Assignment = The students will visit to one of village & conduct the PRA.

Schedules

- 1) Name of the village –
- 2) Taluka –
- 3) District –
- 4) Which PRA techniques used to collect the information of the village
 - a)
 - b)
 - c)
 - d)
 - e)
- 5) Identify the problems related to
 - a) Social -
 - b) Economical -
 - c) Agriculture -

- 6) Students comment on 'How PRA is useful in village development planning' ?

Ex. No: 617

Date -

Developing script for Radio Television

A) Script writing for Radio -

- **Benefits of Radio** - Radio is considered to be the best and most effective means of communication for rural audience in our country.
- Radio broadcasts can stimulate farmer's curiosity.
- It can arouse and build interests of farmers.
- It create a desire to learn and encourages for better doing the things.
- The radio voice appears to the listener as authentic and real.
- Therefore, radio has a good place in communication.
- You can use radio to inform, alert, suggest direct, interest, stimulate and motivate the people.
- It is effective when you supplement it with other media or methods.

But the radio has some limitations which one should understand while using it.

- The radio can not teach, specify and go into details.
- You can not use of your smile or frown.
- You can not gesticulate or use visuals.

At present broadcasting network in India covers about 93% of population spread over 82% of geographic area.

While writing one should keep three components in mind.

- I. You as broadcaster
- II. Your listeners and
- III. Your broadcasts or programme.

I) You as a broadcaster : Speaker - communicator, Traits of a broadcaster :

1. Sound knowledge
2. Mental preparation
3. Build the audience
4. Know your audience
5. The continuous process
6. Your likes and dislikes
7. Leading to action

II) Your listeners :

Knowledge about their characteristics;

Opinion leaders,

Varied characteristics of rural audience -

- Curious
- Bored
- Laziness
- Greedy
- Competitiveness

- Not well of
- Practical
- Limited vocabulary
- Slow
- Interested in local affairs

III) Your broadcasts or programme.

1. Empathy – an asset
2. The questions – ask yourself the following questions :
 - a. What is message?
 - b. Who exactly need to receive it?
 - c. How can I best put it across?
 - d. When is the right time for it?
 - e. How soon should I repeat it?
 - f. What should be the supplementary message or messages?

Five minutes talk is ideal one. 120 words per minute is good average. Keep 50-100 words more.

See that:

- a. You have presented the subject clearly, correctly and briefly
- b. All words are short, simple, easy to pronounce and listen.
- c. Sentences are short
- d. Sequence is logical
- e. News-information should be latest one
- f. Facts are authentic
- g. The human interest is included
- h. Mistakes are corrected
- i. Properly punctuated
- j. Radio is for education not for teaching

Purpose:

- a. To reach a large number of people at a time.
- b. To provide information quickly in emergencies.
- c. To provide thinking in the audience about current problems.
- d. To build enthusiasm and maintain interest.
- e. To reach people not reached by other methods.

Preparation of script for talk:

Before proceeding with writing, there are several preliminary considerations to be made.

- a. Be clear about the purpose of your broadcast.
- b. Keep the interest and need for the audience in view.
- c. Select topics of current interest.

- d. Time of the broadcast to be adjusted with the farmer leisure hours.
- e. Decide what treatment to give i.e. straight talk, interview, drama dialogue, folk songs etc.
- f. Collect all the possible related material helpful for writing.
- g. Select authentic material and arrange it in order.

Remember:

- a. It is one way communication, appealing for the ear only, therefore, the message has to be simple and clear so that people can understand it and act.
- b. The broadcaster has to get and hold the attention of audience, otherwise the message is lost.

Script writing :

- a. Write as you talk, think of how your writing sounds.
- b. Use simple and familiar language. Avoid an academic style. Mix short and medium length sentences for variety.
- c. Keep listeners view point in mind at all times.
- d. Be direct and personal.
- e. Use statistics, sparingly.
- f. Be humorous.
- g. Time is accordingly for ten minutes programme, the talk time may be about nine minutes.
- h. Make listeners realize the importance of the programme.
- i. Prefer to use local information and the experience of farmers, even their names can be included.

The following parts may constitute an effective script dealing with an improved agricultural practice.

- a. The first part should be designed to attract the attention of the listeners towards the subject proper. A strong opening makes people want to listen.
- b. The second part may analyze the present situation, laying special emphasis on the problems encountered based on local needs.
- c. The third part may given out facts about the recommended practice and its merits over the previous practices and try to win the confidence of the listeners.
- d. The fourth section may deal with an appeal to action.
- e. Finally the script may end with a summarization of all different parts. This will give an opportunity for the listener to know all important ideas in the talk again and act as reinforcement.

Presentation of talk:

- a. Feel free and easy in front of microphone.
- b. Just talk to the people and do not read script, speak naturally.
- c. Talk along at a normal rate.

- d. Observe mike manners. Clear your throat outside the mike, avoid noisy breathing etc.
- e. Put a smile in your voice and talk with pleasant enthusiasm.
- f. Start and finish the programme in time.
- g. Let your personality shine through your programme by giving personal touches, references human interest angles etc.

Assignment:

1. The student will listen the radio talks (minimum 5) from a local radio station and offer his comments on the talk.
2. The students will prepare a five minute radio talk on the topic of his choice (relevant to agriculture) in local language. *Mango*

Format for recording observations about radio talk listened by the student

Sr. No.	Name of Radio station	Name of programme	Topic of programme	Name of expert the participated	Mode of presentation

B) Planning and writing scripts for Television

Script is one of the factors responsible for success or failure of any TV programme. Script writing is highly creative activity. The script writer should therefore skilled, creative, imaginative and resourceful. He must have an instinct and set of specialized skills. A script is not like an easy or an article not even just question answer. It is more than that and follows its own particular grammar. Besides electronic motion picture with attendant sound effects, the script provides the basic edifice of the whole programme. It is kind of map, a blue print of what is going to be in the TV programme.

Although writing script on a given topic differs from one another and treatment of the topic varies from person to person, there are certain common basic features in all the scripts. The effectiveness of the script is governed by four major factors viz.,

1. Audience needs their culture etc.
2. The purpose of the communication which should be in relation to the functional rules of mass media.
3. Thematic content of the subject to be communicated.
4. The specific medium and mode of the presentation considering available resources of men, money and material.

The TV script writer should keep following points in his mind :

1. Kind of audience.
2. Objects of the programme
3. Genuineness of the information and facts.
4. Treatment of topics.
5. Format of the programme.
6. Feasibility and practicability.
7. Peculiarities of the medium.
8. Utilizing as a visual medium.
9. Presenting in a humorous and light hearted tone.
10. Pre and post telecast preparation.

The script writer keeping in mind his audience with their background, his objectives and peculiarities of the medium should arrange his content along with visuals in order to make the programme effective as well as interesting. He should visualize the sequence of the enquiry programme with help of a story board a series of drawing with notes as to proposed commentary. This includes times segments, video i.e. shots to taken either close up, long or medium, audio i.e. background music and complimentary as well as dialogue. As the whole process is very complex it takes a long time for repeated modification and finalization of the script.

General guideline for the writing TV script:

1. The script must be simple, direct and personal.
2. It must be written with full knowledge and involvement of the programme visuals.
3. The presenter's style and personality should be taken into account.
4. It must stress and recapitulate its salient points.
5. It should involve and address the audience directly.
6. It should have variety of pace and rhythm and give occasional "breathing spaces" specially in the middle of the programme.
7. It should not attempt to say too much in the time available.
8. It should suggest the suitable visuals, sound effects etc. along with the commentary.
9. It must not demand of the electronic studio with its facilities.
10. It should end with a simple resume of the programme's main points possibly with the different presentation.

Principles of the script writing for rural telecast:

1. Use short, simple sentences and familiar words.
2. Use location information.
3. Be direct, personal and straight forward.
4. Avoid technical terms and difficult words.
5. Avoid contradiction ideas.
6. Use visuals/graphics.
7. Use a normal speed of 125 to 150 words per minute of speech.
8. For sustaining interest and arouse curiosity of episodes.
9. Report wherever necessary.
10. Straight talk should not be more than 5-6 minutes and dialogue of 10-12 minutes.

11. Appropriate number, variety to pitches and style of delivering the talk in interesting way impress the viewers.

Types of TV scripts or formats of TV programme:

1. Diagrammatic presentation.
2. Camera script -- story based type.
3. One man presentation / demonstration type.
4. Preview type presentation.
5. Discussion type.

Advantages;

1. Learners to learn faster.
2. Learn more and remember longer.
3. It impress ideas more clearly on the mind of learner.
4. It overcomes the language barriers.
5. Attract and hold attention, arouse interest, stimulate thinking and motivate action.

Limitations:

1. Audience participation depends on costly receiving sets and availability of electricity.
2. Possible risk of spectators instead of the attitude of the thought enquiry.
3. Requires lots of planning, preparation, trained personnel and availability of equipment's.

Assignment 1: The student will prepare the TV script in local language on agril topic in the format given below.

Tomato
Format for TV script

Name of the topic:

Scene/ element	Duration (Seconds)	Information to be given orally (Audio)	Visuals to be shown (Video)
1			

2: The student will view (minimum 5) the agril. programme on television and record the observations below.

Sr. No.	Name of TV channel	Name of programme	Topic of programme	Name of expert participated	Mode of presentation

STUDY OF POSTER AND CHARTS

1. What is poster?

A poster is a peculiar device design to attract attention and communicate a story, a fact, an idea or an image rapidly and clearly.

Why we use poster?

A poster helps the extension worker to get across one idea to the audience. It is visual which has to catch the attention of the audience and pass on to them a simple messages at a glance.

1. It creates awareness.
2. It is cheap method
3. It attract attention
4. It should have life
5. It should have some message.

ABC of Poster
 ↳ Attractive
 ↳ Brief
 ↳ Clear

Preparation of Poster:

Paper: Use only thick drawing paper, poster paper, litho offset paper or cardboard.

Size: The standard size of poster are 50cm. x 75 cm. and 70 cm. x 110 cm.

Qualities: A poster should be brief, simple, contain only one idea, with good layout, contrasting colours, bold and simple lettering and short captions.

Components of a poster:

1. Picture or illustration
2. Words.
3. Colour.
4. Space.

1. Picture of Illustration:

- ❖ Bring out message at a glance.
- ❖ Drawing should be clear and bold.
- ❖ Avoid unnecessary details.

2. Words:

- ❖ As small as possible, never write captions vertically as it creates difficulty in reading.
- ❖ Do not break the caption. Avoid fancy lettering style.

3. Colour:

- ❖ Use bright and attractive colour.
- ❖ The center part can be highlighted with more prominent colour.
- ❖ Do not use more than three colours.
- ❖ Do not use odd combinations of colours.

4. Space:

- ❖ It should not be loaded with pictures and words.
- ❖ Provide adequate space.

II. What is Charts?

Charts are visual aids which are rich in detail & teaches specially how to do step by step & highlight some imp. aspect & improve picture.

A chart contains a series of ideas. It is generally used for awareness of any innovation or any new idea.

Preparation of Charts:

1. **Title:** Each chart should have title. The title should be a brief statement.
2. **Simplicity:** Charts should be simple. Develop only one idea in a chart.
3. **Size:** Generally 50 cm. x 75 cm. charts are good for most purposes.
4. **Lettering:** Be simple of the straight type and bold. Generally letters 2 1/2" high used for titles. 1 1/2" to 2" height for sub title and 1-2" for the body.
5. **Colour:** Proper combination of colours / contrast should be used to increase their readability.
6. **Sequence:** Presentation should be logical, direct, clear and accurate.
7. **Source:** The source and year of information contained in the chart should be mentioned at the bottom of the chart to increase its credibility.

Types of Charts:

1. Pictorial Charts:

सांख्यिक चित्र

A pictorial chart may contain pictures suitably coloured and written matter. Some times it may content a graph may be a combination of graph and picture.

2. Organizational chart:

संयोजक चित्र

It is generally useful to show the administrative structure of an organization.

3. Flow Chart:

प्रवाही चित्र

This chart is very useful to tale a story like how a product is obtained as result of series of processes.

Chart - def - It is combination of symbols, words, pictures, numerals, drawings which present clear visual summaries of important process.

4. Tree Chart: वृक्ष चित्र

Major organization can be represented by tree chart. Major organization is represented by trunk of tree and its major works represented by branches and its related works can be represented by sub branches.

5. Tabular chart or time chart: तालिका चित्र

Anything that is recorded or presented in tabular form is table chart.

Assignments:

The student will prepare one poster and one chart on the packages of practices of one crop / topic.

1. Strip tease chart / suspense chart - text is hidden by strips of paper & opened one by one maintaining suspense in the minds of audience.
2. Overlay charts - consist of no. of sheets, ^{placed} ~~presented~~ one after another making whole matter visible in the end.
3. Flip chart - consist of no. of sheets tied at one end. Each sheet flipped in front of audience one by one (just like calendar).

EXERCISE NO. 10

A STUDY OF FLASH CARDS

Date :

Flash cards are series of pictures, they tell stories. people see the picture
The story is told as each card is held before the group.
The story is simple and tells about one thing. E.g. Control of woolly aphids
size 25x30cms. ~~10x12 inches~~
20 x 25 cm

Characteristics of good Flash cards :-

- Used in groups of not over 30 people
- Large enough for everyone to see - at least (22x28) inches. 10x12 inches
- Simple line, drawings or photographs or cartoons.
- Adapted to local conditions.
- Have plenty of colours.
- Best to limit the number of flash card to 10 or 12 for talk.

Use of Flash Cards:

- The story on each card must be familiar.
- Must be simple words and local expressions.
- Must bring in local names of people & villages.
- Must hold cards so people can see clearly.
- Must hold cards against body & not up in air.
- Point down at card as you tell the story.
- Point to important objects without covering the card with hand.
- Be enthusiastic & enjoy tell the story.
- For teaching by flash cards let the people participate in the discussion or telling the story.

FILE NO. 11

STUDY OF OVERHEAD PROJECTOR

Date :

Q.1:

It is based on the indirect ray and reflected-ray principle. Transparent polythene or plastic transparent material can be used. In this method rays of light are reflected into a projection stage and into a lens, which is centrally supported above the stage. The light strikes the mirror and is reflected to screen.

Q.2: O. H. P.?

As its name suggest, the O. H. P. project an image over the head or shoulder of the teachers. This means that the teacher need never turn in back on the class and is able to maintain eye contact at all time. So it is useful for judging reaction to points and keeping a good rapport with the audience throughout whole lecture.

The overhead projector may be use for scientific diagrams, calculations, and other things which can be projected as a source.

Q.3: Components:

Voltage 240 Volt. Bulb 600 Watt.

Q.4: parts of O. H. P.:

Projection lamp (Halogens): To produce light for projection

Projection mirror: To divert light to the screen

Focusing knob: To obtain clear image on the screen

Glass platform: To place transparency.

- 5. condenser lens - To condense light on object
- 6. objective lens - To enlarge image
- 7. projection arm - holds mirror & obj. lens.
- 8. reflector - To reflect rays

Q.5: Preparation of Transparency:

The transparency of 10" x 10" size used for projection can be made by photograph process in positive black and white. The colour transparency may be made by exposing acetate of ammonia. The free hand art can be made in acetate by wax pencils and ink.

Operation of overhead projector:

1. Set the projector in the classroom with a mirror facing the screen and maintained 2 to 3 m distance between projector and screen.
2. Connect with main supply.
3. Switch on, first fan start and then lamp start.
4. Place the transparencies of 10" x 10" size on the platform
5. Focus the image on the screen by raising or lowering the complete assembly on the sliding guidered.
6. Before lamp starts see that the lamp saver switch is always in low position when the use is over switch off the projector and allow it to cool.
7. Disconnect the projector.

Assignments-

The student will draw a diagram of the overhead projector and will get acquaint with its parts. The students will also handle the projector.

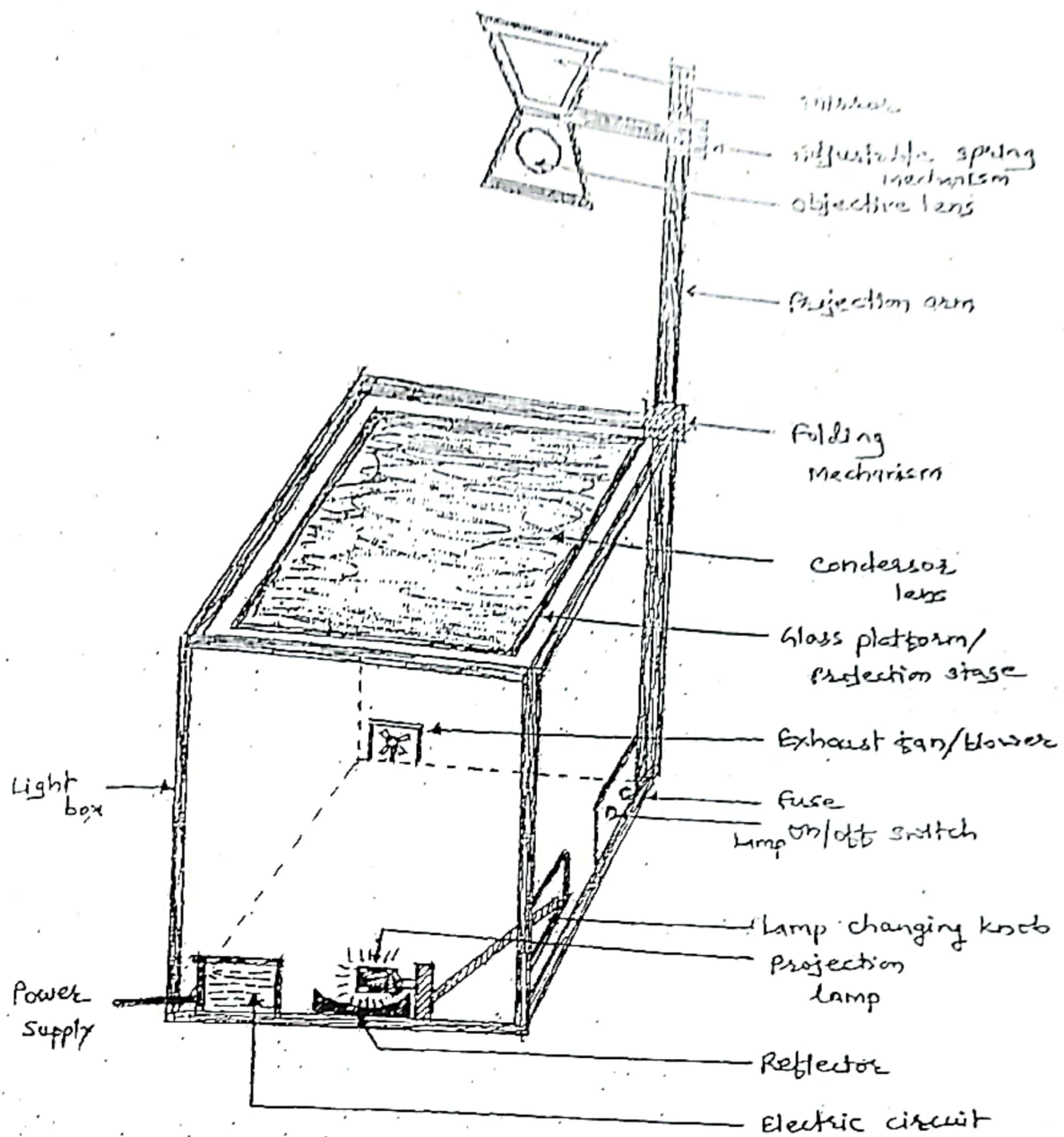


Fig.: OVER HEAD PROJECTOR

Preparation of effective Power Point Presentations

Use of power point slide to create electronic slide shows that can liven up the most apathetic crowd. With power point, you can create presentations that run automatically. Automated presentations are often used as relative information at trade shows, but now a days, such presentations are seeing more on the web of internet.

Different views in power point:

- **Outline view:** In outline view presentation, you can see the contents of several slides at once in the outline and edit as you would in word.
- **Slide view:** It lets you to work with slides one at time. You can edit text on place objects on slides and immediately see the impact of your changes and additions.
- **Slide sorter view:** Allow you to see a screen full of slides at once time. You can swap slides, delete slides and add special effects. You can edit text or place an object in this view.
- **Note page view:** You can add speaker notes containing more detailed information to your slides. The drawing toll bar opens automatically in slides and note page views.
- **Slide show view:** This view shows you how a slide will look in full screen mode. In this view you can navigate to previous or next slide.

Steps to create presentations:

- ✓ Moving, copying and deleting slides in sorter views
- ✓ Adding notes in note page view
- ✓ Applying design to presentations
- ✓ Inserting slides from other presentations
- ✓ Applying color schemes
- ✓ Customizing background
- ✓ Replacing fonts in presentations
- ✓ Adding clip art to slides
- ✓ Adding or changing transition
- ✓ Adding custom animation effects to slides
- ✓ Rehearsing slide timings
- ✓ Setting up slide show
- ✓ Saving the presentation for use of another computer.

Microsoft power point:

In Microsoft office one group presentation package or application is present which is known as Microsoft Power Point. The application allows creating slides and arranging slide show:

Select 'start' to load the Power Point Programme.

You will get a dialogue box with four options

- Auto content wizard: creating presentation with the help of power point
- Template: Readymade presentation
- Blank presentation: Creates blank presentations
- Open existing presentations: For working with existing presentation.

Creating blank presentation:

- Select blank presentation option

- Select layout
- Edit the text
- Apply design
- Give color effects
- Give animation effect
- Give transition effect
- Set the timing for your slide
- Add action button to your slide
- Preview the slide
- Go for slide show

Sound:- Sound is perhaps the most sensuous element of multimedia. It is meaningful speech in any language, from a whisper to a scream. It can provide the listening pleasure of music, the starting aspect of special efforts, or the ambience of mood setting background. Some feel good music powerfully feels the heart, generating emotions of live or otherwise elevating listeners closer to heaven. How you use the power of sound can make the difference between an ordinary multimedia presentation and professional spectacular one.

Images:- What you see on multimedia computer screen at any given time is a composite of elements; text, symbols, photographs like bitmap, vector drawn graphic; three dimensional rendering, distinctive buttons to click and windows motion video. Some part of this may even switch or move so that the screen never seems still and tempts your eye. It may be colorful screen with gentle pastel washes of mauve and puce or it may be brutally primary with splashes of red and blue and yellow and green. It might be stark black and white, full of sharp angles, or softened with gray scale blends and anti aliasing. It contains much more than message; it also the viewer's primary connection of all of your project content.

Animation:- By definition animation makes the static presentations make alive. It is visual change over time and can add great power to multimedia projects and web pages. Many multimedia applications for both Macintosh and Windows provide animation tools.

Principle of animation:- Animation is possible because of a biological phenomenon known as persistent of vision and a psychological phenomenon called Phi. An object seen by the human eye remains chemically mapped on the eyes retina for brief time after viewing combined with the human minds need to conceptually complete a perceived action. This makes it possible for series of images that are changed very slightly and very rapidly, one after the other, to seemingly blend together in to a visual illusion of movement. The following shows a few cells or frames, of a rotating logo. When the images are progressively and rapidly changed, the arrow of compass is perceived to be spinning.

Video:- Digital video is the most engaging of multimedia venues, and it is a powerful tool for bringing computer users closer to the real world. It is also an excellent method for delivering multimedia to an audience raised on television. With video elements in your project, you can effectively present your message and reinforce your story, and viewers tend to retain more of what they see. But take care video that is not thought out or well produced can degrade your presentation.

Assignment:

1. Prepare a power point presentation on agriculture or social issues & present in the class.

IDENTIFICATION OF LOCAL LEADERS

In every community there are various types of social and economic group and each of these groups have their own potential leader. The extension workers job is to identify these potential leaders. Unless he identifies these various leaders he will not be able to develop and use the leadership available in the village community. A careful and constant observation will help him in spotting the leaders. Locating leaders is not an easy task. The following are some of the methods identifying leaders.

1. Discussion method: Discussion

Through discussion method the person with sound knowledge and ability is soon recognized. Discussion gives encouragement and assurance to express himself and over a period of time to make him more confident in accepting some position of leadership and emerge as a valuable leader.

2. Workshop method: Workshop

Through this method the village people are given some assignments. The responsibility of the programmes and decision-making rests on a small group. Over a period of time the extension worker can spot out certain leaders who come in front for taking responsibilities.

3. Group observation: Group Observation

The extension worker should watch a community or group in action and then he will be able to spot potential leader. He may observe the community in any type of situation.

4. Election method: Election

The extension worker can guide or assist the local people in electing the right people for the right job by explaining the group function of leaders in relation to particular problems and outlining the qualification of good leader for the given purpose. The method can also be used in selecting persons to receive leadership training.

5. Seniority or past experience: Seniority or Past Experience

In some communities oldest person is supposed to have most knowledge and experience and normally can add stability to the group.

6. Key informants:

Community may be asked to indicate the opinion leaders in that area. The key informants ^{have} are especially knowledge about the pattern of influence in the social system. They are usually cost saving and timesaving as compared to sociometric method.

7. Self-designating:

The self-designating technique consists of asking the respondent a series of questions to determine the degree to which he perceives himself to be a leader. The advantage of this method is, that it measures the individual's perception to his leadership, which actually affects his behaviour.

8. Socio-metric method:

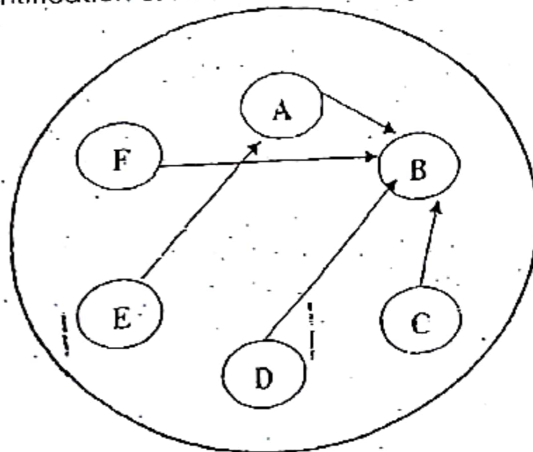
Sociometric method deals with the social relations among groups and individuals. It is a method of discovering, describing and evaluating social status and development through measuring the extent of acceptance or rejection between the individuals in a group. According to Helen, Sociometry is a means of presenting simply and graphically the entire structure of relations existing at a given time among the members of a given group.

This method consists of asking the farmers whom they ordinarily consult for information and advice about farming. After a few interviews the extension worker is able to set out the leader in the community.

Suppose in a group of six members A, B, C, D, E, and F, member 'A' is interviewed he may indicate that he generally goes to 'B' for advice on farming. 'C', 'D' and 'F' may also indicate 'B' as their operational leader. Then 'B' is a person who could be called as a leader. 'B' may or may not hold an office or leadership position in any organization in the area. He may not even think of himself as leader and may insist he is not a leader. However, so far as the farmers are concerned, 'B' is the operational leader in relation to the various farming practices.

The identification of local leaders is diagrammatically presented as below.

Sociogram



This technique can be used with modification by asking each respondent to give three names of persons according to their preferences to whom they consult for advice. For the first preference three score, for second two score and third preference one score will be allotted. The responses and score is arranged in the matrix. The total score of each individual is calculated and the person having highest score becomes the leader of the group.

Project Practical:

The student will contact the farmers and obtain information as to whom they consult for seeking advice regarding farm problems by using sociometry.

SCHEDULE

A. name of the Village

Taluka:

B. Identification of local leaders by sociometry:

Sr. No.	Name of the Farmer	Name of the Leader							
		A K ¹		B B ¹		C C ¹		D D ¹	
		Choice No.	Score	Choice No.	Score	Choice No.	Score	Choice No.	Score
1	Badekar	3	1	4	0	2	2	1	3
2	Chasle	1	3	3	1	2	2	4	0
3	Borkar	1	3	2	2	4	0	3	1
4	Dudhane	2	2	2	0	3	0	1	3
5	Dupade	2	2	3	1	4	0	1	3
6	Gaikwad	4	0	3	1	2	2	1	3
7	Handhali	3	1	4	0	2	2	1	3
8	Kambale ^{Ashish} Kambale	4	0	2	2	3	1	1	3
9	Kambale ^{Sonali} Sonali	2	2	3	1	4	0	1	3
10	Bhandarkar	3	1	4	0	2	2	1	3
	Total Score		15		08		11		25

Note: First choice- 3 Score
 Second choice- 2 Score
 Third Choice- 1 Score

'D' is leader

The student will compute the total sum of scores secured by each leader. The leader with a highest score can be as a leader.

C. Comments of the Students:

EXERCISE NO. 14

Date :

A STUDY OF ROLE PERFORMANCE BY THE LOCAL LEADERS

Role (Importance) of local leaders:

In a democratic country like India, the people are the real authority for making the decisions. They control the resources and utilize them for their development. They perform these functions through their leaders and institutions. Leaders stimulate and lead the people to achieve the objectives of community development. The position of the leader is an essential mechanism of effective group organization. In a country like India where majority of population is not educated the local leaders functions as a medium of education for others. Local leaders are those who show special interest and initiative in a local programme. They are people who catch new ideas first. They serve community without profit motive. The satisfaction they get from their own action is their only reward and incentive. Groups are depended on leaders and without them they are helpless. Leadership is associated with responsibility. What the leader does or fails to do directly affects the welfare of the group. The action and mutual confidence permits the leader to have wide discretion and board powers.

Different roles of leaders:

1. Group Spokesman: प्रवक्ता / प्रतिनिधि - ग्रुपचे मत/विचार मांडणे

The leader has the responsibility of speaking for the group and representing the group's interests and position faithfully and accurately. He is fully aware of the group's consensus of opinion and how it may or may not coincide with his individual thinking.

2. Group Harmonizer: सुलभकारी / सम. दिकारी

The leader is responsible for pointing out to the group when potential conflict situations arise, that the common purpose is sufficiently worthy of co-operation and that the differences be resolved peacefully. The role of the group harmonizer is to promote harmony in line with the basic purpose of the group and not to promote harmony simply for harmony's sake.

3. Group Planner: expects नियोजन, पुढील तरणा कामे, कोळी

The group expects its leader to have new ideas for initiating activities. To meet this expectation, the leader must be able to plan, to visualize in his imagination, ways by which the group can satisfy its need. Effective planning is closely related to the social insight one has into the structure and functioning of the group. This leadership role does not require that the leader should do all the planning, or that he should plan for the entire group.

4. Group Executive:

अंतरांगी; ग्रुप कामकाज चालू रखने वाले

The leader is the one who presides when the group is conducting business. As a group executive the leader is responsible for seeing that the business of the organization is carried in accordance with the democratic principles.

5. Group Educator or Teacher:

गुरु/शिक्षक

The leader must share with the followers his knowledge and experience. Such sharing and insight is teaching. Group leadership depends to a great extent upon teaching, because a good teacher is not a director. Education is a co-operative adventure with the teacher serving as guide.

6. Symbol of Group Ideals:

आदर्श चिह्न

All social groups have implicit or explicit norms or ideas. As a rule, persons accepted as leaders are those who have adopted these norms and live by them. The group expects its leadership to embody the ideals of the group.

7. Group Discussion Chairman:

ग्रुप चर्चा अध्यक्ष

Generally a group meets for a panel discussion or a forum or group thinking conference as something apart from the routine business of the organization. In view of the increased use that is being made of various types of discussion, leaders would do well to have some training along this line.

8. Group Supervisor:

ग्रुप निरीक्षक/सहपाठी

Professional leaders such as Extension Officers, in addition to serving as leaders of social groups also devote a portion of their time to working with lay leaders and group organizations like youth club's co-operatives, farmers association etc. These organizations have their own lay leaders. The Extension officer's role is not to take over the work of lay leaders, but rather to serve in the capacity of advising them.

Project Practical:

प्रश्न/समस्या

He observes the group activities, He is center of internal relationship. He coordinates efforts of the groups.

The student will spot out one lay leader and opinion leader from the village and obtain information from them about the extent of role played by asking question.

They will also give their comments.