

## Fundamentals of Extension education (AEX 301) (1+1)

### LECTURE - I Extension

**1.1 Meaning 1.2 Types of Education 1.3 Need for Extension and Philosophy of extension 1.4 Definitions 1.5 Nature and Scope or Importance of Agricultural Extension**

#### Meaning of Extension Education

The word “Extension” is derived from the Latin roots, **ex** meaning **out** and **‘tensio’** meaning **stretching**. Extension is that type of education which is **stretched out** into the villages and fields beyond the limits of the schools and colleges to which the formal type of education is normally confined. That the word extension came to be used in this sense originally in USA and is evident from the meaning given to it in “Webster’s Dictionary” as a **“branch of a University for students who cannot attend the University proper”**.

In other words, the word ‘Extension’ used in this context signifies an **out –of –school system of education**. And the word extension is commonly to understand and “to extend” the new ideas, practices.

**Education** is an integral part of extension. Because of this, and because of the act that extension is pursued in agriculture and many other disciplines to educate, motivate and change the behavior of the people, this particular branch of science is also known as extension education.

**Education:** It is the process of bringing desirable changes in human behaviour. i.e bringing changes in knowledge, skill and attitude.

It is the process of developing capabilities of the individuals so that they can adequately respond to their situations.

#### Three types of education (Coombs and Ahmed, 1974)

**Informal Education:** It is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment at home, at work, at play, etc.

Eg: Little baby, as she grows up, learns how to recognize her parents and how to eat

**Formal Education:** It is highly institutionalized, chronologically graded and hierarchically structured educational system spanning lower primary and the upper reaches of the university.

Eg: Education in schools & colleges.

**Non-Formal Education:** It is an organized, systematic, educational activity, carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children according to their needs.

Eg: Extension Education. Extension worker improves the skills in cotton farmers on stem application of pesticides

### Differences between Formal Education & Extension Education

Formal Education	Extension Education
The teacher starts with theory & works up to practical.	The teacher (extension worker) starts with practical & may take up theory later on.
Students study subjects.	Farmers study problems
Students must adapt themselves to the fixed curriculum offered.	It has no fixed curriculum or course of study and the farmers help to formulate the curriculum.
Class attendance is compulsory.	Authority rests with the farmers.
Teacher instructs the students.	Participation is voluntary
Teaching is only through instructors.	Teacher & also learns from the farmers.
Teaching is mainly vertical.	Teaching is also through local leaders.
The teacher has more or less homogeneous audience	Teaching is mainly horizontal.
It is rigid	It is flexible.
It has all pre-planned & pre-decided programmes	It has freedom to develop programmes locally & they are based on the needs and expressed desires of the people.
It is more theoretical.	It is more practical & intended for immediate application in the solution of problems.

## Need for Extension:

The need for extension arises out of the fact that the condition of the rural people in general and the farm people in particular, has got to be improved. There is a wide gap between what is – the actual situation and what ought to be – the desirable situation. This gap has to be narrowed by the application of science and technology in their enterprises and bringing appropriate behavioural changes.

You cannot apply yesterday's methods today and be in business tomorrow. The need is obvious especially for the agriculture predominant in rural economy with its major component of agriculture, to keep the with the brisk changes characteristic of modern times. In other words, the rural people should know and adopt useful research finding from time to time, and also transmit their problem to the research workers for solution.

The researchers neither have the time nor are they equipped for the job of persuading the villagers to adopt scientific methods and to ascertain from them the rural problems. On the other hand it is impracticable for the millions of farmers to visit the research stations and learn things by themselves. Thus an agency is required to bridge the gulf between the research workers and the people at large, to play the dual role of interpreting the results of research to the farmers (in such a way that they accept and adopt the recommendations) as well as of conveying the farmers' problems to the research stations for solutions. This agency is termed 'Extension' and the personnel managing this agency/organization are called Extension workers.

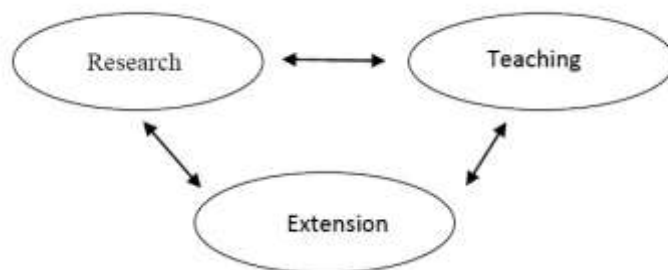


Figure. The three links in the chain of rural development

To equip the prospective extension workers for their job, it is necessary for them to be trained adequately in the formal “teaching institutions”. Thus we find that three kinds of inter related services are essential in the process of rural development.

## The Philosophy of Extension

Philosophy is the pursuit of wisdom, a body of general principles or laws of a field of knowledge; essentially philosophy is a view of life and its various components. The practical implication is that the philosophy of a particular discipline would furnish the principles or guidelines with which to shape or mould the programmes or activities relating to that discipline.

According to Kelsey and Hearne (1967) the **basic philosophy** of extension education is to teach people *how to think, not what to think*.

To be successful, an extension worker should know not merely 'what' to teach but 'how' to teach people. In other words, it is not enough if he is equipped with the technical knowledge in subject matter field, he should have the ability to successfully communicate his ideas to the people, taking the personal, social and situational factors into consideration.

## Definitions

Extension is a programme and a process of helping village people to help themselves, increase their production and to raise their general standard of living (D. Ensminger (1961)).

We can define extension as the increased dissemination of useful knowledge for improving rural life (H.W. Butt (1961)).

Extension is an out of school system of education in which adult and young people learn by doing. It is partnership between the government and the people, which provides service and education designed to meet the people. Its fundamental objective is the development of the people (Kelsey and Harne (1963)).

Extension education is an applied science consisting of content derived from research, accumulated field experiences and relevant principles drawn from the behavioural science synthesised with useful technology into a body of philosophy, principles, content and methods focussed on the problems of out of school education for adults and youths.(J.P. Leagans (1961)).

Extension education is defined as an educational process to provide knowledge to the rural people about the improved practices in a convincing manner and help them to take decision within their specific local conditions (O.P. Dahama (1973)).

Extension is a two – way channel; it brings scientific information to the village people and also takes the problems of the village people to the scientific institutions for solution, it is a continuous educational process, in which both learner and teacher contribute and receive (B.

Rambhai (1958)).

Agricultural extension is a professional methods of non –formal education aimed at inducing behavioural changes in the farmers for increasing their income through increased production and productivity by establishing firm linkages with research for solving farmer’s problems ensuring adequate and timely supply of inputs and usage proven methods of communication for speeding of the process of diffusion and adoption of innovations (V.C. Sanoria (1986)) (Added now)

**The National Commission on Agriculture** (1976) refers to extension as an out of school education and services for the members of the farm family and others directly or indirectly engaged in farm production, to enable them to adopt improved practices in production, management, conservation and marketing.

Extension may be defined as the science of developing capability of the people for sustainable improvement in their quality of life.

## Nature of Extension

Extension is

- An out-of-school system of education.
- An educational process.
- To teach a person how to think, not what to think.
- A continuous process.
- An applied behavioral science.
- A service or system which assists farm people.

## Scope /importance of agricultural extension

### Scope of Extension Education

1) **Extension education:** It is a science which deals with the creation, transmission and application of knowledge designed to bring about planned changes in the behavior complex of people, with a view to help them live better by learning the ways of improving their vocations,

enterprises and institutions. The EE role is generally performed by the higher learning institutions like ICAR, colleges, Universities and Apex level Training & Extension Organizations.

**2) Extension Service:** The main responsibility is with the developmental departments of state Government. An organization and or a programme for agricultural development and rural welfare which employs the extension process as a means of programme implementation.

**3) Extension Job:** The job of extension in agriculture and home economics is to assist people engaged in farming and home making to utilise more fully their own resources and those available to them, in solving current problems and in meeting changing economic and social conditions.

The modern concept of Extension education is the means for achieving community development, includes several facets and subject- matter fields, of which agriculture is more important than the others. Hence “Agricultural extension” may be defined as special branch of Extension Education which deals with the economic and social aspects of people engaged in or associated with agriculture.

1 & 2 are also called as **Levels of Extension Education**

1. Increasing the efficiency in agricultural production
2. Increasing the efficiency in marketing, distribution and utilization of agricultural inputs and outputs.
3. Conservation, development and use of natural resources.
4. Proper management on the farm and at home.
5. Better family living.
6. Youth development
7. Leadership development
8. Community development.
9. Improving Public affairs for all round development.

**The following statements will further amplify the scope of extension**

1. *Extension is fundamentally a system of out of school education for adults and youths alike.*
2. *It is a system where people are motivated through a proper approach to help themselves by applying science in their daily lives, in farming, home making and community living.*

3. *Extension is education for all village people.*
4. *Extension is bringing about desirable changes in the knowledge, attitudes and skills of people.*
5. *Extension is helping people to help themselves.*
6. *Extension is working with men and women, boys and girls, to answer their felt needs and wants.*
7. *Extension is teaching people what to want, (i.e., converting unfelt needs into felt needs) as well as how to work out ways of satisfying these wants and inspiring them to achieve their desires.*
8. *Extension is teaching through „learning by doing“ and „seeing is believing“.*
9. *Extension is working in harmony with the culture of the people.*
10. *Extension is a two – way channel; it brings scientific information to village people and it also takes the problems of the village people to the scientific institution for solution.*

## LECTURE –II 2.1 Objectives of extension education 2.2 Principles of extension education

**AIM:** It is generalized and broad statement of directions with respect to given activities.

**Ex:** Increase in standard of living of the farmers', to get a job in case of students.

**OBJECTIVES:** These are expression of the ends towards which our efforts are directed.

**Ex:** Increase the yield of grape, get the highest marks.

**GOALS:** It is the distance in any given direction one expects to go during a given period of time.

**Ex:** To increase the yield of grapes by 0.5t/ha, to get >9.5 CGPA or >95% grade.

**Need:** Need is a difference between what is and what ought to be. It is the lack of something. Need is what one desires

□ **Felt needs/recognized needs** are those existence the people are aware and feel necessity of fulfilling them.

Ex: 1. Low yields in paddy- due low yielding varieties, wildboars and rodents

2. Low yields in maize- due to water shortage, pest problems

□ **Unfelt needs/Unrecognized needs** are those whose necessity the people don't realize at present, but these none the less are important.

Ex : 1. Soil salinity problem, water shortage at maximum tillering stage

2. Poor varieties.

## Objectives of Extension Education

**The fundamental objective of extension education is to develop the rural people economically, socially and culturally by means of education**

**The basic objectives of extension education is to raise the standard of the people living of the rural area by helping them in using their natural resources (Like land; water, livestock) in the right way.**

**The major objectives of Extension may also be categorised as follows**

1. Material-Increase in production and income
2. Educational-Change the outlook of people or develop the individual
3. Social and cultural- development of the community

## Specific Objectives

1. To Assist people to discover and analyze their problems and identify the felt needs.
2. To develop leadership among people and help them in organizing groups to solve their problems.
3. To disseminate research information of economic and practical importance in a way people would be able to understand and use.
4. To assist people in mobilizing and utilizing the resources which they have and which they need from outside.
5. To collect and transmit feedback information for solving management problems.
6. To provide facilities for better family living.
7. To encourage the farmer to grow his own food.
8. To open up new opportunities for rural people so that they may develop all their talent and leadership.
9. To train rural people youth for development works.



## Functions of Extension

The function of extension is to bring about desirable changes in human behaviour by means of education. Changes may be brought about in their knowledge, skill, attitude, understanding, goals, action and confidence.

**Change in knowledge** means change in what people know. For example, farmers who did not know of a recent HYV crop came to know of it through participation in extension programmes. The Extension worker who did not know of Information Technology (IT) came to know of them after attending a training course.

**Change in skill** is change in the technique of doing things. The farmers learnt the technique of growing the HYV crop which they did not know earlier. The Extension worker learnt the skill of using IT.

**Change in attitude** involves change in the feeling or reaction towards certain things. The farmers developed a favourable attitude towards the HYV crop. The Extension worker developed a favourable feeling about the use of IT in extension programme.

**Change in understanding** means change in comprehension. The farmers realized the importance of the HYV crop in their farming system and the extent to which it was economically profitable and desirable, in comparison to the existing crop variety. The Extension worker understood the use of IT and the extent to which these would make extension work more effective.

**Change in action** means change in performance or doing things. The farmers who did not cultivate the HYV crop earlier cultivated it. The Extension worker who earlier did not use IT in their extension programmes started using them.

**Change in confidence** involves change in self-reliance. Farmers felt sure that they have the ability of raising crop yield. The Extension worker developed faith on their ability to do better extension work. The development of confidence or self-reliance is the solid foundation for making progress.

## Principles of Extension

A principles are generalized guidelines which form the basis for decision and action in a consistent way. The universal truth in extension which have been observed and found to hold good under varying conditions and circumstances are presented.

1. **Principle of cultural difference:** Culture simply means social heritage. There is cultural difference between the extension agents and the farmers. Differences exist between groups of farmers also. The difference may be in their habits, customs, values, attitudes and way

of life. Extension work, to be successful, must be carried out in harmony with the cultural pattern of people.

2. **Grass root principle:** Extension programmes should start with local groups, local situation and local problems. It must fit to the local conditions. Extension work should start with where people are and what they have. Change should start from the existing situation.
3. **Principle of indigenous knowledge:** people everywhere have indigenous knowledge systems which they have developed through generations of work experience and problem solving in their own specific situation. The indigenous knowledge systems encompass all aspects of life and people consider it essential for their survival.

Instead of ignoring the indigenous knowledge systems as outdated, the extension agent should try to understand them and their ramifications in the life of the people, before proceeding to recommend something new to them.

4. **Principle of interests and needs:** People's interests and people's needs are the starting points of the extension work. To identify the real needs and interests of the people are challenging tasks the agents should not pass on their own needs and interests as those of the people. Extension work shall be successful only when it is based on the interests and needs of the people as they see them.
5. **Principle of participation:** Most people of the village community should willingly cooperate and participate in identifying the problems, planning of projects for solving the problems and implementing the projects in getting the desired results. It has been the experience of many countries that people become dynamic if they take decisions concerning their own affairs, exercise responsibility for, and are helped to carry out projects in their own areas.

The participation of the people is of fundamental importance for the success of extension programme. People must share in developing and implementing the programme and feel that it is their own programme.

6. **Principle of whole family approach: Family is the primary unit of society.** The target for extension work should, therefore, be the family. That is, developing the family as a whole, economically and socially. Not only the farmers, the farm women and farm youth are also to be involved in extension programmes.
7. **Principle of leadership:** Identifying different types of leaders and working through them is essential in extension. Local leaders are the custodians of local thought and action. The involvement of local leaders and legitimization by them are essential for the success of a programme.

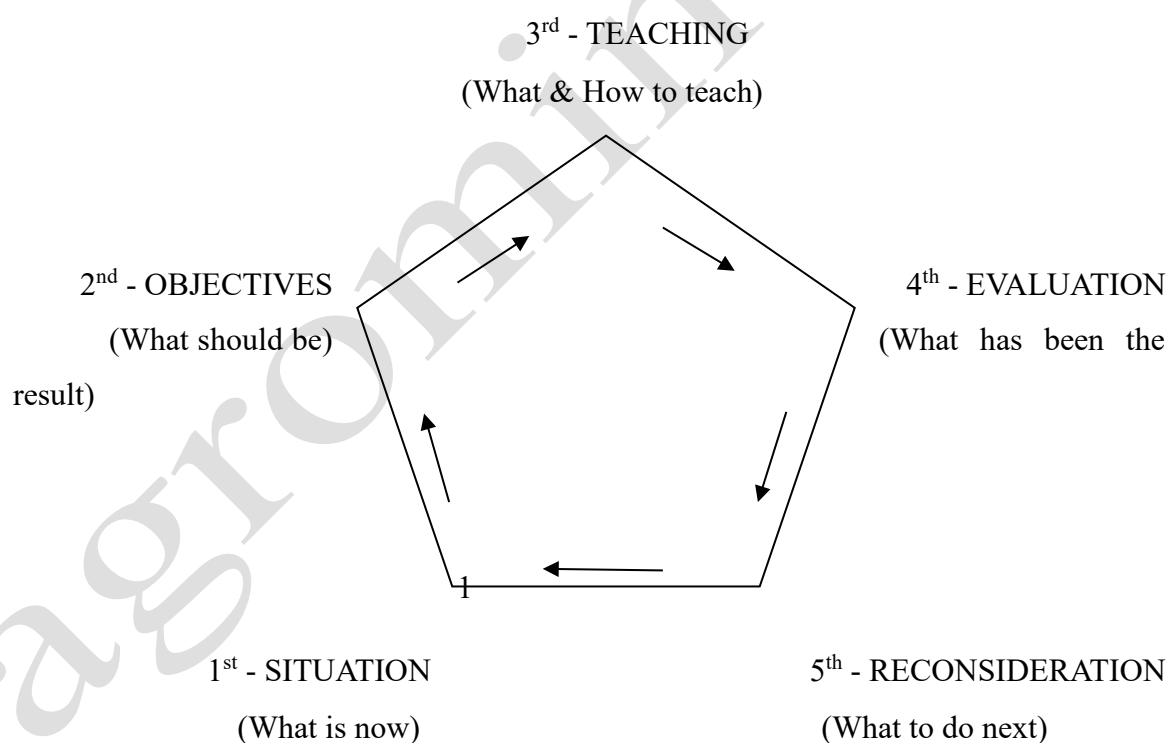
Leadership traits are to be developed in the people so that they of their own shall seek change from less desirable to more desirable situation. The leaders may be trained and developed to act as carriers of change in the villagers

8. **Principle of adaptability of extension teaching methods :** Extension work and extension teaching methods must be flexible and adapted to suit the local conditions. This is necessary because the people, their situation, their resources and constraints vary from place to place and time to time.

9. **Principle of satisfaction:** The end product of extension work should produce satisfying results for the people. Satisfying results reinforce learning and motivation people to seek further improvement.
10. **Principle of evaluation:** Evaluation prevents stagnation. There should be a continuous builtin method of finding out the extent to which the results obtained are in agreement with the objectives fixed earlier. Evaluation should indicate the gaps and steps to be taken for further improvement.

### Extension education process

An effective extension educational programme involves five essential and interrelated steps (Fig.1.1). The sequence of steps is discussed on the basis of concept developed by Leagans (1967).



**Fig 1: EXTENSION EDUCATION PROCESS**

The first step consists of collection of facts and analysis of the situation. Facts about the people and their enterprises; the economic, social, cultural, physical and technological ,

environment in which they live and work. These may be obtained by appropriate survey and establishing rapport with the people.

The second step is deciding on realistic objectives which may be accomplished by the community. A limited number of objectives should be selected by involving the local people. The objectives should be specific and clearly stated, and on completion should bring satisfaction to the community. Objectives should state the behavioural changes in people as well as economic and social outcomes desired.

The third step is teaching, which involves choosing what should be taught (the content) and how the people should be taught (the methods to be used) it requires selecting research findings of economic and practical importance relevant to the community, and selection and combination of appropriate teaching methods and aids.

The fourth step is evaluating the teaching i.e. determining the extent to which the objectives have been reached. To evaluate the results of an educational programme objectively, is desirable to conduct a re-survey. The evidence of changed behavior should be collected, which shall not only provide a measure of success, but shall also indicate the deficiencies, if any.

The fifth step is re-consideration of the entire extension educational programme on the light of the results of evaluation. The problems identified in the process of evaluation may become the starting point for the next phase of the extension educational programme, unless new problems have developed or new problems have developed or new situations have arisen.

After re consideration of the results of evaluation with the people, the following teaching objectives were again set up. Thus, the continuous process of extension education shall go on, resulting in progress of the people from a less desirable to a more desirable situation.

**Teaching & learning in extension:** 'Learning' is the process by which an individual, through one's own efforts and abilities changes one's own behavior. It is an active process on the part of the learner. The essential role of an extension worker is to create effective 'learning situations'.

**"Teaching"** is the process of arranging situation in which the things to be learnt are brought to the notice of the learners, their interest developed; desire aroused and action promoted.

## An effective learning situation

An effective situation is one in which all the essential elements for promoting learning, I,e learning, i.e., learners, teachers, subject matter, teaching materials and physical facilities, relevant to a particular situation, are present in a dynamic relationship with one another. (Fig.2). The conditions under which effective learning can take place are presented (Leagans, 1961),

1. **Learners:** persons who want and need to learn are the learners. In an effective learning situation, learners occupy the most important central position and all efforts are directed towards them.

Learners should:

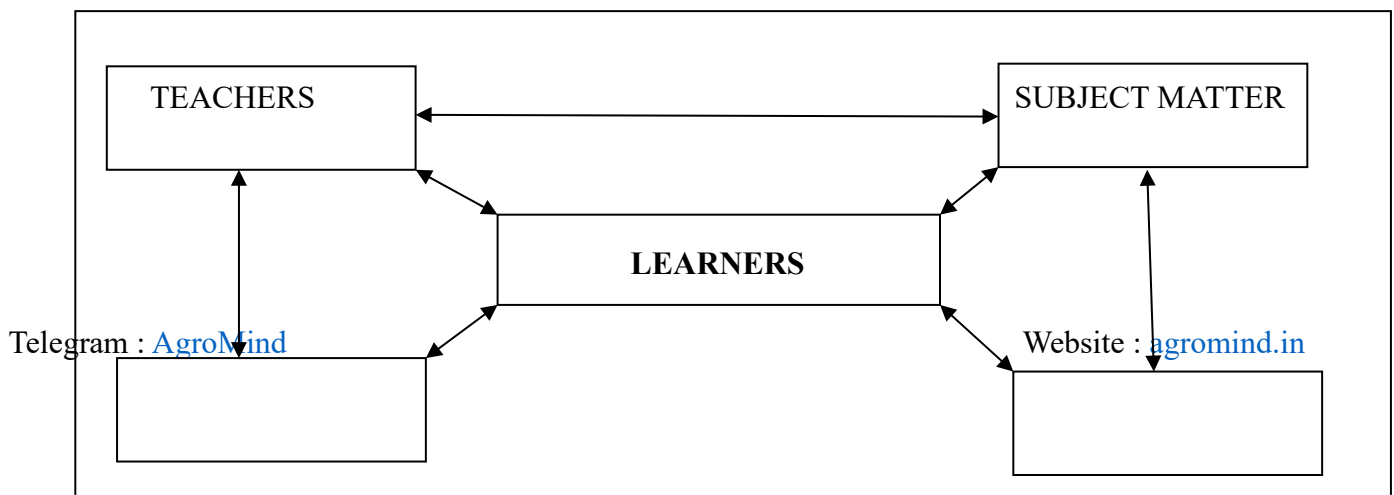
- a. Be capable of learning
- b. Have interest in the subject.
- c. Have need for the information offered, and
- d. Be able to use the information once it is gained.

In the present context, the farmers, farm women and rural youth comprise the learners. To explain the learning situation, we take an example in which dairy farmers who need to increase milk production are the learners.

2. **Teachers:** They are the extension agents who impart training and motivate the learners. They not only know what to teach, but also know how to teach. The teachers should:

- a. Have clear-cut and purposeful teaching objectives,
- b. Know the subject matter and have it well organized,
- c. Be enthusiastic and interested about the learners and the subject matter,
- d. Be able to communicate and skilful in sing teaching aids, and
- e. Be able t encourage participation of the people.

3. **Subject matter:** It is the content or topic of teaching that is useful to the learners. The matter should be:



- a. Pertinent to learners needs,
- b. Applicable to their real life situations,
- c. Well organized and presented logically and clearly,
- d. Consistent with the overall objectives, and
- e. Challenging, satisfying and significant to the learners.



**Fig 2: THE ELEMENTS OF LEARNING SITUATION**

4. **Teaching materials:** These are appropriate instructional materials, equipments and aids. The teaching materials should be:
- a. Suitable to the subject matter and physical situation,
  - b. Adequate in quantity and available in time, and
  - c. Skillfully used.

In the present example, the teaching materials may be improved breeds of bull or semen and fodder seeds suitable for the area, appropriate medicines, audio-visual aids relevant to the topic, etc.

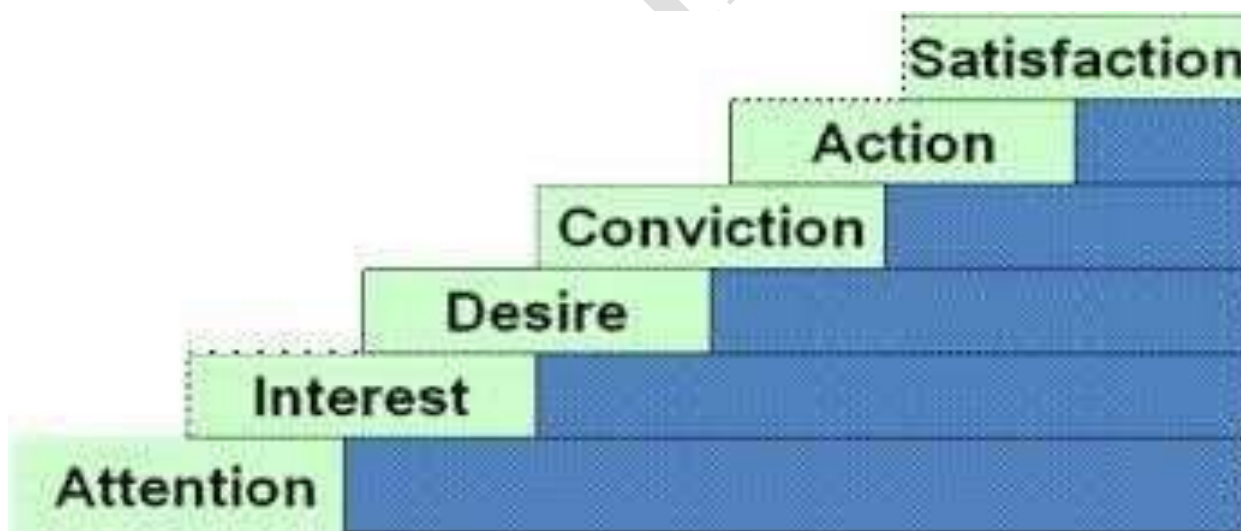
5. **Physical facilities:** it means appropriate physical environment in which teaching learning can take place. The physical facilities should be.
- a. Compatible with the objective,
  - b. Representative of the area and situation, and

c. Adequate and easily accessible.

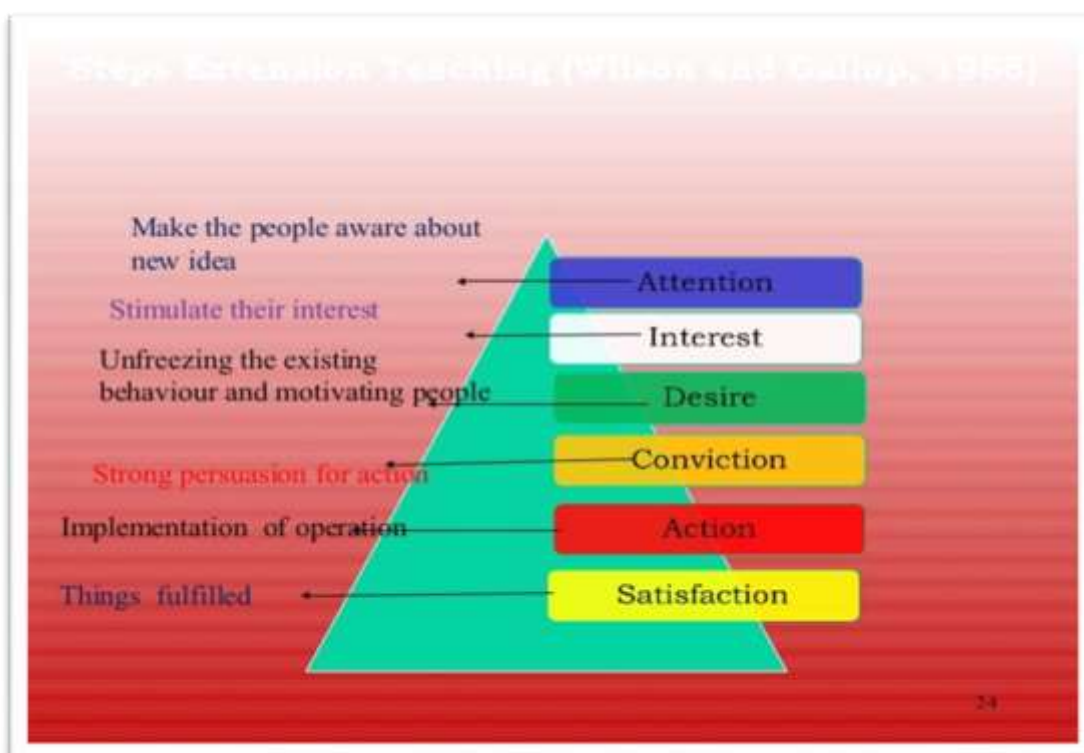
In the present example, physical facilities may include facilities for artificial insemination and administering medicines; suitable land, irrigation etc. for growing fodder; and a place easily accessible, free from outside distractions, adequate seating arrangements, electricity for projection etc. for conduction training programme.

### Steps in Extension teaching:

Extension teaching is a planned and deliberate act on the part of the extension agent. The extension agent has to move step by step in a scientific and logical way to impart training to the clients who are farmers, farm women and rural youth. The role of the extension agent is that of a facilitator and motivator. Though details of the procedure may vary from situation to situation, there are some steps which are basic to extension teaching. These are presented following Wilson and Gallup (1955).







1. **Attention:** The first step in extension teaching is to make the people aware of new ideas and practices, the people must first know that a new idea, practice or object exists. This is the starting point for change. Until the individual's attention have been focused on the change that is considered desirable, there is no recognition of a problem to solved or a want to be satisfied.

Mass methods like radio, television, exhibition etc, and personal contact by the extension agent, contact through local leaders are important at this stage.

2. **Interest:** once the people have come to know of the new idea, the next step is to stimulate their interest. This may be done by furnishing them more information about the topic in a way they will be able to understand and use. It is necessary to agent, contact through local leaders, farm publications, radio, television etc. are important at this stage.
3. **Desire:** It means up freezing the existing behavior and motivating the people for change. At this stage it is necessary to emphasize on the advantage of the new idea or practice. Visit to demonstrations, farm publications, personal contact by the extension agent, group discussion etc. are important at this stage.
4. **Conviction:** It is a stage of strong persuasion so as to convince the people about the applicability of the new idea or practice in their own situation and that it would be beneficial for them. The people are furnished with adequate information about the idea and how it works. Field da or

farmer's day, slide show, personal contact by the extension agent and training are important at this stage.

5. **Action :** this is the stage of putting the idea or practice into operation. Small scale demonstration with supply of critical inputs, may be set up in real life situation of the individuals who come forward. This provides the opportunity of direct experiences on the part of the learners. At this stage it is necessary to collect evidence of change such as change in yield, income, employment etc. demonstration, personal contact by the extension agent, supply of critical inputs and ensuring essential services are important at this stage.
6. **Satisfaction:** To produce lasting change, the extension efforts should produce satisfying results. Satisfaction may come, from high yield, more income, better health etc. satisfaction reinforces learning and develops confidence, with generates motivation for further change. To sustain the changed behavior, it is necessary to furnish new and relevant information about the practice on a continued basis, till change in the practice itself is felt necessary.

Use of mass media, local leaders and personal contact by the extension agent are important at this stage. Availability of critical inputs and essential services are also to be ensured.

### **Definition of several extension approaches**

An extension approach influences the choice of the target audience, the resource requirements and the allocation, their methodologies employed, and the results and impacts of the extension efforts.

Extension comes in many sizes and shapes. Although the following classification, made primarily for agriculture, is not complete and the distinctions between the types are not absolute, it gives an idea of the possibilities and opportunities that exist for the extension planner and for the policy- and decision-maker at the national level.

1. ***The educational institution approach.*** This approach uses educational institutions which have technical knowledge and some research ability to provide extension services for rural people. Implementation and planning are often controlled by those who determine school curricula. The emphasis is often on the transfer of technical knowledge.

2. ***The general extension approach:*** In contrast to several other approaches, this approach assumes that technology and knowledge that are appropriate for local people exist but are not being used by them. The approach is usually **fairly centralized** and government-controlled. Success is measured in the adoption rate of recommendations and increases in national production.

3. ***The training and visit approach.*** This **fairly centralized approach** is based on a rigorously planned schedule of visits to farmers and training of agents and subject matter specialists. Close links are maintained between research and extension. Agents are only involved in technology transfer. Success is related to increases in the production of particular crops or commodities.

***The agricultural extension participatory approach:*** This approach often focuses on the expressed needs of farmers' groups and its goal is increased production and an improved quality of rural life. Implementation is often **decentralized and flexible**. Success is measured by the numbers of farmers actively participating and the sustainability of local extension organizations.

***The cost-sharing approach.*** This approach assumes that cost-sharing with local people (who do not have the means to pay the full cost) will promote a programme that is more likely to meet local situations and where extension agents are more accountable to local interests. Its purpose is to provide advice and information to facilitate farmers' self-improvement. Success is often measured by the willingness to pay.

***The commodity specialized approach.*** The key characteristic of this approach groups all the functions for increased production - extension, research, input supply, marketing and prices - under one administration. Extension is **fairly centralized** and is oriented towards one commodity or crop and the agent has many functions.

***The project approach:*** This approach concentrates efforts on a particular location, for a specific time period, often with outside resources. Part of its purpose is often to demonstrate techniques and methods that could be extended and sustained after the project period. Change in the short term is often a measure of success.

***The farming systems development approach:*** A key characteristic of this type of extension is its systems or holistic approach at the local level. Close ties with research are required and technology for local needs is developed locally through an iterative process involving local people. Success is

measured by the extent to which local people adopt and continue to use technologies developed by the programme. *Source: Axinn in FAO, 1988.*

### Origin

The term 'University Extension' or Extension of the university was first commonly used in 'Britain' in 1940 and it was incorporated by the 'Royal Commission' in Oxford University and colleges (1952). During 1967-68, these practical steps were taken by 'James start' who gave lectures to different men and women's club. Later he appealed to the Cambridge University to start and organize centers for extension lecture: Hence he was considered as the father of university extension,

During the year 1914, the Congress of USA passed the Smith-Lever Act, creating a nation-wide "co-operative" so called because it is a co-operative arrangement between the Government, the land grant colleges and the people. Extension in India, as a nation-wide organization, aiming at the integrated development of rural India was started during the year 1952-1953 when community development project was initiated in 55 blocks by Government of India.

## LECTURE-III

### Leading National Horticultural Institutes

- .1 Central Institute of Medicinal and Aromatic Plants (CIMAP)
- .2 Central Plantation Crops Research Institute (CPCRI)
- .3 Indian Institute of Horticultural Research (IIHR)
- .4 Indian Institute of Spices Research (IISR),
- .5 Indian Institute of Vegetable Research (IIVR)

### Central Institute of Medicinal and Aromatic Plants (CIMAP)

Central Institute of Medicinal and Aromatic Plants, popularly known as CIMAP, is a frontier plant research laboratory of Council of Scientific and Industrial Research (CSIR). Established originally as Central Indian Medicinal Plants Organization (CIMPO) in 1959, CIMAP is steering

multidisciplinary high quality research in biological and chemical sciences and extending technologies and services to the farmers and entrepreneurs of medicinal and aromatic plants (MAPs) with its research headquarter at **Lucknow** and Research Centers at Bangalore, Hyderabad, Pantnagar and Purara. CIMAP Research Centres are aptly situated in different agro-climatic zones of the country to facilitate multi-location field trials and research. A little more than 50 years since its inception, today, CIMAP has extended its wings overseas with scientific collaboration agreements with Malaysia. CSIR-CIMAP has signed two agreements to promote bilateral cooperation between India and Malaysia in research, development and commercialization of MAP related technologies.

CIMAP's contribution to the Indian economy through its MAPs research is well known. **Mint** varieties released and agro-packages developed and popularised by CIMAP has made India the global leader in mints and related industrial products. CIMAP has released several varieties of the MAPs, their complete agro-technology and post harvest packages which have revolutionised MAPs cultivation and business scenario of the country.

#### **Central Plantation Crops Research Institute (CPCRI)**

The Coconut Research Station was established in **1916 at Kasargod**, Kerala by the Government of Madras and subsequently it was taken over by the Indian Central Coconut Committee in 1948 and continued till 1970. Central Plantation Crops Research Institute (CPCRI) was established in 1970 as one of the agricultural research institutes under the Indian Council of Agricultural Research (ICAR), by merging Central Coconut Research Station, Kasargod,

#### **Mandate:**

1. To develop appropriate production, protection and processing technologies for coconut, arecanut and cocoa through basic and applied research.
2. To act as a national repository for the genetic resources of these crops.
3. To produce parental lines and breeders' stock.
4. To develop improved palm based cropping/farming systems through more effective use of natural resources to increase productivity and income from unit area.
5. To collect, collate and disseminate information on the mandate crops to all concerned.

6. To co-ordinate research on the mandate crops within the country and execute the research programmes under the All India Coordinated Research Project on Palms.

7. To transfer technologies developed at CPCRI to the farmers through the co-operation of developmental departments

### **Transfer of technology**

CPCRI organises various technology transfer programmes for disseminating the research results to farmers and extension personnel.

**Institutional training programmes** on different aspects of production technology of palms and cocoa for the benefit of extension personnel are regularly organized at CPCRI. One day training's along with field visits are arranged to farmers so as to educate them on scientific management of coconut, arecanut and cocoa and to convince them about the technology recommendations. Need based training programmes relating to production, protection and processing technologies are also being organized for the benefit of farmers.

**Front line demonstrations** are arranged in farmers field on different recommended cultivation technologies to convince the farmers about the technical feasibility and economic viability of the technologies.

**Effective utilization of mass media** like Radio, TV, Newspapers and Farm Magazines is made to create awareness among coconut cultivators about various production technologies. Further, extension pamphlets, CD ROMs, Video Cassettes etc. are also prepared for effective dissemination and popularization of the cultivation technologies in palms and cocoa among the farmers and extension personnel.

**Cyber Extension:** CPCRI has been implementing various cyber extension activities as part of strengthening the technology transfer programmes of the Institute in mandate crops viz., coconut, arecanut and cocoa. As part of the cyber extension activities, a group video conferencing system through ISDN was installed at the ATIC, CPCRI, Kasargod to facilitate interaction between various stakeholders for enhancing technology utilization in coconut, arecanut and cocoa. The video conferencing facility is effectively utilized for scheduling and implementing interface programmes at regular intervals involving various stake holders including researchers, extension personnel, farmers and entrepreneurs.

**CPCRI web site** ([www.cpcri.gov.in](http://www.cpcri.gov.in)) and other services provided by CPCRI for the benefit of farmers also form a part of the cyber extension activities of the Institute. Arrangements have been

made for answering queries from farmers, extension personnel and entrepreneurs on different aspects of production, protection and processing of palms and cocoa through e-mail.

**CD ROMs** as interactive software packages on different technologies of production, protection and processing of palms and cocoa are also being produced and distributed as part of the cyber extension project. Besides the above, an IT enabled kiosk has also been installed at CPCRI Kasaragod under the cyber extension project of the Institute to provide information in English, Hindi and regional languages about various technologies evolved at the Institute in mandate crops and also various services offered to farmers and entrepreneurs.

**Exhibitions, Seminars, KisanMelas and Group Meetings** are also regularly organised as part of the technology transfer activities of the institute.

**Agricultural Technology Information Centre (ATIC)** is established at CPCRI, Kasaragod to provide the required technology information, diagnostic and advisory services and supply of quality planting material to farmers through a single window delivery system. Farmers can write to CPCRI in advance for seedlings and can procure the same in person on intimation.

**KrishiVigyan Kendra's** functioning under CPCRI at Kasaragod and Kayangulam cater to the training needs of farmers of Kasaragod and Alappuzha Districts respectively. Farmers are immensely benefited through the vocational training programmes, front line demonstrations and on farm testing in the farmers' fields and other technology transfer activities organised by the KVKs

### **Indian Institute of Horticultural Research (IIHR)**

**The Indian Institute of Horticultural Research** is a premier Institute conducting basic, strategic, anticipatory and applied research on various aspects of fruits, vegetable, ornamental, medicinal and aromatic plants and mushrooms. Popularly known as IIHR, Bangalore, the institute was the first horticultural Research Institute in the country established by the Indian Council of Agriculture Research on 5th September, 1967 at the Head quarters of New Delhi. Subsequently the institute was shifted to Bangalore in Karnataka at Hesaraghatta located 25 Kms away from Bangalore city by taking over the erstwhile existing National Hortatorium of Govt. of Karnataka on 1st February 1968 with Dr. G.S. Randhawa as its founder Director

**Established** - 5th September, 1967 **Institute carved out of IIHR** - CISH, Lucknow; NRC for Citrus, Nagpur; CIAH, Bikaner; HRC, Ranchi, **Number of Division and Sections - 15 Divisions:** 11 Sections : 04 **Central Horticultural Experiment Stations (CHES)** - 3 CHES, Bhubaneswar, Orissa CHES, Chettalli, Karnataka CHES Hirehalli, Karnataka **KrishiVigyan Kendra (KVK)**



KVK, Gonikoppa, Karnataka KVK, Hirehalli, Karnataka

The Institute has also got an Agriculture Technology Information Centre (ATIC), which is a single window agency for dissemination of information and technologies developed by the Institute. All the technological products and popular publications developed by the Institute are sold to the farmers and interested public through the agricultural technology information centre. In the beginning years of the institute the main research agenda of the institute was to increase the yields of horticultural crop varieties by developing high yielding varieties in fruits, vegetables, ornamentals and medicinal and aromatic plants and also develop advanced production technologies to increase the productivity of horticultural crops. With changing times and emergence of new challenges in the fields of productivities, crop production, crop protection and crop utilization, emphasis was laid on breeding varieties for biotic and abiotic stresses breeding F1 hybrids, developing integrated pest and disease management technologies, developing integrated water and nutrient management protocols towards optimum utilization of resources developing Post Harvest Management practices to reduce the post harvest losses and further value additions and frontier research areas like hi-tech horticulture, precision farming, information technology, biotechnological interventions to increase yields, protect crops from insect- pests, disease and viruses, and extension of shelf life of crop produces. Encompassing various goals and objectives of achieving sustainable development of horticulture, providing livelihood security, economic growth and nutritional security which have been challenged time and again by various obvious factors, the IIHR, Bangalore has been carrying out research in fruits, vegetables, ornamentals, medicinal and aromatic plants and mushrooms with the following mandate:

#### **Mandate**

- ☐ To undertake research studies on adoption, impact & spread of IIHR technologies in farmers field.
  - ☐ To undertake demonstrations and carry out refinements of IIHR technologies to suit farmer specific conditions.
  - ☐ To provide training to resource persons and key extension functionaries in public and private sector.
  - ☐ To act as single window for publicity, advisory services, distribution and sale of IIHR products through ATIC
- Services Offered:**

- ☐ Trainings



□ Sales of IIHR products

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Advisory services

- Participation in exhibition, demonstrations, trainings, radio talks, TV shows etc.,

### **Indian Institute of Spices Research (IISR),**

The Indian Institute of Spices Research (IISR), Calicut a constituent body of Indian Council of Agricultural Research (ICAR) is a major Institute devoted to research on spices. The Indian Institute of Spices Research (IISR), Calicut a constituent body of Indian Council of Agricultural Research (ICAR) is a major Institute devoted to research on spices. In 1976, it started as a Regional Station of the Central Plantation Crops Research Institute (CPCRI), Kasaragod engaged in research on spices. A National Research Centre for Spices was established in 1986 with its headquarters at Calicut, Kerala by merging the erstwhile Regional Station of CPCRI at Calicut and Cardamom Research Centre at Appangala, Karnataka. Realising the importance of Spices Research in India this Research Centre was upgraded to Indian Institute of Spices Research on 1st July, 1995

#### **Mandate**

- The Indian Institute of Spices Research will serve as an Institute of excellence for conducting and coordinating research on all aspects of spices improvement, production, protection and post harvest technology.
- To extend services and technologies to conserve spices genetic resources as well as soil, water and air of spices agro-ecosystems.
- To develop high yielding and high quality spices varieties and sustainable production and protection systems using traditional and nontraditional techniques and novel biotechnology approaches.
- To develop post harvest technologies of spices with emphasis on product development and product diversification for domestic and export purposes.
- To act as a centre for training in research methodology and technology upgradation of spices and to coordinate national research projects.
- To monitor the adoption of new and existing technologies to make sure that research is targeted to the needs of farming community.

- □ To serve as a national centre for storage, retrieval and dissemination of technological information on spices

### Technical Programme

1. Preparation of training schedule
2. Organising training programme.
3. Conduction on demand training programme.
4. Other technology dissemination function.
5. Preparing video film.
6. Agro-clinics
7. Technical bulletin

### Indian Institute of Vegetable Research (IIVR)

Vegetable research was given impetus through establishment of AICRP on vegetable crops during 1971 at IARI, New Delhi with the responsibilities of coordinating and monitoring of vegetable research programmes of the country. To give a fillip to the research and to meet the challenges of nutritional security, the status of AICRP on vegetable

crops was elevated to the level of Project Directorate of Vegetable Research (PDVR) during 1986 with its headquarter at IARI, New Delhi. During 1992, the head quarter was shifted at Varanasi from IARI New Delhi. Considering the vital role of vegetables in nutritional security, emerging trends of national/international demand and higher economic return, PDVR was further upgraded to the level of national institute under ICAR system during 1999 and named “Indian Institute of Vegetable Research”.

### Mandate

- To undertake innovative, basic, strategic, anticipatory and applied research for developing technologies to enhance productivity of vegetable crops, their nutrient quality and post-harvest management.

☐ To provide scientific leadership in coordinated network research for solving location-specific problems of production and to monitor breeder seed production of released/ notified varieties and parental lines.

☐ To act as a national repository of scientific information relevant to vegetable crops and as a centre for training for up-gradation of scientific manpower working on vegetable crops.

To develop high yielding, good quality, disease and insect pest resistant varieties/ hybrids of selected vegetable crops.

☐ To develop advanced production and protection technologies for selected vegetable varieties/ hybrids.

☐ To undertake germplasm collection, maintenance and documentation in vegetable crops

## LECTURE-IV

**4.1 National horticulture board (NHB)   4.2 National horticulture mission (NHM)   4.3 National Horticultural Research and Development Foundation (NHRDF)**

### **National Horticulture Board (NHB) Objectives:**

☐ To encourage, promote and develop the Horticulture Industry.

☐ To stimulate and support the growth of the diverse activities of the Horticulture Industry.

☐ To advance the economic and social-well being of the farmers of growers in need of such advancement.

☐ To assist the establishment and maintenance of growers and farmers' societies and other similar institutions as part of the development of Horticulture Industry.

☐ To coordinate the activities of different departments, and organisations at the Central and the State level engaged in activities pertaining to Horticulture Industry.

☐ To assist in the establishment and growth of infrastructure for the development of postharvest technology and development of market intelligence and information system.

- ☐ To institute and implement the Horticulture Development Programme or Project in the interests of the development and progress of the Horticulture Industry.
- ☐ To encourage the participation of small and marginal farmers and growers in Horticulture

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☐ Development Programmes so that they become beneficiaries of the growth of the Horticulture Industry.

☐ To provide technological, financial and other assistance in organisations of consultancy services, preparation, monitoring and evaluation of Projects, relating to the Horticulture Industry, including but not limited to, transfer of improved technology for production, processing, quality control and marketing and matters allied or incidental thereto.

To promote integrated development of the Horticulture Industry with particular reference to potato, onion, tomato, cauliflower, cabbage, ginger, turmeric, apple, pineapple, mango, grape and citrus fruits and other Horticultural crops on priority basis. ☐

To take appropriate measures for assisting farmers and growers to get incentive prices but having due regard to the interest of consumers. ☐

To organise Udyan Pandit competitions, fruit shows award prizes and incentives to fruit and vegetable growers, farmers and manufactures of horticultural and other allied products. ☐

To assist, encourage, promote, coordinate and finance horticultural, technological, industrial or economic research on horticulture and its products and setting up the required ancillary facilities. ☐

To organize programmes for training of personnel engaged in Horticulture Development including training of Extension Staff. ☐

To co-operate with Food and Agricultural Organization and other international agencies and organizations for the purpose of exchange of technical knowhow and financial assistance. ☐

To prepare feasibility studies on marketing, processing plants, cold storage, transportation system for raw and processed perishable horticultural products and other related fields and undertake designing, planning and setting up on project on these basis. ☐

To undertake publicity and dissemination of improved methods of horticultural technology. ☐

☐ To assist and advise in the matters of transportation of perishable horticultural products to consumers.

☐ To establish and maintain liaison with the Railways, Ministry of Shipping and Transport and other concerned departments and organizations, as considered appropriate.

☐ To import equipments and expertise as and when required for the development of Horticulture Industry.

To acquire and accept, grant, gifts, donations, subscriptions and contributions from any source whatever, including but not limited to, the Central Government for the furtherance of the objects of the Society.

To create, establish, maintain and operate funds with the money and securities received from the Central Government, any State Government, banking and financial institutions, voluntary and international organizations and agencies by way of grant, donation, in addition to other money, income and securities earned and acquired by the Society in any other manner for promotion of the objects of the Society. ☐

To utilize a part or whole of such funds towards the capital and recurring expenditure of the Society. ☐

To make investments or deal with the funds in any other way the Society may find it necessary for the purpose of its objects. ☐

To acquire by way of purchase or gift or to take on lease or hire or otherwise any movable or immovable property. ☐

To sell, assign, mortgage, lease, exchange, transfer, or otherwise deal with all or any property, movable or immovable, of the Society as it may consider necessary. ☐

To own, develop renovate, expand or alter any building movable or immovable property in the possession of the Society in the way as necessary and take action for proper maintenance of any such property. ☐

To borrow or raise funds from any source with securities or without securities or otherwise, however in such manner as the Society shall deem fit. ☐

☐ To draw, accept make, endorse, discount, execute, sign, issue or otherwise deal with cheques, hundies, drafts, certificates, receipts, Government.

### **NATIONAL HORTICULTURE MISSION (NHM)**

National Horticulture Mission is a centrally sponsored scheme in which Government of India provide 100% assistance to the state mission during the year 2005-06 (Tenth Plan) During XI plan, Telegram : [AgroMind](https://t.me/AgroMind) Website : [agromind.in](http://agromind.in)

the assistance from Government of India will be 85% with 15% contribution by the State Government.

### **Objectives:**

To develop horticulture to the maximum potential available in the State and to augment production of all horticultural products (Fruits, Vegetables, Flowers, Plantation crops, Spices, Medicinal Aromatic plants) in the state.

- To provide holistic growth of the horticulture sector through an area based regionally differentiated strategies
- To enhance horticulture production, improve nutritional security and income support to farm households;
- To establish convergence and synergy among multiple on-going and planned programmes for horticulture development;
- To promote, develop and disseminate technologies, through a seamless blend of traditional wisdom and modern scientific knowledge;
- To create opportunities for employment generation for skilled and unskilled persons, especially unemployed youth;

### **National Horticultural Research and Development Foundation (NHRDF)**

The National Horticultural Research and Development Foundation (NHRDF) was established by National Agricultural Co-operative Marketing Federation of India Ltd. (NAFED) and its Associate Shippers of onion on 3 November, 1977 under Societies Registration Act, 1860 at New Delhi.

During 1989, the Head Office of NHRDF was shifted to Nasik but the Registered Office is at New Delhi . The aim of establishment of NHRDF was to guide the farmers, exporters and others concerned for improving the productivity and quality of horticultural crops in order to make available sufficient quantity for domestic requirement and also to boost up export of onion and other such export oriented horticultural crops in the country. Onion was the first crop on which the NHRDF has started its Research and Development programmes to meet the above mentioned aim and subsequently garlic, okra, chilli, French bean crops etc. have been added. The NHRDF initially started as a small center at New Delhi in 1978 and now it has 5 Regional Research Stations, Laboratories on different aspects and 20 Extension Centers spread all over the major onion and



□ garlic growing pockets of the country. It has also established one Krishi Vigyan Kendra at Ujwa in New Delhi to cater the needs of farmers of Delhi State.

The Head Quarter of NHRDF is located 20 km away from Nasik towards North-East on the Nasik-Aurangabad Road at 20 ° North Latitude and 73 ° 57' East Longitude at 492 m above mean sealevel at Chitegaon Phata in Niphad Taluka of Nasik district.

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## MISSION

The mission of NHRDF is to provide technological empowerment to farmers through well- trained manpower and well-organized R&D activities, and efficient extension networking forenhancing the production and productivity, and minimizing post-harvest losses through scientifically developed technologies. The NHRDF would make the programmes to meet 25% of demand of onion and garlic by tapping the potential of unused land and 75% by technological development.

## VISION

The vision of NHRDF is to develop equitable, sustainable, economically-viable, environmentfriendly, area-specific varieties and technologies with the commitment of enhancing the production and productivity, and minimizing post-harvest losses of onion, garlic and other exportoriented horticultural crops. The NHRDF targets to meet its demand in situation when land is shrinking and water is dwindling through the empowered hands of committed, competent, capable and well-exposed technical manpower of the organization, and also by outsourcing the services of highly skilled and well-exposed scientific fraternity.

## THE MANDATE

The mandate of the NHRDF is to:

- ☐ Undertake / conduct research or facilities in research and scientific investigations for the growth and development of varieties of various export-oriented horticultural crops.
- ☐ Establish institutes, laboratories, research centres, model farms, and study teams for promoting better quality and higher yield of horticultural produce, better packaging, suitable transportation and shipping to improve the shelf-life of the produce, and conduct experiments and provide funds for such research work and to educate farmers and disseminate technical know-how and results derived by conducting training programmes, seminars get-togethers, farmers' meets etc.
- ☐ Investigate and conduct research experiments for assessing demands of the horticultural produce of the Indian origin in foreign countries by conducting extensive survey and undertake research and development of rticultural produce with export potential, and to motivate farmers to grow such varieties of horticultural produce with the object of further developing horticultural exports from India.
- ☐ Prepare, edit, print, publish and circulate books, research papers and periodicals bearing upon the growth and development of horticultural produce or other scientific and research activities

connected therewith, and to establish and maintain collections, libraries, statistics, scientific data and other information relating thereto.

□ Conduct all aspects of scientific research and developmental activities in the field of horticulture or otherwise conducive to the objectives of the NHRDF provided, however, that none of the activities of NHRDF will be undertaken for profit nor shall it involve any profit motive. Provided, however, that the NHRDF may receive nominal service charges, wherever found necessary in the interest of maintaining financial stability of the

□ The NHRDF shall provide extended services to the farmers in the form of research and developmental activities, namely seed development, vermicompost, biopesticide production and distribution, and other laboratory services for which NHRDF may collect revenue from the farmers so as to establish a revolving fund or credit to corpus fund for further expansion of research and developmental activities.

□ The research and developmental programmes were initially started on onion and later on garlic was included in the mandate crops. In view of vast export potential, the NHRDF has also extended its R & D programmes on some other export-oriented horticultural crops like okra, French bean, chilli, capsicum and bitter gourd.

## LECTURE -V

### RURAL DEVELOPMENT

**5.1 Meaning of rural development 5.2 Definition of Rural Development 5.3 Objectives of rural development 5.4 The genesis of rural development**

**5.4.1 Gurgaon Attempts 5.4.2 Marthandam Projects 5.4.3 Sevagram Project 5.4.4 Etawah Project 5.4.5 Nilokheri Project**

## Meaning of Rural Development

The term rural development connotes overall development of rural areas with a view to improve the quality of life of rural people. In this sense, it is a comprehensive and multidimensional concept and encompasses the development of agriculture and allied activities village and cottage industries and crafts, socio-economic infrastructure, community services and facilities, and above all, the human resources in rural areas.

As a phenomenon, rural development is the end result of interactions between various physical, technological, economic, socio-cultural and institutional factors.

As a strategy, it is designed to improve the economic and social well being of a specific group of people – the rural poor.

As a discipline, it is multidisciplinary in nature representing an intersection of agricultural, social, behavioral, engineering and management sciences.

### In the words of Robert Chambers

Rural development is a strategy to enable a specific group of people, poor rural –women and men, to gain for themselves and their children more of what they want and need. It involves helping the poorest among those who seek a livelihood in the rural areas to demand and control more of the benefits of rural development. The group includes small scale farmers, tenants and the landless. Rural development is necessary not only because an overwhelming majority of population lives in villages, but because the development of rural activities is essential to accelerate the pace of overall economic development of the country.

## Definition of Rural Development

1. Rural development is a process of transformation from traditionally oriented rural culture towards an acceptance and reliance on science and technology (**Ensminger**).
2. Rural development improving the living standard of masses of low income population residing in rural areas and making the process of rural development self sustaining” (**Lele**).
3. To improve the economic and social life of specific group of people, the rural poor” (**Agarwala**).
4. Defines rural development as the process of change among hundreds of thousands of rural people. These people are found in families living in small isolated villages or moving about in small nomadic kinship clusters (**Axinn**(1977)).

5. Rural development is a process through which rural poverty is alleviated by sustained increases in productivity and income of low income rural workers and households (**world bank**).
6. rural development is a planned process using any form of action or communication designed to change the environment, techniques, institutions and attitudes of the rural people in such a way that to eliminate their poverty and improve their way of life (**Aziz (1964)**).
7. Rural development has been defined as a process which leads to a continuous rise in the capacity of the rural people to control their environment, accompanied by a wider distribution of benefits resulting from such a control.
8. Rural development is defined as a process and suggestions are made on how it might be furthered.
9. Rural development in general is used to denote the actions and initiatives taken to improve the standard of living in non – urban neighbourhoods, countryside and remote villages

### **Objectives of rural development**

**The main objective of the rural development programme is economic and social upliftment of rural life by creating new productive assets for them.**

It emphasizes on self-realization of people, the liberation of the man from traditional thinking and opening up of new perspectives.

### **Objectives of rural development**

The sp. objectives of rural development are multi-dimensional and multi directional

- Providing goods and services in terms of social and economic infrastructure • Increasing the income of every rural family on a self sustaining basis
- Creation of additional employment opportunities in rural areas.
- Minimum acceptable level of food, clothing, shelter, education and health.
- To increase the per capita purchasing power and to improve the distribution through education, employment and productivity.
- To raise the standard of living.
- Aims of building up of sound value system.

### **IMPORTANCE OF RURAL DEVELOPMENT**

All governments in the developing countries want higher levels of living for their people. It can be brought out by rural development programmes. The aim in these programmes is to increase the per capita income and to improve levels of the rural people. It can be done by adoption of

modern production methods and improved social organizations. As majority of the people in developing countries live in villages and depend upon agriculture, special emphasis is laid on rural and agricultural development through planned programme of non-formal education. Thus rural development is expected to bring rural transformation for betterment of rural life.

### **Social significance**

- ☐ Innumerable rural problems
- ☐ Social change
- ☐ Best utilization of resources
- ☐ Infrastructural facilities

### **Economic significance**

- ☐ National Income
- ☐ Employment and Source of livelihood
- ☐ Fuel and fodder
- ☐ Industrial Development
- ☐ Internal Trade and Transport
- ☐ International trade
- ☐ International ranking
- Capital formation and Investment

### **Political Significance:** Political stability

### **The Genesis Of Rural Development**

In a predominantly agriculture based economy like India where nearly 75 percent of the population lives in rural areas and rarely 31 percent of national income is generated in the agricultural sector, rural development ought to get top priority. A vast majority of population works in villages under the grim shadow of poverty, unemployment, under –employment inequality of wealth and income as well as pitiable economic conditions. Mahatma Gandhi had, therefore, written long back in 1936 in „Harijan“ that “ I have believed and repeated times without number that India is to be found not in its few cities but in its 7,00,000 villages. I would say that if the village perishes, India will perish too.

### **Rural development programme before independence Shantiniketan attempts Started:**

Rabindranath Tagore in collaboration with Leonard. K in 1921 at sriniketan in Bengal  
**Objectives:** Studying and analysing rural problems, using them in action and helping villages to develop their resources.

**Activities:** Popularising health co-operatives, better seed and manures, cottage industries and organizing village meals.

**Gurgaon Attempts Started:** F.L. Brayne in Gurgaon district of Punjab state in 1920.

**Objectives:**

□□ Increasing farm yields, stopping overspending in social functions.

□□ Improving health standards and home improvement and women welfare.

**Activities:** Irrigation, a forestation, composting, cattle improvement, women's education and discouragement of heavy spending on social function etc.,

Short comings: Use of authority, untrained field workers discontinuity of work and limited planning.

**Marthandam Projects Started:** Spencer hatch in then Travancore state in 1921.

**Objectives:** Rural reconstruction to bring about complete upward development towards more abundant life for rural people spiritually mentally, physically, socially and economically through self-help and expert counsel.

**Methods:** Counselling farmers on economy and self-help, demonstrations, working through trained leaders, developing village organizations and rural surveys.

**Activities:** Agriculture, cottage industries, Community programmes, Bee-Keeping, poultry farming etc.,

**Good points:** Training of staff, comprehensive planning, starting with existing conditions and low financial load.

**Weak points:** Lack of government backing and lack of continuity of contacts with villages, religious standing of the institution.

**Sevagram Project Started:** it was started by Gandhiji in 1933.

**Objectives:** Upliftment of under privileged people and village regeneration.

**Activities:** Organizing training centre for cottage industries, communal harmony, prohibition/removal of untouchability.

**Limitations:** High personal and moral standards which were difficult to achieve by common people.

**Etawah Project Started:** Albert Mayor in 1948 in Etawah District of Uttar Pradesh.

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Website : [agromind.in](https://agromind.in)

**Objectives:**

- To improve farm production and social development
- To see how quickly the results can be achieved in an average situation.
- To see how these results could be helpful in the areas

**Activities:** Included were increasing farm yields, soil conservation animal husbandry, village sanitation. The village level workers were trained and appointed.

**Short comings of the past attempts:**

Each of the past attempts had some good points and some limitations. However the cumulative experience of these attempts have been very helpful in designing community development programme in India.

Some of the important short-comings of the past attempts may be summarised as follows:

- The attempts were mostly initiated by individuals inspired by humanitarian considerations.
- The attempts were mostly isolated, uneven and discontinuous.
- Government backing and financial support were not forthcoming in sufficient measure.
- Staff employed was inadequate, inexperienced and untrained.
- The objectives were not very clear and the programmes suffered in implementation.
- Proper planning, programming and implementation were lacking and sometimes unbalanced.
- Parallel programs of supplies, services, guidance and supervision were not developed.
- Evaluation and research were lacking, proper methods and skills were neither employed nor recognised the lead of them.
- Involvement of local people in thinking, planning and executing village development was wanting.
- Co-ordination of other development departments was very limited.

**Nilokheri Project**

It was started by S. K. Dey at Punjab in 1947-48.

**Objectives:** To develop a new township to rehabilitate displaced persons from west Pakistan. The new township was built in a barren land by refugees self help and government's assistance under the leadership of S. K. Dey. The township had school, farm, training centre, dairy poultry, piggery, press, garment factory, soap factory etc.



*Individual attempts earlier*

Year	Scheme	Founder	Objective/ Concept	Highlights/ Activities	Remarks
1908	Scheme of rural development in Kaligram Progana, WB	Rabindranath Tagore	Youth organization in the villages	Creation of a class of functionaries to work with people	
1914	Sriniketan (Rural Reconstruction Institute) project at Shantiniketan, WB	Rabindranath Tagore	Concept of <b>village level workers</b> and regeneration of village organization	Popularizing health co-operatives, better seed and manures, cottage industries and organizing village meals.	<i>Lack of fund to finance expanded activities.</i>
1920	Gurgaon Project, Haryana/ Punjab	F. L. Brayne	To increase farm yields, curtailing expenditure on social and religious festivals  To Improve health standards and home improvement and women welfare.	Idea of appointing <b>village guides</b> was introduced by him.  Extensive use of films, folk songs, improving health, education of women dramas, etc to approach people	<i>Leadership not developed in the village hence could not continue after the village guides left village.</i>
1921	Marthandam, Kerala	Dr. Spence r Hatch	Overall development which includes social, economic, mental, spiritual and physical aspects	Establishment of rural demonstration centers YMCA (Young Men's Christian Association) at Travancore. Bulls, goats and model beehives were kept to teach the villagers for self help with intimate expert counsel.	<b>Villagers did not stay in the Marthadam and religious bias of the institution was also major hinderance.</b>

1921	Sevagram or Gandhian Constructive Programme	Mahatma Gandhi	Upliftment of under privileged people and village regeneration	Organization of training centers for cottage industries, removal of untouchability, stressing women's	<i>High standards were set which were difficult for the common man to reach them.</i>
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			Concept of Self help was introduced to make Indian villages self sufficient	education and preaching community unity.	
1945	Indian Village Service in Lucknow and Etah (UP)	A. T. Mosher & B. N. Gupta	<i>Assist villagers to realize them best assist government in development of villages</i>	Individual development, Leaders development, promotion of local agencies	
1946	Sarvodaya	On Gandhian concept in Bombay state	Raising standard of living by scientific development of agriculture, spread of literacy and promotion of cottage industries	Village guides to work for education and service of the people	
1948 Oct	Etawah Pilot project, UP After Independence	Albert Mayer	Improvement in production, health and education services and cottage industries	VLWs were appointed for multi purpose work. Demonstrations were conducted to convey new ideas	<b>Fore runner of CD Prog.</b>

1948	Nilokheri Experiment	S. K. Dey	This programme was for refugees from Pakistan after division in 1947. Scheme – ‘Mazdoor Manzil’ to ensure self sufficiency for both rural cum urban township in all requirements of life	Survey the camp population, start of poly technique and vocational training cum production centers, guidance through SMS and training specialists	<b>Success set up example for others to follow</b>
1950	Firka Development Scheme	Madras state	To attain Gandhian ideal of “Village Swaraj”. To solve rural problems, to organize cooperatives, Khadi and Cottage Industries, irrigation and livestock	Collector was incharge of district supported by Rural welfare Officer (incharge of 2-3 firkas), grama sevaks and special staff like agril. Field man, demonstrators, PWD supervisor, Minor irrigation overseers, etc	<i>It was possible for the government to tackle the manifold problems of village both economically and administratively. Hence merged with NES in 1953.</i>

Based on the experiences of the early efforts, planned and country wide **National Extension System** was introduced by the GOI in 1952. Under the management of GOI, the development of extension has four distinct stages as follows;

### **Stage 1 : Community Development**

1952	CDP	Community Development Programme
1953	NES	National Extension Service
1954	CDB	Community Development Block
1957	Panchayat Raj	Democratic Decentralization

### **Stage 2 : Technological Development**

1960	IADP	Intensive Agricultural District Programme
1964	IAAP	Intensive Agricultural Area Programme
1964-65	ICDP	Intensive Cattle Development Project
1966	HYVP	High Yielding Variety Programme

### **Stage 3: Development with Social Justice and Poverty Alleviation**

1970-1971	SFDA	Small Farmers' Development Agency
	MFAL	Marginal Farmers' and Agricultural Labourers Programme
	DPAP	Drought Prone Areas Programme
1972-1973	PPTD	Pilot Project for Tribal Development
1974	T&V	Training and Visit Program
1977	FWP	Food for Work Programme
1978-1979	IRDP	Integrated Rural Development Programme
1979	TRYSEM	Training of Rural Youth for Self-Employment
1979	LLP	Lab to Land Programme
1980	NREP	National Rural Employment Programme (FWP)
1982	DWCRA	Development of Women and Children in Rural Areas
1983	NAEP	National Agricultural Extension Project
1986	TMO	Technology Mission on Oilseeds
1989	JRY	Jawahar Rojgar Yojana (NREP + RLEGP)
1993	EAS	Employment assurance Scheme
1994	SFAC	Small Farmers Agri-business Consortium
1999	SGSY	Swarnajayanthi Gram Swarozgar Yojana

**Stage 4: Infrastructure Development**

1999	TAR-IVLP	Technology Assessment and Refinement – Institute Village Linkage Programme
1998-99	NATP	National Agricultural Technology Project (ATMA+ATIC)
2000	ATMA	Agricultural Technology Management Agency
2000	ATIC	Agricultural Technology Information Centre
2000	NHM	National Horticultural Mission
2004	PURA	Providing Urban Amenities for Rural Areas
2006	NAIP	National Agricultural Innovation Project
2006	MGNREGA	National Rural Employment Guarantee Act (NREGA)
2007	NFSM	National Food Security Mission

**LECTURE-VI****Rural Development Programme During Post-Independence Period Stage 1 : Community Development****8.1 Community development programme****8.1.1 Philosophy 8.1.2 Principle 8.1.3 Objectives**

**Community Development Programme:** 2<sup>nd</sup> Oct. 1952 based on the recommendations of Grow More Food enquiry committee

**Community:** A **community** consists of persons in **social interaction** within a geographical area and having common centers of interest & activities and functioning together in the chief concern of life.

**Development:** Orderly movement of individual from lower level of functioning to the higher level of functioning.

□ **Community Development** is a **movement** designed to promote better living for the **whole** community with the active participation and on the **initiative** of the community.

□ Community Development is **technically aided** and **locally organized Self-help**

CD Projects: 55 CDPs, Operational area: 400-500 sq. miles

Villages : 300, Population : 2 lakhs

*Each Project was divided into 3 blocks , each bl. consisting of 100 villages, 60-70 lakh pop.*

*Each block*

*1--Project Officer*

*Few -SM Extension Officers*

*60-- multi-purpose VLWs 1-*

*-VLW-5-10 villages **Basic***

### **Philosophy:**

Basic philosophy of community development programme was

1. Individual development 2.

Development of family.

3. Awareness of the responsibilities and self motivation among the people

4. Development of Community

5. Development of Cooperativeness among the people

6. To create confidence towards science and technology

7. Development of rural leadership

8. Development of rural institutions

9. Development of other resources for community development

### **Principles**

According to the 'United Nations economy & social- council

1. Activities under taken must correspond to the **basic needs** of the community

2. Concentrated action & the establishment of **multipurpose programmes.**

3. **Changed attitudes** in people are as important as the material achievement of community project during the initial- stages of development.

4. Community development aims at increased & better **participation of the people**

5. The identification, encouragement training of **local-leadership** should be a basic objective in any programme.

6. Greater reliance on the **participation of women & youth** in community projects

7. Economic and social progress at the local & yet on a wider scale national level

## OBJECTIVES

The fundamental or basic objective of community development in India is the development of people i.e. “Destination Man” **Broad objectives are:**

- I. Economic development.
- II. Social-justice and
- III. Democratic growth.

### **Specific objectives of the community development programmes are:**

- To assist each village in having effective panchayats, cooperatives & schools;
- Through these village institutions, Plan and carry out integrated multi-phased family, village, block and district plans for.
  - A) increasing agricultural-production.
  - B) improving existing village crafts & industries & organizing new ones.
  - C) providing minimum essential- health services & improving health practices.
  - D) providing required educational facilities for children and an adult education programme
  - E) providing recreational facilities & programmes.
  - F) improving housing and family living conditions, and
  - G) providing programmes for village women & youth.

**National Extension Service- 1953**-launched with an idea of wider coverage at less cost & more people's participation.

NES was thought as an agency & CD as the method to bring about the socio economic transformation of the rural people.

## **Democratic decentralization 1956-57**

The [Balwant Rai Mehta Committee](#) recommended the establishment of the scheme of ‘democratic decentralisation’ which finally came to be known as Panchayat Raj.

Mahatma Gandhi advocated Panchayat Raj, a decentralized form of government. In the history of Panchayati Raj, **in India, on 24 April 1993, the Constitutional (73rd Amendment) Act 1992 came into force to provide constitutional status to the Panchayati Raj institutions.**

Panchayat Raj Institutions in the States have a three tier structure, viz. Village/Gram Panchayat, Block/Taluka Panchayat or Panchayat Samiti and District/Zilla Panchayat.

**Karnataka has totally 6022 GPs, 176 TPs, 30 ZPs.**

The objectives of the Karnataka Panchayat Raj Act, 1993 are:

- Establish a three-tier structure for panchayat system at village, sub-district and district levels
- Elect members to the three tiers through direct election at all levels
- Elect Chairpersons and Vice Chairpersons through indirect elections
- Reserve seats for scheduled castes, scheduled tribes and women at all the three levels
- Conduct elections to all the three levels under the State Election Commission
- Empower State Finance Commission to determine the sharing of funds between the State Government and the Panchayat Raj bodies
- Maintain accounts and conduct audits at all the three tiers of the panchayat system

The Gram Panchayat is the basic or lowest level of Panchayat Raj in Karnataka. The members are directly elected from wards, the Sarpanch is elected by the members.

#### **Functions of Gram Panchayat**

- Provide sanitary latrines to at least one-tenth of the households every year
- Maintain water supply works on its own or through annual contract
- Revise and collect taxes and fees at fixed periods
- Ensure enrolment of children in primary school
- Ensure immunisation of children
- Confirm swift registration and report of births and deaths
- Provide sanction for proper drainage
- Construct, repair and maintain public streets
- Remove encroachments on public streets or public places
- Provide sufficient number of street lights
- Make payments for electricity charges on a regular basis
- Fill up sanitary depressions and reclaim unhealthy localities
- Capture and destroy rabid and ownerless dogs
- Maintain all community properties vested in it



- Maintain records related to population census, cattle census, crop census, census of unemployed people and people below poverty line
- Assign places away from the village dwelling areas for dumping manure and refuse

### Block panchayat

The Taluk Panchayat is the intermediate level of Panchayat Raj in Karnataka. A [panchayat Samiti](#) (block panchayat) is a local government body at the [tehsil](#) level. The panchayat Samiti is the link between the gram panchayat and the district administration. The representatives of the Taluk Panchayat Samiti are directly elected by the residents of the non-urban areas of the taluk. The president and the vice-president of the Taluk Panchayat Samiti are elected from among members.

### Functions

Construct and expand water supply works to get at least forty litres per capita per day

- File reports of Gram Panchayat activities within the taluk regarding :
- Meeting of Gram Sabha
- Progress of water supply works
- Construction of community latrines
- Collection and revision of rates, taxes and fees
- Payment of electricity bills
- Enrolment of children in schools
- Progress of immunisation
- Maintain primary school buildings and provide sanction for sufficient class rooms and water supply in schools
- Obtain land to create manure pits away from the village dwelling area

The Zilla Panchayat is the apex level of Panchayat Raj in Karnataka.

It has jurisdiction over the entire district except those portions that are included in smaller urban areas or are under the authority of Municipal Corporations, Town Panchayat or Industrial Township. Members of the Zila Parishad are elected from the district.

### Functions of Zilla Panchayat

The Zilla Panchayat has to perform the following functions:

- Establish health centres and maternity centres as per the government rules

- Construct underground structures for water recharge to make water available in the drinking water wells
- Prevent drilling of irrigation bore wells near drinking water wells to ensure adequate drinking water
- Create a plan for social forestry development in each taluk

## Stage 2 : Technological Development

**Intensive Agricultural Development Programme (IADP) ;** It was launched during Kharif 1960. A team of Ford Foundation agricultural experts recommended this prog.

The fundamental idea behind the IADP was that increased agricultural productivity shall lead to economic growth, which shall bring welfare to the society.

The programme was popularly known as "**PACKAGE PROGRAMME**" because of the collective and simultaneous application of all improved practices : namely improved seeds, irrigation, fertilizer, plant protection, implements, storage facilities, marketing facilities and credit etc, Initially 7 districts were covered under this programme.

### Achievements:

1. The cultivators were provided simultaneously with all supplies and services at right time and in adequate quantities through cooperatives.
2. Marketing and storage facilities were developed within bullock cart distance.
3. Covered all the important cash crop grown in the district, although emphasis was laid in the increase of food grains crops.
4. Rapid increase in agricultural production were achieved in all the IADP districts.
5. Involvement of small farmers and package approach was achieved.
6. 45% of the village and 30% of the total cultivated area in the selected district was covered by this programme.
7. Intensive efforts were made to use improved seeds and fertilizers over the entire area and encourage the adoption of improved farm practices.

**The short coming of the IADP were;** Educational approach to reach the cultivators was lacking.

- ☐ Training programme of staff was not clear, the VLW's were not able to impress the farmers.
- ☐ The staffs were target oriented even in filling up agricultural production plans.
- ☐

Posting of staff were not adequate and timely.  
 Seed testing and soil testing laboratories were not functioning to the required level.  
 There was problem of communication  
 Co-operative were not functioning well  
 Transport and land development programmes were not progressing satisfactorily.  
 There was lack of action research.  
 Very little participation by women in the programme.

### **Intensive Agriculture Area Programme (IAAP) 1964.**

It was the extension of IADP to other areas

### **HIGH YIELDING VARIETY PROGRAMME (HYVP)**

HYVP was launched in 1966, which helped the country in attaining self-sufficiency in food. The technological development did not remain confined to the introduction of high yielding crop varieties alone. These were combined with the application of high analysis and balanced fertilizer, irrigation, plant protection, improved implements etc. which made '**Green Revolution**' possible in the country.

Agricultural scientists found successful in evolving new high yielding varieties in some cereals particularly in wheat, rice & maize, Punjab, Haryana & Western parts of UP were initially selected for this programme.

The large-scale influence of high yielding technology spread to other areas of farm production such as animal production, fishery, sericulture, social forestry etc. The high yielding technologies in these production enterprises also have some common characteristics such as shorter gestation period, good response with better management; higher return in terms of yield and income, and higher investment in comparison to traditional technologies.

More inputs are required for higher output.

#### **Objectives**

- i) To assess the spread of the various high yielding varieties in different parts of the country and also determine the extent of such spread;
- ii) To ascertain the reactions, attitudes of cultivators
- iii) To study the problems of implementation of the programme at different level of administration such as States, district, block and village.

iv) Besides above, the study also covered certain other important and relevant aspects such as research efforts in evolving of new varieties.

### **TRAINING AND VISIT SYSTEM : 1974 (NEW AGRICULTURAL EXTENSION METHODOLOGY)**

This was a centrally sponsored scheme. It was based on new Agricultural extension methodology called as Training and Visit System. It is also known as Benor System, as Mr. Benor was instrumental in introducing this innovation in agricultural extension.

#### **Sailent features of T & V system**

**1. Professionalism:** The extension staff must keep in close touch with relevant scientific developments and research

**2. Single line of command:** the extension service must be under a single line of technical and administrative command within the Department of Agriculture.

Support is required from teaching and research institutions, input supply and other agricultural support organizations and local government bodies but all extension workers should be responsible administratively and technically to a unit within only one department

**3.** Staff is not responsible for the supply of inputs, data collection, distribution of subsidies, processing of loans, or any other activity not directly related to extension.

**4. Time bound work:** Messages and skills are taught to farmers in a regular timely fashion

**5. Field and Farmer orientation :** A large number of farmers representing all major farming and socio economic types should be contacted by the extension staff on a regular basis

**6. Regular and continuous training:** Regular and continuous training of extension staff is required, to upgrade their professional skills & to teach and discuss about the specific production recommendations with farmers required by farmers.

**7. Linkages with research:** Effective extension depends on close linkages with research. Linkages are two way. Problems faced by farmers are passed on to researchers for either an immediate solution or investigation.

Recommendations research and extension staff during seasonal and monthly workshops passed on to the farmers

#### **Objectives**

i) Coordinate research, training and extension activities effectively.

ii) To make research more effective by catering to the local needs and situation.

iii) To evolve an intensive training programme on a systematic basis for extension workers and farmers and to ensure effective supervision and technical support to VEWs/AEOs. Transfer of

know-how from Subject Matter Specialist (SMS) to the farmer was ensured in two stages through a.

- a. Training:** For transfer of know-how from subject matter specialists to extension worker and
- b. Visits:** For transfer of know-how obtained at the training from extension worker to the farmer.

### **Achievements**

The T & V system resulted in:

- i) Increase in cultivated area under high yielding varieties.
- ii) Increase in the cropping intensity. iii) Increase in employment of family labour.
- iv) Raise in marginal value of productivity of all inputs and v) Acceleration in the adoption of recommended practices.

### **Weaknesses: Top down Approach**

- i) Limited or no clientele involvement in programme development ii). Financial problems
- iii) Weak links with research, lack of adequate SMS

### **Integrated rural development programme concept (IRDP)**

Ford Foundation's Agriculture Food Production Committee submitted the report 'India's Food Crisis and Steps to Meet It' in 1959-60. The IRDP was centrally sponsored scheme funded by the centre and state on 50% basis.

Aim was providing income generating assets and employment opportunities to the rural poor to enable them to raise them above the poverty line once and for ever.

IRDP is a very major programme of poverty alleviation and rural development. The meaning of the term integrated, basically implies the provision of a package of interlinked programmes mutually supporting and reinforcing so that a one-dimensional approach to development is avoided so, the integration is horizontal, vertical, spatial and temporal.

### **Integration covers four principal dimensions: i.**

- Integration of sectoral programmes.
- ii. Spatial integration. iii. Integration of social and economic processes. iv. The policies with a

view to achieving a better fit between growth, removal of poverty and employment generation.

IRDP was envisaged to help small and marginal farmers, agricultural laborers and rural artisans. The approaches followed for SFDA, MFAL, DPAP and CAD programmes were proposed to be utilized according to their relevance's in particular areas to generate employment opportunities and increase production.

### **Objectives:**

1. To provide necessary help to the poor families in the villages to raise them from the poverty line.
2. To create substantial additional opportunities of employment in the rural sector.

### **Who were beneficiaries?**

1. Small and marginal farmers.
2. Agricultural labourers.
3. Rural artisans and mechanics.
4. The families of S.C. and S.T. castes.
5. All those families who were below the poverty line or their yearly income were below Rs. 11,000 Annually.

### **Weaknesses**

- i) Mis-identification of beneficiaries and mis-utilisation of fund. ii) Lack of infrastructural support, iii) Lack of proper co-ordination among different departments, iv) Irregular monitoring and evaluation of the programme, v) Lack of better quality assets, vi) Absence of full-time staff at the block level for IRD work, vii) Preference was given to those who were better-off within the poverty group, viii) Non-involvement of the village community as a whole in the identification of the beneficiaries, ix) Lack of participation of members of the target group in the selection of schemes and allied aspects of receiving assistance, and
- x) Inadequate flow of credit. This has arisen from non-availability of adequate bank infrastructure in certain areas.

## **National Rural Employment Programmes (NREP)**

The NREP was launched in 1980 with a view to significantly increase employment opportunities in rural areas. This was viewed as a major step towards poverty alleviation. The NREP replaced the food for work (FFW) programme.

### **Objectives:**

- ☐ Generation of Additional gainful employment for unemployed and under employed persons (Both men and women) in rural areas.
- ☐ Creation of productive community assets for direct and continuing benefits to the poor.
- ☐ Improvement in the overall quality of life in the rural areas.

### **Two main functions of NREP**

- ☐ Creation of a large quantum of man days of work per year for the unemployed and under employed in rural areas, and
- ☐ Creation of durable community assets to strengthen infrastructural facilities in rural areas.

### **Features of NREP**

- ☐ In all works under NREP, preference was given to landless labour.
- ☐ Among landless labour, preference was given to SC's/ST's for employment.
- ☐ Main provisions relating to works under NREP was that it was not permitted to engage contractors.
- ☐ Wages were paid partly in cash and partly in food grain 1-2 kg/day/head
- ☐ DRDA were responsible for the entire works relating to planning, implementation, coordination and monitoring of NREP.
- ☐ NREP was a centrally sponsored programme with equal sharing of the expenditure by the centre and the status.
- ☐ NREP provide training to the personnel in the implementation of the programme.

## **Jawaharrozgaryojana (JRY) 1979.**

The, then finance minister announced a new scheme which aimed at providing employment in backward districts with chronic poverty and unemployment. This new scheme was named as

Jawaharlal Nehru RozgarYojana. It was also stated that NREP and RLEGP would be merged into one programme and implemented as a centrally sponsored scheme with a 80:20 sharing funds between the centre and the states. Later it was called as JRY.

**Objectives:**

- ☐ To generate additional gainful employment for the unemployed rural youth.
- ☐ To create productive community assets which would benefit the poor sections thus, strengthening the rural infrastructure.
- ☐ To improve the overall quality of life in areas.

**Main features of JRY**

- ☐ The target group comprises persons living below poverty line.
- ☐ Preference is given to SC's and ST's among the poor.
- ☐ At least 30 per cent of the beneficiaries are women.
- ☐ All works which lead to creation of durable community assets can be taken up.
- ☐ Higher priority is to be given to works which are required as infrastructure under poverty alleviation programmes.
- ☐ For social forestry works the participation of non-governmental organizations (NGOS) is ought.
- ☐ Wages under JRY could be paid partly in cash and partly in food grain (1.5 kg/ Man/day).
- ☐ DRDA's/ ZillaParishads are responsible for implementation of JRY at district level and village panchayats at the Gram Panchayats Level.



## LECTURE – VII

### 7.1 Training of rural youth for self employment (TRYSEM) 7.2 Development of women and children in rural areas (DWCRA)

#### Training of Rural Youth For Self Employment (TRYSEM)

Trysem was launched in 1979 as a separate national scheme for training rural youth for self employment. The compelling reasons for launching the programme being the huge backlog of unemployment and under employment among the rural youth.

Forty youth, both men and women were to be selected in each block and trained in both skill development and entrepreneurship to enable them to become self-employed. It was generating activities in the rural areas, the influx of rural youth to urban areas could be curbed. Moreover, local needs could also be met with local resources, thereby giving a fillip to rural development.

#### Objectives of TRYSEM:

- ❑ To provide rural youth (18-35 years) from families below the poverty line with training and technical skills to enable them to take up self-employment in agriculture, industry, services and business activities.
- ❑ Training is perceived not only in terms of provision of physical skills. But also change in attitude, enhancement of motivation and skills in human relations etc., are also ought to be imparted.
- ❑ Self-employment is defined as gainful employment on a full time basis which results in income which is sufficient for the family of the youth cross the poverty line. Situation of employment in which the means of production are owned, hired or taken on lease are taken to be self-employment situations.

#### Features of TRYSEM

TRYSEM became the “self employment for youth” component of IRDP and was introduced in all the 5000 blocks in the country.

- ❑ An identified youth will be put through a period of training either in a training institution or under a master crafts man.
- ❑ Duration of training is flexible depending upon types of courses.

- ☐ Trainers are given stipend and a tool kit.
- ☐ Successful trainee is eligible to receive a subsidiary/credit/income generating asset under IRDP.
- ☐ At least 50 percent of the youth to be trained for self-employment either for secondary or tertiary sector activity.
- ☐ Wage employment training was to be in the secondary and tertiary sectors.
- ☐ BDO selects the eligible youth belonging to the target group with the help of VLW's.
- ☐ The identification of locations is done by the DRDA in consultation with district level officers of different departments.
- ☐ DRDA prepares a resource inventory for training facilities like ITI's polytechniques, KVI's, KVK's, NYK's etc.,
- ☐ DRDA is responsible for the implementation of TRYSEM.

### **Beneficiaries of TRYSEM**

- ☐ Members of the poorest family first
- ☐ Priority should be given to members of SC's and ST's.
- ☐ At least 1/ 3 of candidates should be women.
- ☐ Preference should be given to persons who have completed the 12 month course under the national Adult Education programme.

### **Short coming of TRYSEM**

- ☐ Implementation is generally uneven.
- ☐ Training lacked appropriate technology in the package provided.
- ☐ In the selection of trade, self-employment opportunities and financial viability were not adequately assessed.
- ☐ Assistance in the provision of raw materials and marketing has been lacking.
- ☐ Every district did not have training centers of TRYSEM.
- ☐ In a large number of cases, the assistance provided to TRYSEM trainees from IRDP projects had no link to the training they had received.

## **Development of Women and Children in Rural Areas (DWCRA)**

Our planners realized that women did not reap as much benefit out of IRDP as they were expected to. Hence, it was felt necessary to devise a special programme for women and children in rural areas. The rationale was that if people have a minimum basic nutrition only if they have a minimum income. Initially, income can be generated by giving access to rural assets. Moreover better skill endowment and training for women will enable them to derive better results from their work efforts.

### **Objectives of DWCRA**

The basic objective of DWCRA is to provide rural women with productive income generating assets and credit, and enhance their skills.

It also seeks to provide an effective organizational support structure so that the women can receive assistance in the production of goods and services more effectively.

### **Features of DWCRA**

1. The target group of DWCRA is those, families which have an annual income of less than Rs. 4,800.
2. Under DWCRA, it is not individual families which receive assistance but the group.
3. It encourages the formation of groups each consisting of 15 to 20 women.
4. The financial assistance which is available for a group is as follows
  - i. Rs. 15,000 in the form as a onetime grant contributed in equal measure by the Government of India, State Government and UNICEF which may be used as.
    - ☐ Working capital to process raw materials and for marketing purposes.
    - ☐ Infrastructural support for income generating activities.
    - ☐ Child care facilities.
  - ii. Travelling allowance at the rate of Rs. 2,000 per year for one year for the group organizers.
5. It was launched in 1982-83 as a pilot project in 50 districts chosen on the criteria of high infant mortality rate and low female literacy.

6. Although DWCRA is basically a programme to generate productive seats, it is not confined to providing economic benefits.
7. It includes supportive services like mother and child care, adult education, immunization etc.,
8. The task of planning, implementing and monitoring of DWCRA has been entrusted to DRDA, as DWCRA is part of IRDP.
9. One woman BDO, two woman VLW's and one Gramasevaka are responsible to implement the programme at the block level.
10. Project officer of DRDA remains the coordinating officer at district level; and the BDO at the block level.
11. The main financial assistance is provided by the central government
12. The groups utilize grants for various purposes such as to build up infrastructural support and marketing facilities, purchase of raw materials, purchase of training kits, equipment for child care facilities.
13. DWCRA is to improve the socio economic conditions of women and children in rural areas, it is important to train women in viable activities such as tailoring, Knitting, bamboo making, fishing, soap making, candle making and pottery etc.

#### **SWARNAJAYANTI GRAM SWAROZGAR YOJANA (SGSY) 1st April 1999:**

Based on the suggestions of Prof. S.R. Hashim Committee which reviewed the rural development and poverty alleviation programmes recommended SGSY.

In this prog. preference was given to group activities and cluster approach.

Other programmes like Integrated Rural Development Programme (IRDP), Training of Rural Youth for Self employment (TRYSEM), Development of Women and Children in Rural Areas (DWCRA), Supply of Improved Toolkits to Rural Artisans (SITRA), Ganga Kalyan Yojana (GKY) and Million Well Scheme (MWS) are merged with this prog. The beneficiaries of this programme are known as Swarojgaris.

**Objectives:-**

1. To assist rural people especially women & youth in self employment by organizing them into SHGs
2. To establish large number of micro enterprises like vermicompost, poultry, mushroom etc.
3. Identification of 4-5 such micro enterprises/block depending upon skills, resources and marketing facilities in that area.
4. Capacity building, training & planning of activities.
5. To provide technical support, market support, credit support for the newly formed SHGs

**Constraints in implementation of SGSY:**

1. Banks are not enthusiastically participating in the programme due to mounting NPA
2. Pilferage in different stages of implementation, adversely affecting programme performance.
3. Non participation of primary stakeholders wholeheartedly in the programme
4. Integration of Government subsidy programme with bank credit has detrimental effect on Regular banking.

## LECTURE-IX

### Systems of Extension in India

**Four major organizational streams devoted to extension work for Agril. & RD**

1. First Line Extension System: It comprises ICAR Institutes & AUs
2. Extension System of the Ministry of Agriculture & State DOA
3. Extension System of the Ministry of Rural Development & State Development Depts. 4. NGO / voluntary organization

ATMA

**First Line Extension System: It comprises ICAR Institutes & AUs**

Realizing the scope and importance of integrated working of interrelationship between research, education and extension functions, the ICAR established a sector of Extension Education at its headquarters in 1971 which later on strengthened and renamed as Division of Agricultural Extension.

**Transfer of Technology Programmes of ICAR**

**9.1 Lab to land programme (LLP) 9.2 Krishi Vigyan kendra (KVK)**

**9.2.1 On-farm research 9.2.2 In service training**

**9.2.3 Vocational training of farmers, farm women, rural youths etc.**

**9.2.4 Front line demonstration and other extension activities.**

TOT projects of the ICAR namely

1. All India coordinated project on National Demonstrations (AICPND)
2. Operational Research Project (ORP)
3. Krishi Vigyan Kendra (KVK)
4. Lab to Land Programme (LLP)
5. Institution Village Linkage Programme (IVLP)
6. National Agricultural Technology Project (NATP)

## 7. National Agricultural Innovation Project (NAIP)

### 1. All India coordinated project on National Demonstrations (AICPND) 1964.

A Nationwide programme on demonstrations, known as 'National Demonstrations (ND)' on major food crops was launched in 1964.

The rationale behind the scheme was that unless the scientists could demonstrate what they advocated, their advice might not be heeded by the farmers. It was a nationwide project with a uniform design and pattern.

#### *Major aspects which differ ND from other demonstrations*

1. There was a specific yield target and there was no separate control near the demonstration
2. The area of demonstration plot was about one hectare (in case of unavailability of bigger plot, it may be one acre)
3. Demonstration is conducted in farmers field having small holdings
4. The scientists conducted these demonstrations in association with local extension workers.

#### **Objectives**

1. To convince the farmers and extension agencies by showing the **genetic potentiality** of major food crops per unit area
2. To encourage the farmers to **adopt** the new technologies and popularize the same
3. To help research scientists to get **firsthand knowledge** about the problems faced by the farmers in adopting HYVs
4. To determine the **income and employment generation potentialities** of crops and educate the farmers and extension workers
5. To fully exploit these demonstrations for **training** the farmers and extension agents in improved cultivation practices
6. To influence the **extension systems** of the **state departments, Voluntary organizations, etc** in the country by demonstrating the yield gaps and pointing out operational constraints.

The performance of ND revealed that on an average 50% of demonstrations exceeded the target yields.

### 2. Operational Research Project (ORP) 1974-75.

It was aimed at disseminating the **proven technology** in a discipline/ area among farmers on a large scale involving whole village or cluster of villages and concurrently studying constraints (technological, extension or administrative) as barriers to the rapid spread of improved technical know-how. It attempted to involve allied agencies and institutions to show the need for inter institutional and interdisciplinary approach, the method and way they could be made to work together.

### **Objectives**

1. **To test, adopt and demonstrate** the new agricultural technology on farmers' fields in a whole village or in a cluster of few villages / watershed area.
2. To determine the **profitability** of the new technologies and their pace of spread among the farmers
3. To identify the **constraints** both technological, as well as socio-economic which are barriers to rapid change
4. To demonstrate **group action** as a method of popularizing the modern technologies at a faster rate

### **3. Krishi Vigyan Kendra (KVK)**

*The qualitative improvement in the working of KVKs was envisaged through the mandate as **Technology assessment, refinement and demonstration of technology/ products.***

*At present 645 KVKs have been established in the Country*

The first KVK, on a pilot basis, was established in **1974** at Pondicherry as per the recommendation of Dr. Mohan Singh Mehta.

At present there are **645** KVKs in the Country.

Earlier, KVK was designed to impart need based and skill oriented vocational trainings to the practicing farmers, in-service field level extension workers and to those who wish to go in for selfemployment.



Fundamental Principles:

1. Agricultural Production as the prime goal
2. Work –experience as the main method of imparting training
3. Priority to the weaker sections of the society.

#### 4. Lab to Land Programme (LLP) 1979 (ICAR 1929 )

LLP was launched by the ICAR in 1979 as part of its golden jubilee celebration. The programme was initiated with 75000 farm families over the whole country.

**Overall objective:** To improve the economic conditions of the small and marginal farmers and landless labourers, particularly SC & ST by **transfer of improved technology** by the agricultural universities, research institutes, etc. **Specific objectives**

1. To study and understand the background and resources of the selected farmers and landless agricultural labourers
2. To introduce improved and low cost technologies which increase employment, production and income (**EPI**)
3. To assist farmers to develop **feasible farm plans** based on available technologies, needs and resources
4. To guide and help farmers to adopt the **economically viable new technologies** through demonstration
5. Organize **training programmes** and other extension activities
6. To bring awareness of various opportunities and linkages with scientists and institutions for further guidance
7. To act as feedback mechanism for the scientists and extension agents.

The **reorganization of KVK system** took place with effect from **1<sup>st</sup> April, 1992**.

First line transfer of technology projects of the ICAR viz, ND, ORP and LLB were integrated with the KVKs.

In reorganized system, the Mandates of KVK include

1. **Frontline demonstrations (FLDs):** The main objective is to demonstrate the production potentiality of **improved package** of various crops under the farmers conditions and resources.

Eg: Micro nutrient Management in Papaya

- **FLDs are conducted under the close supervision of the scientists**
- **Only newly released technologies** or those likely to be released in near future are selected
- Only **critical inputs and training** are provided from the scheme budget, remaining inputs are supplied by the farmers themselves
- **Training** of the farmers associated with the **frontline demonstration** is a pre-requisite for conducting such demonstrations
- The **target audience** of FLDs is both farmers and the extension officers.

2. **On-farm testing (OFT):** It is conducted to identify the location specificity of agricultural technologies under various farming systems.

These are conducted on the farmers' field on such problems where the appropriate technologies are not available for particular agro-climatic situation to transfer and the relevant research information available does not suit the situation from the point of view of the farmers.

The main importance is to give **overriding importance for farmers' perspectives and participation** at all the steps of on-farm testing like problem diagnosis, planning, experimentation etc.

Ex: Assessment on Management strategies for Downey mildew in Cucumber

Evaluation of suitable intercrops in mango young gardens for additional income

3. **Training programmes: conducting training is** one of the most important objectives of the KVK. It has to conduct need based training programmes to impart firsthand information knowledge and skills to the farmers, farm women, rural youth and extension functionaries. **Training of farmers** to update their knowledge and skills in modern agricultural technologies, and **training of extension personnel** to orient them in the frontier areas of technology development.

**KVKs are**

- † *To work as resource and knowledge centre of agricultural technology for supporting initiatives of public, private and voluntary sector for improving the agricultural economy of the district.*
- † *In order to create awareness about improved technology, a large number of extension activities like field days, farmers' meetings, kisan mela and mass media programmes will be taken up.*
- † *For proper functioning, the KVKs are to convene Scientific Advisory Committee meeting once in six months*
- † *This is an excellent network for exchange of technology and empowerment of farmers to enhance productivity and profitability.*

**LECTURE-X****Institution Village Linkage Programme (IVLP) Technology Assessment and Refinement Programme (TARP) 1995-96**

Technology Assessment and refinement through IVLP is one of the programmes of the ICAR emphasizing on technology transfer. It is a programme for generating appropriate technologies by refining and assessing innovation generated by scientists who are knowledgeable about their respective disciplines however, various factors operating in the farm production system of small farmers hitherto not considered by scientists, affect adoption process. IVLP, therefore, has following specific objectives:

**Objectives:**

To introduce technological interventions, with emphasis on stability and sustainability along with productivity for small farm –production system.

To introduce and integrate appropriate technologies to sustain productivity and profitability, taking environmental issues into consideration.

To facilitate adoption of appropriate post harvest technologies for conservation and on – farm value addition of agricultural products, by products and wastes for greater economic dividend.

To facilitate adoption of appropriate technologies for removal of drudgery, increased efficiency and higher income of farm women.

Organising PRA (Participatory Rural Appraisal).

## **NATIONAL AGRICULTURAL TECHNOLOGY PROJECT (NATP) 1998**

National Agriculture Technology programme was conceived as a pilot project. This project was launched by the ICAR during 1998, with the support of the World Bank to strengthen and complement the existing resources and to augment the output National Agricultural Research System (NARS).

### **Objectives**

- 1) To accelerate the flow of technology from research, and extension to farmer.
- 2) Improve the dissemination of location specific and sustainability enhancing technologies.
- 3) Decentralize technical and decision making authority to the district level.
- 4) Create a more effective and financially sustainable public extension system.
- 5) Step up the privatization of certain technology transfer activities.

**Salient Features:** Pilot testing of new institutional arrangements for technology dissemination at the district level and below through the establishment of district

1. Agricultural Technology Management Agency (ATMA);
2. Moving towards integrated extension delivery;
3. Bottom up planning procedures for setting the Research Extension agendas;
4. Addressing gender concern in agriculture and increasing use of information technology for effective dissemination.

### **Agricultural Technology Management Agency (ATMA )**

#### **Goals**

1. Decentralize decision-making to the district level.
2. Increase farmer input into programme planning and resource allocation, especially at the block level.
3. Increase programme coordination and integration

ATMA would be supported by Governing Body (GB) and Management Committee (MC).

### **Atma Governing Body (GB)**

The Governing Body is a policy making body and provide guidance as well as review the progress and functioning of ATMA.

### **Atma Managemant Committee (Mc)**

The Management Committee would be responsible for planning and executing the day-to-day activities of ATMA. The performance of the Scheme was very good.

## **NATIONAL AGRICULTURAL INNOVATION PROJECT (NAIP), 2006**

The World Bank aided National Agricultural Innovation Project (NAIP) was launched on 26 July 2006.

### **Objectives**

The overall objective of the project is to facilitate the accelerated and sustainable transformation of Indian agriculture in support of poverty alleviation and income generation by collaborative development and application of agricultural innovations by the public organizations in partnership with farmers' groups, private sector and other stakeholders.

### **The specific objectives are:**

1. To build the critical capacity of the NARS as a catalyzing agent for management of change.
2. To promote production to consumption systems in priority areas/themes to enhance productivity, nutrition, profitability, income and employment.
3. To improve livelihood security of rural people living in disadvantaged regions through innovation system led by technology encompassing wider process of social and economic change covering all stakeholders.
4. To build capacity and undertake basic research in strategic areas to meet technology development challenges in the immediate and predictable future.

## **Agricultural Technology Information Centre-2000**

ATIC will serve as a "Single Window System" with an objective to help Farmers and other stake holders.

### **Specifically, the ATICs provide**

Diagnostic services for soil testing, plant and livestock health

Supply research products such as seeds, planting materials, livestock breeds, poultry strains, fish seed, processed products etc., emerging from an institution for testing and adaptation by various Clientele.

**ATIC disseminates technologies** through: Office calls, Telephone calls, Personal letters, Diagnostic services, Supply and Sale of technological inputs

**Disseminates information through published literature**, audio - visual aids and electronic media, provide an opportunity to institutions for **resource generation** through sale of their inputs and support the district level Agricultural Technology Management Agencies ( ATMAs) in technology dissemination wherever they are available.

## **Rashtriya Krishi Vikas Yojana (RKVY) 2007**

Concerned by the slow growth in the Agriculture and allied sectors, the National Development Council (NDC), in its meeting held on 29th May, 2007 resolved that a special Additional Central Assistance Scheme (RKVY) be launched. The NDC resolved that agricultural development strategies must be reoriented to meet the needs of farmers and called upon the Central and State governments to evolve a strategy to rejuvenate agriculture. The NDC reaffirmed its commitment to achieve 4 per cent annual growth in the agricultural sector during the 11th plan.

The Department of Agriculture, in compliance of the above resolution and in consultation with the Planning Commission, has prepared the guidelines for the RKVY scheme, to be known as **National Agriculture Development Programme (RKVY)**.

### **Objectives of the programme**

- 
- To incentivize the states that increase their investment in Agriculture and allied sectors
  - To provide flexibility and autonomy to the States in planning and executing programmes for agriculture
  - To ensure the preparation of Agriculture Plans for the districts and states
  - To achieve the goal of reducing the yield gaps in important crops
  - To maximize returns to the farmers
  - To address the agriculture and allied sectors in an integrated manner

## Basic features of RKVY

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- It is a State Plan scheme
- The eligibility of a state for the RKVY is contingent upon the state maintaining or increasing the State Plan expenditure for Agricultural and Allied sectors
- The base line expenditure is determined based on the average expenditure incurred by the State Government during the three years prior to the previous year.
- The preparation of the district and State Agriculture Plans is mandatory • The scheme encourages convergence with other programmes such as NREGS.
- The pattern of funding is 100% Central Government Grant.
- If the state lowers its investment in the subsequent years, and goes out of the RKVY basket, then the balance resources for completing the projects already commenced would have to be committed by the states.
- It is an incentive scheme, hence allocations are not automatic
- It will integrate agriculture and allied sectors comprehensively
- It will give high levels of flexibility to the states
- Projects with definite time-lines are highly encouraged

## Allied sectors covered under the scheme

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- Crop Husbandry (including Horticulture)
- Animal Husbandry, Dairy Development and Fisheries
- Agricultural Research and Education
- Agricultural Marketing
- Food storage and Warehousing
- Soil and Water Conservation
- Agricultural Financial Institutions
- Other Agriculture Programmes and Cooperation

## Areas of focus under the RKVY

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- Integrated Development of Food crops, including coarse cereals, minor millets and pulses
- Agriculture Mechanization
- Soil Health and Productivity
- Development of Rainfed Farming Systems
- Integrated Pest Management
- Promoting extension services
- Horticulture
- Animal Husbandry, Dairying & Fisheries
- Sericulture

- Study tours of farmers
- Organic and Bio-fertilizers
- Innovative Schemes

**National Rural Employment Guarantee Act 2005** was later renamed as the "**Mahatma Gandhi National Rural Employment Guarantee Act**".

**Main Aim** is to enhance livelihood security in rural areas by providing at least 100 days of wage employment in a financial year to every household whose adult members volunteer to do unskilled manual work.

## GOALS

i) Social protection for the most vulnerable people living in rural India by providing employment opportunities ii) Livelihood security for the poor through creation of durable assets, improved water security, soil conservation and higher land productivity iii) Drought-proofing and flood management in rural India iv) Empowerment of the socially disadvantaged, especially women, Scheduled Castes (SCs) and Schedules Tribes (STs) v) Strengthening decentralised, participatory planning through convergence of various anti-poverty and livelihoods initiatives vi) Deepening democracy at the grass-roots by strengthening Panchayati Raj Institutions vii) Effecting greater transparency and accountability in governance

Thus, MGNREGA is a powerful instrument for ensuring inclusive growth in rural India through its impact on social protection, livelihood security and democratic empowerment.

- Employment is to be provided within 5 km of an applicant's residence (10% of the minimum wage).
- Notified wages will be given. ○ Men & women are equally paid.
- Every household is entitled to a separate Job Card.
- If work is not provided within 15 days of applying, applicants are entitled to an unemployment allowance. Thus, employment under MGNREGA is a legal entitlement.

MGNREGA is to be implemented mainly by [gram panchayats](#) (GPs). The involvement of contractors is banned. One Panchayat Development Officer (PDO) and a Junior Engineer



(Jeworks) at the GP level shall be recruited to give a greater focus and to ensure adequate human and technical support at sub-district levels in the implementation of MGNREGA .

Starting from 200 districts on 2 February 2006, the NREGA covered all the districts of India from 1 April 2008.

In its World Development Report 2014, the World Bank termed it a **“Stellar Example of Rural Development”**.

### National Food Security Mission

In view of the stagnating food grain production and an increasing consumption need of the growing population, Government of India has launched this Centrally Sponsored Scheme, **‘National Food Security Mission’** in October 2007.

The Mission met with an overwhelming success and achieved the targeted additional production of rice, wheat and pulses. The Mission continued during 12th Five Year Plan with new targets of additional production of food grains of 25 million tonnes of food grains comprising of 10 million tonnes rice, 8 million tonnes of wheat, 4 million tonnes of pulses and 3 million tonnes of coarse cereals by the end of 12th Five Year Plan.

Based on past experience and performance of 12th Plan, the programme is being continued upto 2019-20, which is co-terminus with Fourteenth Finance Commission (FFC) period. The targets to achieve are 13 million tonnes of additional food grains production comprising of Rice – 5 million tonnes, Wheat- 3 million tonnes, Pulses- 3 million tonnes and Coarse Cereals- 2 million tonnes.

#### Major Components of NFSM

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1. National Food Security Mission – Rice (NFSM-Rice)
  2. National Food Security Mission – Wheat (NFSM-Wheat)
  3. National Food Security Mission – Pulses (NFSM-Pulses)
  4. National food Security Mission - Coarse cereals (NFSM-Coarse cereals)
  5. National Food Security Mission – Nutri cereals (NFSM- Nutri cereals)
  6. National Food Security Mission – Commercial crops (NFSM-Commercial crops)
  7. National Food Security Mission – Oilseeds and Oilpalm (NFSM-Oilseeds)
  8. National Food Security Mission – Seed village programme

## LECTURE-XII

### AUDIO-VISUAL AIDS

**12.1 Meaning of Audio-Visual aids 12.2 Importance of audio-visual aids 12.3 Classification of Audio visual Aids 12.4 Selection of Audio visual aids**

#### **Meaning of Audio-Visual aids**

The term audio-visual aid has a specific meaning. Literally, audio refers to sound waves that can normally be heard by the human ear. However, in the present context it implies relating to hearing. Similarly, the term visual implies relating to sense of receiving. The expression aids implies those instructional devices or teaching aids which makes teaching more effective. Audio –visual aids are those instructional devices that may be used by a teacher or a communicator in order to facilitate better understanding on the part of learners by involving their many senses, particularly those relating to seeing and hearing.

There is also a saying that a learner remembers 10 % of what he hears. 50 % of what he sees, and 90 % of what he hears, sees and does. This also explains the obvious emphasis on seeing and hearing in the use of audio visual aids.

1. These aids are only to assist the communication in his job of better teaching. They are not meant to replace him.
2. For using these aids, the emphasis is on non verbal experiences.
3. Use of these aids involves many senses of the learners, particularly those relating to seeing and hearing.
4. Audio –Visual aids do not include text books nor do they imply all teaching materials, teaching methods, or teaching techniques.
5. Inclusions of audio-visual aids is not fundamental in a teaching –learning situations, they should not be used to decorate the learning situation. Their use is justified only if they contribute to effective learning.

**Proper nomenclature** Audio –visual aids has been called by different names eg: Instructional aides, multisensory materials, aid to perceptual learning, audio-visual education, audio visual aids etc. The terms instructional aides, multisensory materials and aids to perceptual learning are too broad and general and may includes many other aids or materials useful for teaching, but not generally referred to as audio-visual aids. There is no such thing as audio –visual aids for us. These aids are meant to assist the teacher in developing a better learning on the part of the learner. Audiovisual materials may also refer to materials such as coloured papers, pencils etc. that may be used in the preparation of audio –visual aids. Audio visual techniques again refer to the various techniques employed by a teacher in the effective use of an audio-visual aid.

### **Importance Of Audio-Visual Aids**

Dale has listed the following importance of using audio-visual aids

1. Reduces the time lag
2. Make learning permanent
3. Add interest and involvement

4. Stimulate self activity
5. Provide direct interest
6. Develop continuity of thought.
7. Develop meaningful vocabulary
8. Enlarge the range of possible experience
9. Teach efficiently
10. Add highly useful variety
11. Improve the effectiveness of other materials.
12. Multiply messages.

Further Hoban, Finn and Dale (1950) on the basis of a review of research studies, draw the following conclusions about the contribution of audio visual aids to teaching.

1. They supply a basis for conceptual thinking and hence reduce meaningless word responses of learners.
2. They have a high degree of interest for learners.
3. They make learning permanent.
4. They offer a reality of experience which stimulates self activity on the part of learners.
5. They develop a continuity of thought, which is especially true of motion pictures, television etc.
6. They contribute to growth of meaning and hence to vocabulary development.
7. They provide experience not easily obtained through other materials and contribute to the efficiency, depth and variety of learning.

### **Classification of Audio visual Aids**

1. **Audio aids:** The instructional device through which message can be only heard are known as audio aids

Examples: Tape recorder, radio and telephone

2. **Visual aids:** The instructional device through which helps to visualise the message is known as visual aids

a. Projected visual aids: examples- slides, Over head projector, power point slides

b. Non projected visual aids: examples-Poster, charts, graphs, models, specimens, chalkboards, picture and photographs

c. Display type: Visuals are those which are spread before the audience for viewing, who get the message by looking at them. Examples; Poster, models, exhibits and specimens

d. Presentation type: Visuals are those presented or projected before the audience for viewing but at the same time, one explains or present the message of the visuals. So that the message gets a meaningful understanding of them. Example; Slides, Over head projectors, charts and power point slides

3. **Audio visual aids:** The instructional device through which the message can be heard and seen simultaneously are known as audio aids

a. **Projected Audio visual aids:** examples; Video and cinema

b. **Non project Audio visual aids:** examples; Drama, Puppet show and street play

#### **Selection of Audio visual aids**

1. Teaching objective

2. Nature of subject matter

3. Nature of audience

4. Size of audience

5. Availability of equipment's, materials and funds

6. Skill and experience of extension agent in preparation and use of audios visual aids.

## LECTURE-XIII

### PROGRAMME PLANNING

#### 13.1 Meaning 13.2 Definition

#### MEANING

#### PROGRAMME PLANNING

**PROGRAMME:** It is a carefully prepared statement written in a form that clearly sets forth the significant changes that are needed in the behaviour of the people and in the conditions in which they live, to be attained over a period of time.

**EXTENSION PROGRAMME:** Kelsey and Hearne (2005) states that it is a statement of situation, objectives, problems and solutions.

**PROGRAMME PLANNING:** It is a decision making process involving critical analysis of the existing situation and the problems, evaluation of the various alternatives to solve these problems and selection of the relevant ones, giving necessary priorities based upon local needs and resources by the cooperative efforts of the people both official and non-official with a view to facilitate the individual and community growth and development.

**SITUATION:** It is a statement of affairs that includes the cultural, social, economic and physical conditions in which a particular group of people find themselves at a given period of time.

**AIM:** It is generalized and broad statement of directions with respect to given activities. **Ex:** Increase in standard of living of the farmers', to get a job in case of students.

**OBJECTIVES:** These are expression of ends towards which our efforts are directed. **Ex:** Increase the yield of grape, get the highest marks.

**GOALS:** It is the distance in any given direction one expects to go during a given period of time. **Ex:** To increase the yield of grapes by 0.5t/ha, to get >9.5 CGPA or >95% grade.

**PROBLEM:** It is a condition that the people after study, with or without help, have decided needs changing.

**SOLUTION:** it is a course of proposed action to change an unsatisfactory condition to one that is needs changing.

**PLAN:** It is a predetermined course of action.

**PLAN OF WORK:** It is an outline of activities so arranged as to enable efficient execution of the programme. It is statement of activities to be undertaken by an individual, a group of people or an organization, within a definitely stated time, to carry out the recommendations in the programme. It indicates what is to be done, who is to do it, how it is to be done, when it is to be done, who are to be served or reached and how results will be measured.

**CALENDAR OF WORK:** It is plan of activities to be undertaken in a particular sequence.

**Need:** According to Leagans (1961), the need is the difference between what is, what could be and what ought to be. It implies a gap between what is, existing situation and what ought to be, the desirable situation.

### Types of needs

1. Felt needs (or consciously recognized need) i.e. the needs of which people aware of.
2. Unfelt need (unrecognised) i.e. the needs of which people are not aware of at present.

### Importance of programme planning

Rural development work is basically a joint effort of many agencies. Proper planning is important for achieving success in any work. Hence, the extension programme planning helps to

- Ensure careful consideration of what is to be done and why?
- Furnish a guide against which new proposals are to be judged.
- Understand the statement by the extension workers and the people.
- Establish objectives with which progress can be ensured and evaluated.
- Have a means of choosing the important from the incidental problems and the permanent from the temporary problems.
- Develop both felt and unfelt needs

- Give continuity during changes at personnel
- Aid in the development of leadership
- Avoid wastage of time and money and promote general efficiency
- Coordinate the efforts of the different people working for the rural development.

### **Principles of Extension Programme Planning**

Extension programmes have the definite purpose of improving rural life through individual, group and community action. Extension programme planning has certain principles which hold good irrespective of the nature of the clientele and the enterprises they may be pursuing. The principles are discussed in brief.

#### **1. extension programmes should be based on an analysis of the past experiences, present situation and future needs.**

For programme building, adequate information about the people and their situation has to be collected. The present situation is to be analyzed and interpreted on the basis of past experiences, which may be good or bad, encouraging or discouraging. This shall help in arriving at the future needs. In doing so, the local people are to be taken into confidence.

#### **2. Extension programmes should have clear and significant objectives which could satisfy important needs of the people.**

The ultimate objective of programme building is to satisfy the needs of the people. For this purpose, significant objectives pertaining to important needs of the people should be selected and clearly stated.

#### **3. Extension programmes should fix up priority on the basis of available resources and time**

The rural people, particularly in the developing countries, have a multitude of problems. All problems cannot be taken up at a time for solution, because of the limitations of trained personnel, availability of funds, facilities and other resources. Time is also a limiting factor as both the people and the funding agencies cannot wait for an indefinite period of time to get the results. Considering all these parameters it is essential to fix up priorities in the programme.

#### **4. Extension programmes should clearly indicate the availability and utilization of resources.**

An extension programme should clearly state where from the funds, facilities, supplies and the needed manpower shall be available and how they shall be utilized. This shall make the programme practical and workable.

#### **5. Extension programmes should have a general agreement at various levels.**



Programmes prepared at the various levels such as village, district, state and national levels should conform to each other and should not work at cross purposes, similarly, the extension programme of a particular department should not be in conflict or contradiction with the extension programme of another department.

#### **6. Extension programmes should involve people at the local level**

Extension programmes are implemented at the local level. Local people should therefore, be involved all through from programme formulation to programme implementation.

#### **7. Extension programmes should involve relevant institutions and organizations**

Extension programmes cannot be implemented in isolation. It requires the support of many institutions and organizations. The programme should broadly indicate the institutions and organizations to be involved and for what purpose.

#### **8. Extension programme should have definite plan of work**

The plan of work may be separately drawn up or incorporated in the programme. the programme should at least broadly indicate how it will be executed. unless the plan of work is drawn up, the programme remains a theoretical exercise.

#### **9. Extension programmes should provide for evaluation of results and reconsideration of the programme**

Extension programme is not a static outline of activities. The programme should make provision for periodical monitoring and evaluation of results to judge its progress. On the basis of the findings of evaluation, the programme should be suitably modified to facilitate its reaching the objective within the stipulated period of time.

#### **10. Extension programmes should provide for equitable distribution of the benefits amongst the members of the community.**

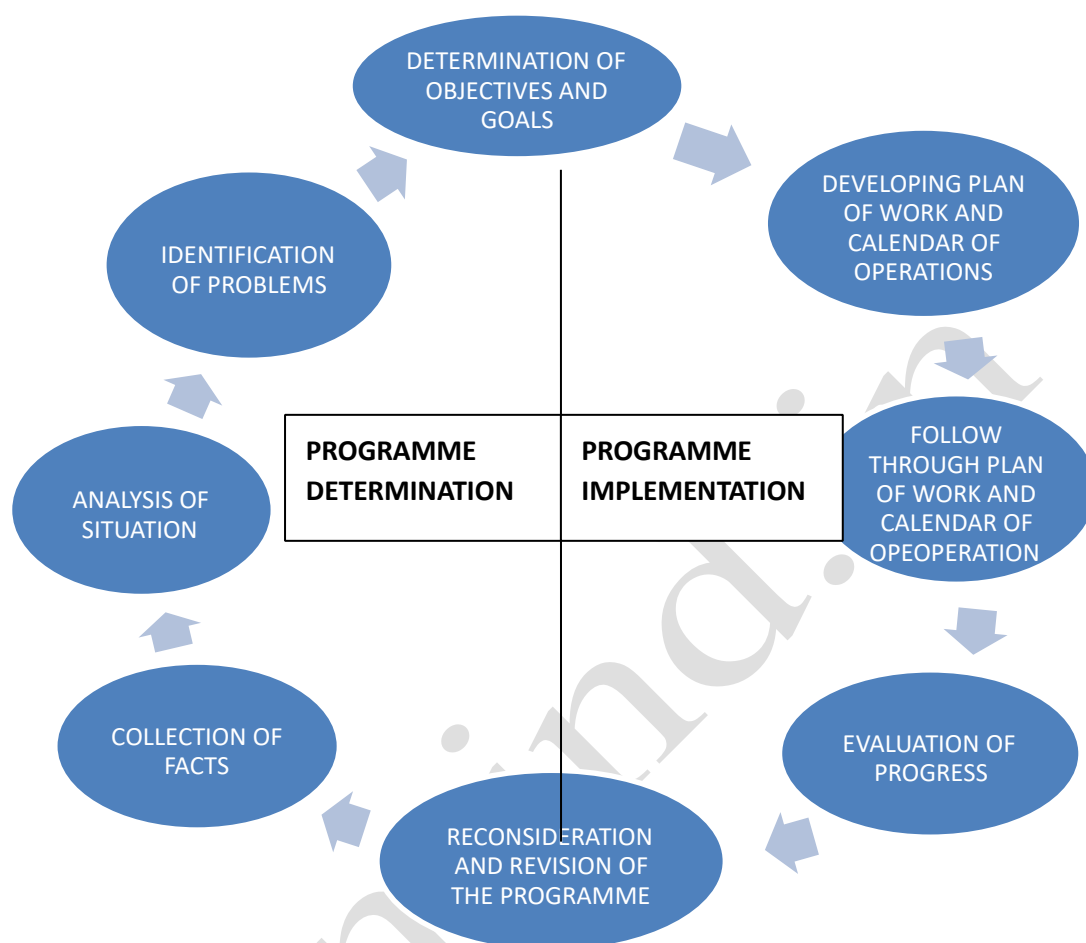
It has been found that, in a community generally the resources-rich persons benefit more in comparison to the resource-poor, from the implementation of extension programmes. As this may generate social disparity and social tensions, the planning of extension programmes should give adequate emphasis on the weaker sections of the community.

## **LECTURE-XIV**

## 14. Steps in Extension Programme Planning

Programme planning is a continuous series of activities or operations leading to the development of a definite plan of action to accomplish particular objectives. It is a process by which people work together to determine goals. In this process, there are eight steps among which first four are included under programme determination and remaining four under programme implementation.

- 1. Collection of facts:** facts are the foundation stones upon which the community leaders and the problem committee build and carry out their programmes. It is the starting point of programme planning process. Relevant data may be collected from the available records and by survey of the area. Information relating to the people, their enterprise, levels of technology, facilities and constraints, etc relevant to the programme building is collected. The information may also be collected from panchayaths, schools, cooperatives, etc.
- 2. Analysis of situation:** after collection of the data or information, it should be analysed in an unbiased way, keeping in view the feelings expressed by the client system. This helps in understanding the situation in its proper perspective.
- 3. Identification of problems:** A correct analysis and interpretation of the data shall help in proper identification of problems. There may be many problems, but only the urgent and significant ones which may be solved with the available resources and within the time limits may be selected. Selection of a large number of problems which can not be properly managed may lead to a failure of the programme and generate frustration among the people.



4. **Determination of objectives and goals:** at this stage, the objectives are set forth on the basis of significant needs/ problems identified. The objectives thus set should be direct and stated in clear term. Also, to make the objectives realistic and actionable, there is need to state them in terms of specific goals. While determining goals, it is necessary to go through the data again to find out what could actually be done in the existing situation with the available resources and time, which will be compatible and obtain cooperation from people. Hence, it is necessary to discuss with the people and decide the same.

5. **Developing plan of work and calendar of operations:** the plan of work should be in written form and shall indicate who shall do what job i.e. what the change agent system and the client system shall, which institutions shall be involved, financial requirements and how to meet it, etc. The plan should have all the essential details and no important point should be left out.

The calendar of operation shall be prepared based on the plan of work and shall specify when a particular work shall be done, preferably mentioning date and time, quantity

of inputs including credit, farmers and specialists involved, preparation of handouts, etc. This shall be at least for one season terms as “Seasonal Plan” or period of one year known as “Annual Plan”.

6. **Follow through plan of work and calendar of operations:** This is not a routine type of work as many people think. Training of participants, communication of information, conducting method demonstration, making regular visits and monitoring are some of the important mechanisms. The performance of extension agent and organizational support received at this stage may make the difference between success and failure or a programme. Obtaining feedback is also extremely important.
7. **Evaluation of progress:** Evaluation is a process of determining the extent to which we have been able to attain the objectives. All programmes must have an inbuilt system of evaluation to know how well the work is done. It should be a continuous process not only to measure the end results but also to ensure that all the steps are correctly followed. Evaluation may be formal or informal. It is carried out depending on the importance of programme and availability of manpower, funds, facilities and time. Evaluation indicates the shortfalls and pinpoint why it is so and what should be done to remove the deficiencies.
8. **Reconsideration and revision of the programme:** on the basis of the results of evaluation, the programme should be reconsidered and revised if needed. This should be done with all the stakeholders involved. It helps in making necessary corrections and modifications. Here emphasis should be given on the removal of technical defects if any and how to obtain cooperation from people and other stakeholders.

1. **Extension programme planning is process:**

2. **Extension programme planning is a decision making process:**

3. **Extension programme planning requires advance thinking:**

4. **Extension programme planning required skill and ability on the part of planners**

5. **Extension programme planning is built around content**

6. **Extension programme planning is a social action process**

7. **Extension programme planning is a collaborative effort**

8. **Extension programme planning is a system**

9. **The end product of extension programme planning is an extension programme**

## **EVALUATION:**

It is a process of determining the extent to which one has been able to attain the objectives.

In other words,

- † assessing the physical, financial inputs, personnel, activities and expected results
- † Analyzing whether these efforts are in the right direction of achieving objectives / results
- † An assessment of End Results or Impact of a project with reference to the objectives set in the project.

### **Purpose of evaluation**

- † Provides periodic tests which give direction for improvement of work
- † Serves as a check
- † Gives satisfaction to organizers and leaders
- † Helps to determine the degree attained
- † Enhance our knowledge
- † Helps to improve the workers and to accomplish more with the same efforts

### **Importance/advantages of evaluation**

- Helps to establish bench mark
- Shows how far our plan has progressed
- Shows whether we are proceeding in the right direction or not
- Shows the effectiveness of the programme
- Improves our skill in working with the people
- Helps to determine priorities
- Brings confidence and satisfaction to the extension worker
- Serves as a basis for further professional improvement
- Helps to locate strong and weak points in any programme or plan
- Helps to compare the values of achievement of a programme where cost is involved
- Facilitates the presentation of results for public use or support

### **Programme evaluation involves the following three essential steps**

1. Setting up of some standards or criteria in relation to the objectives.
2. Collection of information
3. Making judgment and drawing some unbiased and valid conclusions.

### **Types of evaluation**

There are three classifications on types of evaluation

#### **Classification I**

**Every day evaluation:** evaluation or review of activities daily by individual contacts, meeting, discussions, etc

**Informal studies:** involve review and analysis of information obtained from records, annual reports, questionnaires and surveys.

**Formal studies:** these are scientifically planned and carried out to provide objective wise information on the basis of assessment of the achievements of the objectives.

### **Classification II**

**Self evaluation:** carried out by the worker himself. This require self-critical attitude, which is essential for extension worker.

**Internal evaluation:** carried out by the agency responsible for planning and implementation of the programme.

**External evaluation:** conducted by the person or committee outside the area of operation.

### **Classification III**

**Concurrent evaluation:** evaluation is done while the programme is running

**Ex-post evaluation:** here evaluation is done after the programme is completed.

### **Degrees of evaluation**

**1. Casual every day evaluation:** casual do it evaluation on simple problems in day to day life situations without much consideration of the principles of evaluation.

Eg: Looking out through the window, individual will evaluate whether to carry umbrella or not.

**2. Self checking evaluation:** this represent a conscious attempt to apply the principles of evaluation it includes further checking our ordinary observations. It includes talking with others, writing to others for their judgement. Sending out a questionnaires to rate his information.

**3.Do it yourself evaluation:** Involves more planning and application of principles of evaluation they are more systematically done. More carefully planned and usually require some technical help. Each step in evaluation is considered and planned. They are usually surveys which produce usable results and can be done easily with some training or with some technical help.

**4.Extension studies:** involve the sophisticated test to be used to measure that aspect usually the scales are used like the attitude, knowledge and adoption scale they are broader in scope, require greater attention to sound principles of scientific procedure in order to secure accuracy needed.

**Eg.** Thesis of master degree.

**5.Scientific research:** is at the top of the scale involving complex problems and techniques for getting information from which conclusion drawn.

**Eg:** long term research studies to determine and effect results. (Experimental studies, before and after.)

### Monitoring of extension programme

It is the process of observing the unfolding/execution of the project, vis-a-vis these objectives.

It is a process of measuring, recording, collecting, processing and communicating information to assist project management decision-making.

### Basic Elements in Monitoring

In the study of Monitoring and Evaluation, the following basics (structure of a project) needs to be understood clearly to begin with.

“Purpose of a programme is to convert a set of RESOURCES into desired RESULTS.”

Resources are INPUTS. Results are OUTCOMES (This term is used here in a generic sense though it has more specific connotation which will be discussed later). Inputs to outcomes happen in a sequence as detailed below:

**Input:** Goods, Funds, Services, Manpower, Technology and other resources provided in a project with the expectation of OUTPUTS.

**Results:** Certain things happen immediately, and certain things ultimately while certain things in between these two (intermediate). According to this sequence, results can be grouped into three Broad categories.

**Output:** (Immediate results) Specific products or services, which an activity is expected to produce from its inputs in order to achieve the set objectives (increased irrigation, fertilizer use, health facility created etc.)

**Effect:** Outcome of the use of the project outputs above the realization of expected effects in a project will lead to desired impact – Intermediate results. In the recent M & E literature effects are described as outcomes.

**Impact:** Outcome of Project Effects (broad long term objectives: Standard of living and reducing poverty both at individual and community level) – Ultimate results. Impact is described as the

outcomes for a community or region than on individuals. It may include direct and indirect as well as primary, secondary and tertiary level.

## **LECTURE-XVI**

### **16.1 Participatory rural appraisal (PRA) 16.2 Rapid rural Appraisal (RRA)**

#### **PARTICIPATORY RURAL APPRAISAL (PRA)**



## INTRODUCTION

The past decade has witness more shifts in the rhetoric of rural development than in its practice. These shifts includes the now familiar reversals from top down to bottom up from centralized standardisation to the local diversity and from blueprint to learning process. Linked with these and form Blueprint. There have also been small beginning of changes in modes of learning. He move here is away from extractive survey questionnaires and towards participatory appraisal and analysis in which more and more activities, previously appropriated by outsiders are carried out by the local rural or urban people themselves.

In these changes, a part has been played by two closely related families of approaches and of methods, often referred to as PRA which spread in the 1980's and is further evolution into PRA which has come about fast and began to spread in the 1990's. The purposes of this chapter are to outline the origins, principles and for PRA to explore and assess its strength, weakness and paradigmatic significance.

### Sources of PRA

The approaches and methods described as PRA and evolving so fast that the to propose one secure and final definition would be unhelpful. As PRA further evolves, there will be changes in what it can usefully mean. It has been called an approach and method for learning about rural life and conditions from, with and by rural people the prepositions have sometimes been reversed in order to ready by with and from PRA is though more than just learning. It extends into analysis planning and action. PRA as a term is also used to describe a variety of approaches to cover these a recent description is that PRA is a family of approaches and methods to enable rural people to share, enhance and analyse their knowledge of life and conditions to plan and to act.

Five streams which stands out of as sources and parallel to PRA are in alphabetical order 1. Active participatory research 2. Agrecosystem analysis 3. Applied anthropology 4. Field research on farming system 5. Rapid rural appraisal

### Active participatory research

It is nothing but the family of approaches and methods which use dialogue and participatory research to enhance the people's awareness and confidence and to manpower their action. Activist participatory research in this sense owes much to the work and inspiration of Paulo Freire

Key commonly shared ideas and imperatives that stands out are

1. A poor people are act creative and capable and can and should do much of their own investigation, analysis and planning.
2. Outsiders have a role as convenors, catalysts and facilitators and
3. The weak should be empowered.

### **Agroecosystem analysis**

Agroecosystem analysis was so powerful and practical that it quickly overlapped with and contributed much to PRA. In some cases, either or both labels could be used to describe what was done. Some of the major contributions of agroecosystems analysis to current PRA and have been

1. Transects
2. Informal mapping
3. Diagramming and
4. Innovation

PRA represents an extension and application of social anthropological insights, approaches and methods, cross –fertilised with others. Some of the many insights and contributions coming from and shared with social anthropology have been;

1. the idea of field learning as flexible art rather than rigid science.
2. The value of field residence, unhurried participant observation and conservations.
3. The importance of attitudes, behaviour and support.
4. The emic-etic distinction and
5. The validity of indigenous technical knowledge.

### **RAPID RURAL APPRAISAL (RRA):**

It was developed as a methodology in the 1970's. RRA approach is an activity conducted on site by a multidisciplinary team; which uses simple non-standard methods and local people's knowledge to elicit, analysis and evaluate information and hypotheses about rural life and resources that are relevant for taking action.

## Objectives of RRA

1. Appraising agricultural and other needs of rural community
2. Prioritising areas of research tailored to such needs
3. Assessing feasibility of developmental needs and action plans
4. Implementing action plans, monitoring and evaluating them

RRA is suitable for evaluating, diagnosing and identifying rural situations, particularly when quick action is called for; for gaining an initial orientation in project region, for analysing a special problem, for resolving conflict; or for focusing on certain issues, and monitoring and evaluation.

## Participatory Rural Appraisal (PRA)

With RRA as a basis, a new approach was developed around 1988-89 termed Participatory Rural Appraisal (PRA).

According to Neela Mukherjee, participatory Rural Appraisal (PRA) is a methodology for interacting with villagers, understanding them and learning from them.

PRA is a means of collecting different kind of data, identifying and mobilising intended groups and evoking their participation and also opening ways in which intended groups can participate in decision-making, project design, execution and monitoring.

## Definition of PRA (Participatory Rural Appraisal)

PRA is the methodology for interacting with villagers and seeking their participation in putting forward their points of views about problems, analysing them and utilising the information to acquire learning.

## Objectives

1. To facilitate greater and better involvement of villagers by learning about their perceptions, experiences and capabilities;
2. To generate information and collection of data for immediate or future use;
3. To learn about the impact of earlier or ongoing policies and programmes and to frame new ones.

4. To impart training to different categories of persons involved in the development process, such as from the government, NGO's, banks, donar agencies, researchers, extension agents, scientists etc
5. To initiate research studies on use of PRA and to suggest improvements in its methodology.

### **Principles shared by PRA**

1. A reversal of learning :To learn from rural people directly on the site and face to face gaining from local, physical, technical and social knowledge.
2. Learning rapidly and progressively with conscious exploration. Flexible use of methods, opportunism, improvisation, flexible and use of methods, opportunism following a blueprint programme but being adaptable in a learning process.
3. Offsetting biases: Especially those of rural development tourism, by being relaxed and not rushing. Listening not lecturing. Probing instead of passing on to the next topic being unimposing instead of important and seeking out the poorer men and women and learning their concerns and priorities.
4. Optimising tradeoffs: Relating the cost of learning to the useful truth of information, with tradeoffs between quantity, relevance, accuracy and timeliness. This includes the principles of optimal ignorance knowing what is not worth knowing and of appropriate impression not measuring more than needed. As keyness is reputed to have said it is better to be approximately right than the precisely wrong.

### **SCOPE OF PRA**

#### **Scope and features of PRA**

1. It takes into account the people's indigenous knowledge
2. It is learning through participation about livelihood system and interaction of various facts.
3. It helps in joint evaluation of problems and opportunities.
4. The PRA is concerned with collecting information through participation.
5. It helps farmers to communicate their perception in their own language and mode of communication. Thus the use of symbols, maps and drawings is made not in standard forms of art but in a manner villagers can understand and do naturally.

6. It requires living and looking at life from close quarters, using methods that enables participation and learning. It lays emphasis on listening to people's experiences, history, culture, priorities and performance.
7. It encourages multidisciplinary investigation using multiple methods for cross checking to allow different perspectives.
8. Attitude of listening, learning and respect for rural people is essential for conducting PRA to enable mutual learning and understanding.

### Difference in RRA and PRA

Items	RRA	PRA
Developed in	Late 1970's/1980's	Late 1980's/1990's
Key resource	Local people's knowledge	Local people's analytical capabilities
Mode of interaction	Verbal (interview, discussion)	Visual (participatory diagramming)
Innovator	Universities	NGO's
User	Aid agencies	NGO's, Researchers.

### Participatory method

Various tools of PRA are taken in to consideration while conducting PRA for obtaining/sharing information from the villagers. The most commonly used PRA techniques are discussed here for clear understanding of the tools and their use.

Team building with members of the research system, extension system and client system is essential for participatory approach.

**1. Direct observation:** It is systematically observing objects, events, places, processes, relationships or people and recording these observations promptly. It is a good way to cross check information. When observing is complex event, the team should plan and divide roles to multiple view points. Different observes would concentrate on different group of people such as women, men, children, outsiders, etc.

### 2. Semi Structured Interview

It is a form of guided interviewing where only some questions are predetermined while many questions are formulated during the interview like journalistic interview.

- a) *Individual interview*: Interviews are conducted with purposively selected individual respondents interviewing a number of different people on the same topic shall quickly reveal a wide range of opinions, attitudes and strategies.
- b) *Key informants interview*: Key informants are the people who are considered experts in a given situation because of their professional knowledge or their position of influence in the community or organization ex: teacher religions leaders grass root leaders political leaders .
- c) *Group interview*: This method is used to obtain community level information. It provides access to a larger body of knowledge and provides an immediate cross check on information as it is received from several people in the group. It requires more advance planning and preparation than individual interview.
- d) *Focus group interview*: A group of people who possess certain characteristics provide data of a qualitative nature in a focused discussion. Each interview involves a group of six to eight people who discuss a common topic for one or two hours. A facilitator is chosen to ensure that the discussion is on track and no one dominates the discussion. The interviews are recorded and analyzed for the patterns and trends of responses among participants in one interview or across the entire set of groups involved.

**3. Matrix Ranking/preference ranking:** method of ranking and scoring reveals priorities and preferences of the villagers. It provides opportunities to all the village people to value and rank the problems and prioritize themselves.

Ranking and scoring: This method provides a chance to rural people to express their preferences and reasons for liking certain items. Here preference ranking, pair wise ranking, wealth ranking and relationship two factors are explored. It involves preparation of list of households and assigning a number to each. Then key informants are asked to rank individually according to their own criteria. The criteria used by them are discussed later. Final wealth classification is prepared on this basis.

### **Ranking:**

It means placing some items in order. These are useful for sensitive information like income or wealth. Ranking scores are easier to obtain than absolute measurements. It may be part of interview or separate.

- a) *Preferences ranking*: This allows the participatory team to determine quickly the main problems or preferences of individuals and enables the priorities of different persons to be easily compared. For a group of people a composite ranking may be obtained. A set of

problems or preferences relevant to the community is selected and a limited number of respondents are asked to give their opinion on 5 point rating scale continuum like most important, important, undecided, not so important, least important with scores 5 to 1 respectively. After tabulation, ranking may be obtained.

- b) *Pairwise ranking*: here the socially relevant items relating to problems, preferences, etc are separately presented to the respondents in pair in all possible combinations. If there are 'n' items, then number of pairs would be  $n(n-1)/2$ . The respondents would select one item over the other from each pair which they consider to be more important. A simple ranking of the items, on the basis of number of choices received for an individual or a composite ranking for all the items for a group may be obtained.
- c) *Direct matrix ranking*: This method enables the participatory team to prioritize from a list of criteria for a certain object. It allows the team to understand the reasons for local preferences for such things as tree species, crops, vegetable etc. The criteria are likely to change from group to group and between women and men.
- d) *Wealth ranking*: It is a method in which village people jointly determine the relative wealthiness taking into account assets, sources of income and liabilities of an individual family.

Wealth ranking are useful for leading into discussion on livelihoods, vulnerability, producing a baseline against which future intervention impact can be measured.

**4. Participatory mapping:** Participatory Mapping is very useful technique for developing participatory village development plan or for natural resource management. PRA team/outsideers can understand the geographical boundaries, roads, water resources, houses, schools and other physical and natural resources of a village easily, quickly from the participatory maps prepared by the villagers.

This involves constructing, on the ground or on paper, maps or models, using locally available materials such as sticks, stones, sand, soils, grasses, wood, rangoli powders, coloured chalk, pen and paper, etc. It helps to understand the geographical boundaries, roads, water resources, house schools and other physical and natural resources of the village easily and quickly.

Participatory mapping releases creativity of people and reveals their ways of using symbols. People open up with enthusiasm on using local materials and discussion becomes easier. It may be of different types.

- a) *Social map*: It is a diagram depicting village layout, roads, human habitation, schools, post office, temple, anganawadi centre, cattle, ownership of assets, etc.
- b) *Resource map*: Resource map of a village shows mainly available natural resources like topography, forest area, degraded land, pastures, water resources, agricultural land etc.

## 5. Transect walk

A transect walk is an exploratory walk which is undertaken by a multidisciplinary team of scientists along with village people to observe, cross check and critically examine and record minute details of a particular area physically. The purpose is to get an idea about farming practices, cropping patterns etc, to get cross sectional view of the village.

Participatory transect walk is a group activity of villagers and researchers to walk along various agro-ecological zones of the village and discuss about land use pattern, problems and rural ecological conditions. The experiences of the participating villagers about their participations are discussed by groups.

**6. Time line:** it is a method of visualizing key historical events and major changes perceived by the villagers, eg: Flood, soil erosion, climate changes, culture, etc. the best informants are the old people of the village. It helps us to trace trends through history and study of nature of change.

## 7. Seasonality analysis

It is applied to get an insight into seasonal variations in rural areas relates to RF pattern, crop rotation, fodder and fuel availability, labour requirements, insect and pest attack, etc. It is written over a period of year, month wise and depicted in simple graphic form.

**8. Venn diagram:** this PRA tool is applied to represent the role of individuals/institutions and the degree of their importance in decision-making and their performance. In the diagram, the size and distance of circle from the centre indicate importance of facilities to the village. Over lapping of circles indicate their inter-relationship and interaction with another institution. Overlapping may be small or large as per extent of interaction. If the circles are separate, represent no contact and if they touch each other means information is passing between institutions.

**9. Do it yourself:** The activities of rural people can be understood better if experts also get opportunities to practice them and realise their actual utility. It gives real ideas and helps i getting along with the people. They would appreciate such gestures of physical help.

## LECTURE-XVII

### MANAGEMENT AND ADMINISTRATION

**17.1 Management definitions 17.2 Principles of management 17.3 Functions of management 17.4 Meaning of administration 17.5 Basic principles of administration 17.6 Functions of administration**



## Management:

**Definitions** The term management stems from, the word **manage** which in turn, is derived from the French word ménage meaning ‘housekeeping’

In general usage, the word management identifies a special group of people whose job is to direct the effort and activities of other people toward common objectives.

Knootz and Weihrich (1988), Conceptualized management as the process of designing and maintaining an environment in which individuals. Working together in groups, accomplish efficiently selected aims it means that

1. As managers, people carry out the managerial functions of planning, organizing, staffing, leading and controlling.
2. Management applies to any kind of organization.
3. It applies to managers at all organizational levels;
4. The aim of all managers is the same to create a surplus

## PRINICIPLES OF MANAGEMENT

1. **Division of work:** Work specialization results improving efficiency of operation. The concept of division of work can be applied to both manage aerial and technical function.
2. **Authority and responsibility:** Authority is defined as the right to give orders and the power to exact obedience. Authority can be formal or personal. Normal authority is derived from once official position and personal authority is derived from factors like intelligence and experience. Authority and responsibility go hand in hand.
3. **Discipline:** Discipline is vital for running on organization smoothly. It involves obedience to authority, adherence to rules, respect for superiors and dedication to ones job.
4. **Unity of command:** Each employee should receive orders or instruction from superiors only.
5. **Unity of direction :** Activity should be organized in such a way that they all come under plane and are supervised from one person
6. **Subordination from the individual interest to the general interest:** Individual interest should not take precedence over the goals of the organization.

7. **Remuneration:** The compensation paid to employees should be based on the ability of the firm to pay.
8. **Centralization:** depending on the situation an organization should adopt a centralized approach to make optimum use of its personnel.
9. **Scalar chain :** The reference to the chain of authority that extends from the top to the bottom organization. The scalar chain defines communication path in an organization.
10. **Order :** This refers to both material and social order in organization material order indicated that everything is kept in the right place to facilitate smooth coordination of work activities. Similarly social order that the right person is placed in the right job.
11. **Equality :** All employees should be treated fairly. A manager should treat all employees in the same manner without prejudice.
12. **Stability of tenure personnel :** A high labour turn over should be prevented and managers should motivate their employees to do better job.
13. **Initiative :** employees should be encouraged to give suggestions and develop new work and better practices.
14. **Esprit de corps :** this means a management must have a team spirit in its employees.

## FUNCTIONS OF MANAGEMENT

**Definition of management** Management is creative problem solving. This creative solving is accomplished through four functions of management; planning, organizing, leading and controlling. The intended results in the use of an organization's resources in a way that accomplishes its mission and objectives.

In management excel, this standard definition is modified to align more closely with our teaching objectives and to communicate more clearly the content of the organizing function. Organizing is divided into organizing and staffing so that the importance of staffing in small business receives emphasis along side organizing.

## Function of management

**Gulick first used the acronym 'POSDCORB'** and UR wick (1987) to explain the seven process of administration/management **planning, organizing, staffing, directing, coordinating, reporting and budgeting**. These processes can explain the total working or management conditions of an institution.

This theory has basic assumption that the development processes and goals of the individual and his organization are at crucial points and fundamentally different. This is an antagonistic trend. The fusion theory is depicted as under.

Agricultural sector being an important part of the economy must have professional scientists/technocrats managers. This has to come by educational training designs aimed at preparing agricultural scientists for the top leadership and overall management.

The important management functions are **planning, organizing, motivating and controlling** and these are central to any discussion of management. These functions which constitute the management process (a step by step doing something) are relevant regardless the type of organization or level of management. The management process is briefly described as under.

### 1. Planning

It involves setting goals and objectives for the organization and developing work maps showing how these goals and objectives are to be accomplished. Planning includes both the broadest view of the organization, eg. Its mission, and the narrowest, eg : a tactic for accomplishing a specific goal.

### 2. Organizing

It involves bringing together resources – the people capital and equipment – in the most effective way to accomplish the goals. It therefore, involves an integration of resources. And also it is establishing the internal organizational structures of the organization. The focus is on division, coordination and control of tasks and the flow of information within the organization. It is in this function that managers distribute authority to holders.

### 3. Motivating

Motivating plays a large part in determining the level of performance of employees, which in turn influences how effectively the organizational goals will be met. It involves directing along with communicating and leading. Leading or influencing requires three general skills/competencies.

1. Diagnosing : it is cognitive
2. Adapting : it is a behavioural competency and
3. Communicating : it is a process competency
4. It involves feedback of results and follow up to compare accomplishment with plans and to make appropriate adjustment with plans and to make appropriate adjustments where outcomes have deviated from expectations.
4. **Controlling;** Controlling is the function that evaluates quality in all areas and detects potential or actual deviations from the organization plan. This ensures high quality performance and satisfactory results while maintaining an orderly and problem free environment controlling includes information management measurement of performance and institutions of correcting actions.

### MEANING OF ADMINISTRATION

**The Management of public** affairs of a government or institution is called administration. In extension education knowledge of administration is very important which can be developed by administrators. This knowledge will make the administrators aware of some of the unanticipated consequences of their decision. Secondly proper administration makes the administrator to his/her skill. Knowledge for solving problems of organization for which they are members.

Administration can be defined as the guidance leadership and control of the efforts of a group of individuals towards some common goal. According to this definition the essence of administration is the ability of administrator to plan large projects held together and organization for its accomplishment. Keep the organization functioning smoothly and efficiently and achieve the agreed upon objectives well within the allotment of the personal, time and resources available and without doing all the work himself.

### BASIC PRINCIPLES OF ADMINISTRATION

It is assumed that increased effectiveness of administration will occur when the principles of administration are followed. These principles are also called guidelines as they guide the administration in the performance of their job.

## 1. Principle of Hierarchy

- a. The members of the organizations are arranged in a definite subordinate – super ordinate hierarchy of line positions ( eg Clas I, II, III and IV). It is also known as the ‘Scalar process’, where in lines of positional authority and responsibility run upward and downward through several levels with a broad base at the bottom and a single head at the top in order to preserve the ‘unity of command’
- b. In the effective organization each worker knows who his supervisor is and each supervisor knows whom he is expected to supervise. If a worker is subject to orders from several supervisors (as in case of village development officer), he gets confused, in efficient and irresponsible. In this arrangement the authority of making vital decision is entrusted with a specialized person located at the helm of the organization.

## 2. Principles of Authority

Effective administration will occur when authority allocated to an individual or group of individuals is sufficient. The authority and the responsibility should be clearly defined and understood by all persons in the organizations. The different types of authorities are given in the following pages.

## 3. Principles of responsibility with matching authority

The individual should not be burdened only with responsibilities but should also be provided with matching authority. This is more important in a decentralized form of administration. Responsibility without authority is just like leaving an individual to fight with a tiger without a gun or weapon.

## 4. Principles of span of control

Span of control is the number of subordinates one has to supervise. In general, the span of control is such as to permit to decision making as it needed. It helps in attaining quality decision. It results in increased effectiveness and efficiency in attaining the organizational objectives. Some of the factors influencing the span of control include

- a. the intensity and frequency of the need to see the chief,
- b. the age of the agency
- c. the magnitude of their problems

- d. the professional competence and length of service of the staff
- e. the size of the agency
- f. the size of the geographic area in which the supervisor must operate
- g. the importance of the decisions which the supervisor must make
- h. the degree of control that must be exercised
- i. the degree of repetitiveness of the work to be done.

**5. Principles of communication:** There should be two way channel of communication, both vertical and horizontal in the organization. Communication ensures common understanding of organization values and objectives clear and proper assignments of authority and functions are required for success in large operations. Employees want to know what is going on without a broad sharing of information and purpose their morale will be low and the agency's task will be more difficult.

#### **6. Principles of organizational structure**

The organization can no longer remain fixed or static changes in basic objectives, in size of staff, in professional competency, adjustments in programme emphasis, in the nature of institutional relationship within which the organization must operate will have to be made. Similarly the need for long range as well as short range planning of programmer personnel and finances may require many adjustments, in the form of the administrative organizational structures. In short the organizational structure should be subject to continues adaptations as conditions warrant.

#### **Functions of Administration**

Administrators, broadly speaking, engage in a common set of functions to meet the organizations goals. These 'functions' of the administrator were described by 'Henri Fayol' as the '5 elements of administration'.

1. **Planning:** Planning is deciding in advances what to do, how to do it, when to do it and who should do it. It maps the path from where the organization is to, where it wants to be. The planning function involves establishing goals and arranging them in logical order. Administration engages in both short-range and long range planning.

2. **Organizing:** organizing involves identifying responsibilities to be performed, grouping responsibilities into departments or division and specifying organizational relationships. The purpose is to achieve coordinated efforts among all the elements in the organization. Organization must take into account delegation of authority and responsibility and span of control within supervisory units.
3. **Staffing:** staffing means filling job positions with the right at the right time. It involves determining staffing needs, writing job descriptions, recruiting and screening people to fill positions.
4. **Directing:** Directing in leading people in a manner that achieves the goals of the organization. This involves proper allocation of resources and providing an effective support. Directing requires exceptional interpersonal skills and the ability to motivate people. One of the crucial issues in directing is to find the correct balance between emphasis on staff needs and emphasis on economic production.
5. **Controlling:** Controlling is the function that evaluates quality in all areas and detects potential or actual deviations from the organization plan. This ensures high quality performance and satisfactory results while maintaining an orderly and problem free environment controlling includes information management measurement of performance and institutions of correcting actions.
6. **Budgeting:** Exempted from the list above, incorporates most of the administrative functions, beginning with the implementation of a budget plan through the application of budget controls.

## LECTURE - XVIII

### 18.1 Human Resource Development (HRD):

18.1.1 Concept

18.1.2 Principles of HRD.

18.1.3 Objectives of HRDP

18.2 Leadership.

18.1.1 Roles of leadership

18.1.2 Qualities or traits of leader

### **Human Resource Development (HRD):**

As a theory is a framework for the expansion of human capital within an organization through the development of both the organization and the individual to achieve performance improvement. Adam Smith states, “the capacities of individuals depended on their access to education”. The same statement applies to organisations themselves, but it requires a much broader field to cover both areas.

Human resource development is the integrated use of training, organization and career development efforts to improve the individual, group and organizational effectiveness. HRD develops the key competences that enable individuals in organisations to perform current and future jobs through planned learning activities. Groups within organisations use HRD to initiate and manage change. Also HRD ensures a match between individual and organizational needs.

#### **Concept:**

- ☐ HRD is the integrated, training organization and career development efforts to improve individual, group and organization.
- ☐ HRD ensures a match between individual and organizational needs.
- ☐ HRD develops the competency among the individuals.

#### **Principles of HRD.**

- ☐ To change the people educationally to bring their changes in their farming and home.
- ☐ change in farm ,home, public services balanced simultaneously

**Objectives of HRDP :**☐ Increase the economic and social level of the people.

- ☐ to develop resources of the people(honesty, hardworking, sincerity, knowledge and skill)

### **LEADERSHIP**

It is defined(by Happle) as the role and status of one or more individuals in the structure and functioning of group organizations which enable these groups to meet a need or purpose, that can be achieved only through the cooperation of the members of the group.



According to Hoffer and Gibson “leadership is the unique relationship which exists in a group when the processes of mutual stimulation makes it possible for one person to influence others in the pursuit of a common cause.”

**Definitions:**

**Leader** is a person who exerts an **influence** over a number of people

**Leader** is one who leads by initiation of social behavior, by directing, organizing or controlling the efforts of others, by prestige or power or position

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**Leader** is a person who is **spontaneously** considered or chosen as influential in a given situation. In every society certain individuals operate within groups to guide and influence members to action. These individuals are referred as **leaders**

**Leadership** is defined as an activity in which effort is made to **influence** people to cooperate in achieving a **goal** viewed by the group as desirable – **Rogers and Olmsted**

### **Roles of leadership Group**

#### **spokesmen:**

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

#### **Group harmonizer:**

All social groups usually have both uniformities and differences of opinion to maintain harmony with a group, emphasis must be placed upon the uniformities among the members rather than upon individual differences. The leader is responsible for pointing out to the group, when potential conflict situations arise, that the common purpose is sufficiently worthy of cooperation that the differences be resolved peacefully. But it should be remembered that the role of the group harmonizer is to promote harmony in line with the basic purpose of the group, not to promote harmony simply for harmony's sake. **Group planner:**

Generally persons are chosen for leadership positions because it is assumed that they know a little more about the problems confronting the group and the possible solutions than the other members of the group **Group executive:**

Most groups have some established methods of conducting business and achieving consensus of opinion on issues that come before them. 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 organization is carried on according to democratic principles.

#### **Group educator/teacher:**

In many groups the person elected as leader is one who has had more training and experiences than most of the members of the group. It is assumed that the leader knows more about the work of the particular group than most of the members.

**Symbol of group ideals:**

All social groups have implicit or explicit norms or ideals. as a rule, persons accepted as leaders are those who have adopted these norms and leave by them. The group expects its leadership to embody the ideals of the group. If a person cannot accept the ideals of the group and consistently make an effort to achieve them, he should decline to accept the role of leadership for the organization.

**Group discussion chairman:**

The preceding six roles have been based upon Sanderson statement of the group functions of leaders. The leadership roles are all interdependent and related to one another. In recent years there has been an increase interest in group discussion. Generally a group meets for a panel discussion or a form or a group thinking conference something apart from the routine business of the organization.

**Group supervisor :**

Professional leaders such as extension officers, in addition to serving as leaders of social groups also devote a portion of their time of working with lay leaders and group organizations like youth clubs, cooperative ,farmers associations etc these organisations have their own lay leaders. The extension officer's role is not to take over the work of the lay leaders, but rather to serve in the capacity to advise them.

**Qualities or traits of leader:**

1. Happle has listed the following traits or qualities as, desirable for effective leadership.
2. Physical fitness
3. Mental ability (intelligence)
4. Since of purpose(having definite ideas regarding the aims of the group)
5. Social insight(sensitivity to other person's position, problems or points of view)
6. Communication(including good listening and speaking acceptably in public)
7. Love for people(friendliness without favouritism or without giving scope for indiscipline)
8. Democracy (giving all members equal opportunities for participation etc.)
9. Initiative.

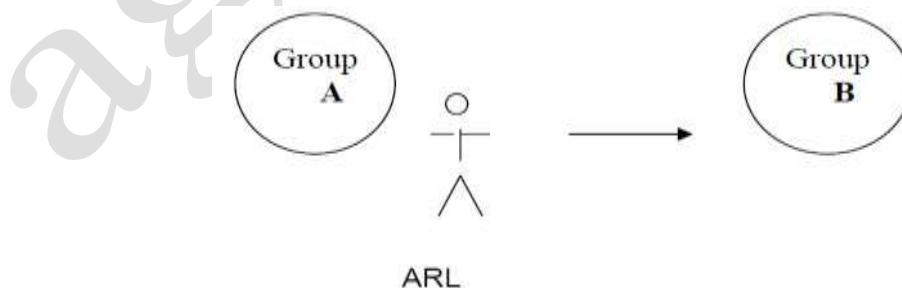
10. Enthusiasm
11. Authority (based upon mastery of knowledge and skills in a particular field.)
12. Decisiveness (ability to make good and prompt decisions or judgments)
13. Integrity of character
14. Teaching ability
15. Conviction and faith

### Classification of leadership or Types of leaders:

There are several classifications of leaders. For example the leaders may be classified in terms of the types of groups they work with such as **political, military, business, religious, recreational leaders etc.**

**Whyte** has classified leaders in to 4 categories as follows,

1. **Operational leaders:** those persons who actually initiate action within the group, regardless of whether or not they hold an **elected office**
2. **Popularity leaders:** means in a group a popular person will be elected to a position of leadership because the members like him. Sometimes such an individual may or may not be the **actual leader** of the group. Such persons holding elective positions do very little about initiating action for the group and are mere **figureheads** or **ornamental leaders**. They are also called **nominal** leaders
3. **Assumed representative type:** refers to a person selected to work with a committee or other leaders because the latter (Group B) have **assumed** that he represents another group (Group A) they desire to work with; he may or may not be a **leader** of the group (Group A)



4. **Prominent talent:** e.g. artists and musicians who have exhibited an outstanding ability and accomplishment in their respective fields. It may include the experts and intellectual leaders

Another classification divides leaders in to 2 categories:

1. **Professional leaders:** The professional leader is one who has received **specific specialized training** in the field. He works **full time** as an **occupation** and is **paid** for his work. E. G. **Extension Officer**, **Gram Sevak**, **Agricultural Officer** etc.
2. **Lay leaders:** The lay leader may or may not have received special **training**, is **not paid** for his work and usually works part time e.g. **youth club president**, **Gram Sahayak** etc. Lay leaders also called as **Volunteer leaders, or local leaders or natural leaders**. These local leaders may be either **formal** leaders or **informal** leaders, depending on whether they are **regular office bearers** of organized groups or not

Perhaps the **most significant** classification from the viewpoint of **modern research** as well as practical application of the results of research is the one designating them into the following **three** types

1. **Autocratic leader:** Autocratic leader is also known as **authoritarian** leader. He operates as if he **cannot trust** people. He thinks his subordinates are **never doing** what they should do; that the employee is paid to work and therefore must work. If he is a **benevolent** (kind) autocrat he may tend to view employees as children and encourage them to come to him with all their problems, no matter what is the nature or magnitude of the problem.
2. **Democratic leader:** He shares with the group members the **decision making** and **planning** of activities. The participation of **all** members is encouraged. He works to develop a feeling of **responsibility** on the part of every member of the group. He attempts to understand the **position** and **feelings** of the employee. If he criticizes, he does so in terms of **results** expected, rather than on the basis of **personalities**.
3. **Laissez-faire leader:** He believes that if you leave **workers alone**, the work will be done. He seems to have **no confidence** in himself. If at all possible he **puts off decision-making**. He tends to **withdraw** from the work group. He is often a **rationalizer**.

### **Roles of leader in a Group:**

Groups are dependent on **leaders**. A leader is not only a member of group and also is the **focal point** of activity of his group. He plays an important role in group's activity. The important roles of the leader are as follows:

1. **Group initiator:** the most important role of leader is that he should take **initiative** to get the group in to action
2. **Group spokesman:** if the group is to have outside relations it must be able to speak as a unit and leader is its voice. Leader has the responsibility of speaking for the group and representing the interests of the group

3. **Group harmonizer:** in all groups uniformities and differences are formed. A leader should be able to resolve differences peacefully. The role of the group harmonizer is to promote **harmony** in the group in line with basic purpose of the group
4. **Group planner:** generally it is assumed that the person chosen for leadership know a little bit more about the problems which the group is facing and the possible solutions.

So the leader has to plan the way by which the group can satisfy its needs. The leader has to plan for the group and with the group

5. **Group executive:** the leader is one who takes important role in conducting **business** of the group and he is responsible for seeing that the business of the organization is carried on according to democratic principles. It is the job of the leader that individuals of group accept responsibility of their part of activities in any plan of action adopted by the group
6. **Group educator or teacher:** in most of the groups the leader will have more training and experience. So the leader can teach according to the level of understanding of the members of the group so that they can understand his views. In this capacity his chief function is to develop and **train** other leaders so that group is not dependent completely on him
7. **Group symbol or symbol of group ideas:** all social groups have implicit (internal) or explicit (external) norms or ideals. As a rule persons accepted as leaders are those who have adopted these norms or **ideals** and live by them. The leader must make the members feel that they need ideals and depend upon them for accomplishing what they desire to do, the leader should be not be self interested
8. **Group supervisor:** the leader also acts as supervisor. A good leader **supervises** the work of his peers and subordinates. 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 clubs, cooperatives etc.

### **Different methods of selection of both professional and lay leaders:**

#### **I. Selection of Professional Leaders:**

##### **A. Interview:**

1. The **time-honored** and **most widely** used method of selecting persons for position of professional leadership. It is based primarily upon an **interview** and an evaluation of **past academic** and **occupational records** of the individual. A large amount of information concerning a person can be acquired through an **interview**
2. The chief difficulty with the interview is that one can observe and evaluate the applicant only as he answers questions during a **brief** period of time

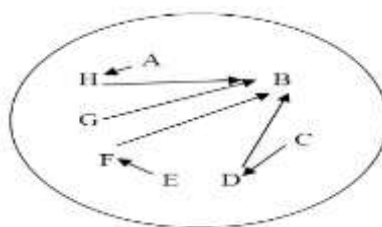
3. In industry and management there has been an attempt to supplement the interview by subjecting applicants to a **battery of tests**
4. These tests measure ability, aptitudes, attitudes and interests and both the academic training and practical experience
5. The use of a battery of tests along with an interview provides a better basis for selection than using the interview alone **B. Performance Tests:**

1. These have been used in certain situations as a part of the basis for selection of professional leaders
2. One type of these is the '**Leaderless group tests**' in which seven or eight persons are given a common task to perform and it is left up to the persons involved to determine which person have become the leader
3. Another type of test is to appoint an individual as a **leader** and then observe how well he directs the activities of the members of the group
4. The big advantage of these performance tests is that one can observe the **potential leader** in a real life situation in which he is functioning as the leader of a group

## II. Selection of lay leaders:

**A. Sociometry:** Sociometry is concerned primarily with obtaining **choices** in inter-personal relations, such as with whom one would like to work, play etc. or to whom one would go for advice on farming or other problems

1. It attempts to describe social phenomena in **quantitative** terms
2. It may be used in selecting professional leaders also, but of greater use in selection of lay leaders
3. It is necessary that all the persons involved in a sociometric test **know** one another. These tests are **not** designed to measure vague factor called **popularity**, but it is popularity of acceptance in terms of specific activities
4. Sociograms for the same individuals will manifest (bring out) **differences** when the choices are in relation to different activities. This method is very useful to the extension worker in finding out the natural or local or informal leaders in the villages
5. An extension worker goes into a given area and asks the farmers to indicate whom; they ordinarily consult for **advice** on farming, which the extension worker wants to introduce. Usually after a few interviews, it becomes apparent (clear) which farmer is the influential person on natural leader. The figure below illustrates the Sociometry test



### SOCIOGRAM

7. When farmer H is interviewed he may indicate that generally he goes to B for advice on farming, farmers G, F, D may also say that they take advice from farmer B on farming.

The farmers A, E and C are depending on farmers H, F and D respectively. Then B is the operational or potential natural leader for these farmers and therefore if extension worker induces farmer B for the adoption of new improved practices it is quiet likely that the other farmers will be influenced by his behavior and adopt the same practices **B. Election:**

1. Another method widely used in selecting leaders, consists simply of the members of the group **electing** a leader through **voting** or any other method
2. The extension worker can guide or assist the local people in electing the right person for the right job by explaining to the group, the functions of leader in relation to particular problem and outlining the qualifications of a good leader for the given purpose. Election can also be used for selecting persons to receive leadership training who later become the actual leaders

### C. The Discussion Method:

1. Through discussions (on any subject) the person with sound knowledge and ability is soon recognized and a mere talker easily spotted
2. Discussion gives encouragement and assurance to the potential leader to express himself, and over a period of time may make him more confident in accepting some position of leadership and he emerges as a valuable leader **D. The Workshop Method:**

1. In this method a large group is broken in to **smaller groups** and the responsibility of the program and decision-making rests upon the smaller units
2. Leadership emerges in each small group. Over a period of time, the extension worker can spot certain leaders who come to the fore (front) in taking responsibilities
3. The extension worker or professional leader in the workshop has the position of consultant, observer, discussion group leader etc. **E. The Group Observer:**

1. The extension worker should watch (observe) a community or group in action and then he will be able to spot potential leaders



2. He may observe the community in any type of situation. For obtaining the best results, the group should not be aware of that the extension worker is observing them.

**Rogers** who designated the local leaders as **opinion leaders** mentions the following two methods to locate these leaders in mass public **F. Key informants:**

1. In a community **key informants** or persons with important information about their community like teachers, VLWs etc may be asked by the extension worker to indicate opinion leaders in that area based on their indications he will select the leader.
2. **Key informant** method is cost saving and time saving when compared to the sociometric method and other methods

#### **G. Self-designating technique:**

1. This consists of asking a respondent a series of questions to determine the degree to which he perceives **himself** to be an opinion leader based on the analysis of the answers obtained, the extension workers selects a leader
2. Lay leaders are otherwise called as local leaders or **informal leaders** or **volunteer leaders**. Professional leaders are otherwise called as **formal leaders**.

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