RURAL DEVELOPMENT

DRD-09
Communication and Extension in Rural Development

Block

2

Extension: Concepts, Philosophy and Approaches

Unit – I
Concepts, Philosophy and Principles of Extension

Unit – II
Historical Development and Rural Extension in India

Unit – III
Rural Extension through ICAR

Unit – IV
Extension Methods

Odisha State Open University
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UNIT -1
Concepts, Philosophy and Principles of Extension

Learning Objectives:
After completion of this unit, you should be able to:

• Explain the meaning and importance of extension education in rural development
• Differentiate between formal education and extension education
• List the philosophy of Extension Education
• List the Principles of Extension Education

Structure :

1.1 Introduction
1.2 Extension Education
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1.3 Concept of Extension
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1.13 Check Your Progress – Possible Answers
1.1 Introduction

What is Extension?

The word ‘Extension’ is derived from the Latin roots, ‘ex’ meaning ‘out’ and ‘tensio’ meaning ‘stretching’. Literally it means ‘stretching out’. That is stretching out beyond the boundaries of university and research stations to reach the rural people to educate them on various issues.

The use of the term “extension” was first recorded in Britain in the 1840s. James Stuart, Fellow of Trinity College, Cambridge, who gave several lecturers to women’s associations and working man’s clubs in the north of England during 1867-68, is considered as father of extension. But, the term was formally used for the first time in 1873 by Cambridge University to describe a particular ‘Extension’ of educational innovation. This was to take the educational advantages of universities to the ordinary people where they lived and worked.

In India, the terms community development and extension became more popular with the launching of Community Development Projects in 1952 and with the establishment of the National Extension Service in 1953. Since then, Community development has been regarded as a programme for an all-round development of the rural people, and extension as the means to achieve this objective.

What is Education?

Education is the process of developing capabilities of the individuals so that they can respond appropriately to the situations. Or in simple words, it is the process of production of desirable changes in the human behaviour, i.e. bringing out the desired changes in knowledge (things known), attitude (things felt) and skill (things done), either in all, or one or more of them.

Types of Education: Informal Education is the lifelong process by which every person acquires and accumulates knowledge, skill, attitude and insights from daily experiences and exposure to the environment at home, at work, at play, etc. Example: Reading books, newspaper, etc.

Formal Education is the highly institutionalized, chronologically graded and hierarchically structured education system spanning lower primary school and upper reaches of the university. Example: School Education
Non-formal Education is an organised, 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 and children according to their needs. Example: Extension Education.

1.2 Extension Education

In continuation to what is being discussed earlier in ‘What is Extension’, Cumberlidge (1956) defined that Extension is education of the rural adults and children outside the school, in matters of their own choice and interest; education for freedom which seeks to help persons to use the liberty of action with which a democratic society is constructed. But, Kelsey and Hearne (1963) explained that extension work is an out-of-school systems of education in which adults and young people learn by doing.

It may be observed from these definitions that education is the integral part of extension and the type of education imparted to the out of school children and adult is non-formal in nature. However, these definitions do not cover the entire scope of Extension Education which has now attended the stature of a distinct discipline with its own research, methodology, teaching and field (practice) of activities.

Leagans (1961) defines Extension Education is an applied science consisting of content derived from research, accumulated field experiences and relevant principles drawn from the behavioural sciences synthesized with useful technology in to a body of philosophy, principles, contents and methods focused on the problems of out-of-school education for adults and youth.

The National Commission on Agriculture (1976) explains extension education 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 on production, management, conservation and marketing.

O P Dahama (1973) defines extension education 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.

We may say that the extension education is a science which deals with the creation, transmission and application of knowledge designed to bring about planned changes in the behaviour
(knowledge, skill and attitude) of people, with a view to help them live better by learning the ways of improving their vocations, enterprise and institutions.

By definition, extension and extension education are synonymous. They are used interchangeable in the extension literatures.

1.2.1 Difference between Formal Education and Extension Education

Extension education and formal education differs in a number of ways, and some of them are-

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Formal Education</th>
<th>Extension Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher starts with theory of the subject and works up to practical theory</td>
<td>Extension education starts with practical problem of the learners and may take up theory later on.</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching is largely confined to the premises of the institutions.</td>
<td>Extension teaching is mostly outside the four walls of the formal institution.</td>
</tr>
<tr>
<td>3.</td>
<td>The learners are homogenous with common goals.</td>
<td>The learners (adults) are heterogeneous and have diverse goals.</td>
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<tr>
<td>4.</td>
<td>The learners adapt to the fixed curriculum offered by the institutions.</td>
<td>Extension education has no fixed curriculum. It has to be designed as per the requirements of the farmers.</td>
</tr>
<tr>
<td>5.</td>
<td>Strict adherence to institutional rules subject and regulations</td>
<td>Freedom of attendance and choice of matters are left to the learners.</td>
</tr>
<tr>
<td>6.</td>
<td>Knowledge flows from the teacher to the learners.</td>
<td>Knowledge flows from both teacher to learners and from learners to teacher.</td>
</tr>
<tr>
<td>7.</td>
<td>The teacher only instructs the students</td>
<td>The extension agents/workers teach a great deal through local leaders/progressive farmers.</td>
</tr>
<tr>
<td>8.</td>
<td>It is more theoretical</td>
<td>It is more practical and problem solving oriented</td>
</tr>
<tr>
<td>9.</td>
<td>It is more rigid in nature</td>
<td>It is flexible in nature</td>
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</tbody>
</table>
1.3 Concept of Extension

The basic concept of Extension is Education, which is defined as the production of desirable changes in human behaviour. The production of desirable changes in human being is possible by changing his/her knowledge, understanding, skill and attitude about any activity. Through extension education either all, or one or more than one of the above is attempted to achieve so that so that a farmer may improve his/her standard of living. Extension is not only attempting to change the behaviour and ensuring adoption of a particular practice but also aims at changing the outlook of the farmer so that they will be receptive to the new ideas and continuously seek means to improve his quality of life. Extension is essentially the means by which new knowledge and ideas are introduced into rural areas in order to bring about change and improve the lives of farmers and their families.

1.3.1 Basic Elements of Behaviour

1. Knowledge and Understanding
2. Skill
3. Attitude

The FAO survey report on Extension in Asia (1975) mentions three important concept of extension, and they are-

(i) All inclusive concept- A number of countries still conceive that extension means the work that is done by the Government departments at village level, including the supplies to the rural farmers.

(ii) Service concept- To gain more confidence of the farmers, more work of service nature was also added later.

(iii) Educational concept- The ultimate aim is to help people to help themselves through education to bring a change in outlook. But effective education is possible only if there is a separate agency to assume the responsibility for supplies and services enabling the extension workers to devote themselves to the task of training the farmers.

The concept of extension is based on the certain basic premises and they are as follows as mentioned by Hassanullah (1998).
1. People have unlimited potential for personal growth and development.

2. The development may take place at any stage of their lives, if they are provided with adequate and appropriate learning opportunities.

3. Adults are not interested in learning only for the sake of learning. They are motivated when new learning provides opportunities for application, for increased productivity and improved standards of living.

4. Such learning is a continuous need of rural populations and should be provided on a continuing basis, because the problems as well as the technologies of production and living are continuously changing.

5. Given the required knowledge and skills, people are capable of making optimal choices for their individual and social benefits.

1.3.2 Need for Extension

The rural people are to be educated to adopt improved technologies which are being developed in the research stations for their benefits. However, this education process is not simple. The institutions, organisations and extension workers involved in this process should understand the principle and philosophy of adult education. According to Supe(1987), the researchers neither have time nor they equipped for the job of persuading the villagers to adopt scientific methods, and to ascertain from them the rural problems. Similarly, it is difficult for the farmers to always visit the research stations and obtain firsthand information. Thus, there is a need for an agency to interpret the findings of research to the farmers and to carry the problems of the farmers to research stations for solution. This gap is filled by the extension agency.

1.3.3 Objectives of Extension

The literal meaning of the term, objectives, is the expressions of the ends towards which our efforts are directed. In other words, an objective means a direction of movement. The fundamental objective of extension is the development of people by means of education. More specifically stated, the following are general objectives of extension-

1. To assist people to discover and analyze their problems, identify the felt needs and taking appropriate decision.
2. Educating people to be able to make similar decisions in future under similar situation.

3. To develop leadership among people and help them in organising groups to solve their problems.

4. To disseminate information based on research work and/or practical experiences in such a manner that the people would accept it and put it into actual practices.

5. To facilitate the process of farmers’ institutions development in the rural areas.

6. To keep research stations informed about the problems of the farmers.

7. Stimulating desirable developments within the framework of the national, economic and social policies involving all the sub sectors of development as a whole.

### 1.3.4 Functions of Extension

The main function of extension is to bring about desirable changes in the human behaviour. Changes may be brought about in their knowledge, skill and attitude towards ideas, innovations, practices, etc. The extension system includes all intuitions like public, private, and non-government development institutions that educate people for their betterment. Extension performs set of functions that induce voluntary change among people for development.

A set of functions of extension includes:

1) transferring technology for sustainable development

2) transferring management capacity to mobilize and organize developmental activities by all communities

3) capacity building of all stakeholders in the developmental process on various aspects like planning, evaluation and implementation of programmes.

### 1.4 Basic Elements of Extension

According to J.P. Leagans (1961), there are three basic elements in extension for rural development which the extension educator must deal with as they are key to his success. These elements are:
1. Main himself-physiological and psychological
2. Men’s environment-physical, economic and social
3. Man-created devices for improving her/his welfare

1. **A View of Man Himself** : An Extension educator should view a man as:

   a) Individual human personality possessing many inherited traits, tendencies and capacities that create forces which shape what they think, what they do and how they do it.

   b) Possessing extensive mental power to analyze, learn, think, reason, understand, remember, forget, reject, decide, judge, and to do other things.

   c) Possessing emotional powers which includes 1) capacity to feel various emotions like love, hate, confidence, fear, sadness, happiness, etc. 2) desire to resist many acts and conditions like innovation, imposition, poverty, strangeness, etc. 3) desire to improve many things like his knowledge and skills level, food, clothing, housing, agriculture production, independence, leadership, etc.

   d) Possessing great potential physical skill to improve his condition

2. **Man’s Environment** : Man is surrounded by other human beings, physical items, social and cultural norms and economic conditions. Environmental forces exert continuous pressure on him and shape his personality accordingly. Some of the major environmental/external forces facing a typical farmer in an Indian village are:

   - Low agricultural production
   - Poor housing and other amenities
   - Low per capita income
   - Poor health
   - Under-employment
   - Poor educational opportunities
   - Poor credit system
   - Poor marketing infrastructure
   - Unproductive and uneconomical agricultural implements
Adherence to outmoded customs and traditions, etc.

These are some of the problems, and most of them are men made. Interventions in these areas require proper understanding of the men’s environment so that extension programmes could be designed properly to deal these problems.

3. Man-created Devices to Serve Man: In human civilization, man has created various institutions and forces, and developed certain mechanisms to promote his welfare. Man has been always attempting through various institutions—educational, technological, physical, economical, social, administrative, religious, etc—created by him to minimize the gap between what ought to be and what is in human being. After independence, India has developed various man-created devices to improve the socio-economic condition of the farmers, and few of them are:

- Trained personnel
- Scientific knowledge
- Improved production tools
- Improved production materials and methods
- Expanded communication media
- Policy guidelines
- Government aid in money and inputs
- Provision of credits
- Freedom and encouragement
- Promotion of cooperatives, Self Help Groups, etc.

These three elements lie at the use of extension educator for rural development. The third element, man-created devices are designed to help people to make desirable adjustment between the elements of man and his environment. The methods by which the adjustment is to be made in a free society are education. Only the human element is controlling the progress today. Therefore the key to rural development lies in the Mind, Heart and Hands of the people and those of their professional leaders (Mathialagan, 2007)
1.5 Scope of Extension

The dictionary meaning of ‘scope’ is ‘space for action’. The scope is enormous in the present context. The growth and development is required in all sphere of life, and for that, extension plays a very important role. It teaches people how to something efficiently and work out means and ways to meet the different needs of life. Now, extension is an integral part of agriculture and rural development programmes in India. The development, India has made in the fields agriculture, animal husbandry, fishery, forestry, horticulture, sericulture, etc. are largely due to extension services in the particular discipline. Kelsey and Hearne (1967) gave emphasis on nine areas, which indicate the scope of extension, these are;

(1) Efficiency in agricultural and allied production
(2) Efficiency in marketing, distribution and utilisation
(3) Conservation, development and use of natural resources
(4) Management on the farm and in home.
(5) Family living
(6) Youth development
(7) Leadership development
(8) Community development and rural area development
(9) Public affairs

Extension is an integral part of technology transfer or teaching in agriculture, animal husbandry, rural development, social works, etc. The principle, philosophy and methodologies of extension are now being widely used in other fields like health, nutrition, family planning, natural resource management, disaster preparedness, etc. Its application has gained relevance also in the urban areas where teaching, training, motivation and creation of awareness of is required for implementation of various programmes. In view of these, the scope of the extension is very broad and covers many aspects of rural development.

Check Your Progress I

Note: a) Use the space provided for your answers.
   b) Check your answers with the possible answers provided at the end of this unit.

Q 1) What is Extension?
Ans: ____________________________
Q 2) What is Education?
Ans: ____________________________

Q 3) What are the basic Elements of Behaviour?
Ans: ____________________________

1.6 Components of Extension

In the context of rural development, extension has the following three broad components:

- Extension Education
- Extension Services
- Extension Work
1.6.1 Extension Education

Extension education is basically a need based, people’s participation based, local resource based and problem-solution based approach, and it is very much interrelated with teaching, extension and research. Here, extension efforts are related to research both in terms of its products, viz. new technologies and process. The extension education role is performed by higher learning institutions, viz. research institutes, universities, and apex level training and extension organisations.

1.6.2 Extension Services

Extension services are the mission and mandate of the various development departments like agriculture, animal husbandry, horticulture, watershed, rural development, health, industry, education, etc. in all the states of the country. It is a programme for development employing the extension process as a means for implementation. Extension service is location specific, input intensive service oriented, and field level professional activities with two objectives (i) transferring new technologies or innovations, and advising the people on improved methods; and (ii) communicating development constraints to research institutes / development organization / policy makers, as feedback for development of solutions to the problems. Thus, extension service serves as a link between researchers, development workers, and people. Extension service also works hand-in-hand with other development departments, credit institutions, NGOs, international agencies, civil society, etc. to multiply their efforts and effects.

1.6.3 Extension Work

Extension work is to assist people to improve their socio-economic condition through educational and service approach. It helps people to take decision in right direction. Through extension work, people are stimulated to make changes that result in more efficient production and marketing, conservation of natural resources, improved livelihood security, health, and more satisfying family and community life. Extension work is location specific and usually susceptible to outside criticism. Extension work is actually to help people to help themselves by taking care of their wellbeing. It is not always doing for them. Extension work ensures the participation of people in developmental works and there after owning the programmes. This is not a work of only providing service rather a work of educating the people to take control of their development. That is way it is an educational process giving more emphasis on developing the capacity of the people rather than only providing services of various kind.
1.7 Philosophy of Extension Education

The word “Philosophy” has a wide range of meanings. It is the pursuit of wisdom, a body of general principles or laws of a field of knowledge. Essentially philosophy is a view of life, wisdom or knowledge and its various components. It is a body of general principles of laws of a field of knowledge, activities, etc., such as a philosophy of life or philosophy of extension work. The practical implication is that the philosophy of a particular field would furnish the principles or guidelines with which to shape or mould the programmes or activities relating to that discipline. The philosophy of extension education is based on the hypothesis that the rural people are capable, intelligent and willing to change their situation.

The philosophy of extension education has been interpreted in many ways by various authors and some of them are as follows:

**According to Ensminger (1962)**

1. Extension is educational for all village people.
2. Extension is changing the knowledge, skill and attitude of the people.
3. Extension is teaching people what to want, as well as how to work out ways of satisfying these wants and inspiring them to achieve their desires.
4. Extension is “helping people to help themselves”.
5. Extension is “learning by doing and seeing is believing”.
6. Extension is development of individual and their society.
7. Extension is living relationship, respect and trust for each other.
8. Extension is working in harmony with culture of the people.
9. Extension is working together to expand the welfare and happiness of people.
10. Extension is a two-way channel.
11. Extension is a continuous process educational process in which both learner and teacher contribute and receive.
According to Kelsey and Hearne (1967)

The basic philosophy of extension education is to teach people how to think, not what to think. Extension’s specific job is furnishing the inspiration, supplying specific advice and technical help, and counseling to see that the people as individuals, families, groups and communities work together as a unit to solve their problems. Extension workers work with people to help them develop themselves and achieve personal superior personal wellbeing.

According to Mildred Horton

1. The individual is supreme in a democracy
2. The home is the fundamental unit in a civilization
3. The family is the first training group of the human race
4. The foundation of any permanent civilization must rest on the partnership of man and land (nature).

According to Dahama (1965)

1. Self-help
2. People are the greatest resources
3. It is a cooperative effort
4. It has its foundation in democracy
5. It involves a two-way channel of knowledge and experience
6. It is based on creating interest by seeing and doing
7. Voluntary, co-operative participation in programmes
8. Persuasion and education of the people
9. The programme is based on the attitude and values of the people
10. It is a never ending process

1.7 Principles of Extension of Education

Principles of Extension Education

Principles are generalized guidelines which form the basis for decision and action in a consistent way. These principles are found to be true in delivering results under varying conditions and
circumstances. To work with the rural people, we must have knowledge of these principles. Some of these principles related to extension education are mentioned below.

1. **Principle of interests and needs** - People’s interest and need should be kept in mind while formulating the extension programme. These needs and interests differ from individual to individual and village to village. So, therefore extension programme should be need specific. The extension workers should not pass on their interests as those of the people.

2. **Principle of existing environment** - Extension programme should be designed as per the resource availability in the community and capacity of the primary stakeholders. Every social system has its own characteristics, advantages and limitations. Careful examination of issues and problems related to a particular area are required before taking up extension work.

3. **Principle of Participation and co-operation** - Participation of villagers in the programme means involvement of people in identification of problems, planning, implementation and evaluation of the programme. However, this process is hardly followed in any programme execution. Therefore, large numbers of programmes have failed to produce desired outcomes. It has been found that if the villagers take decisions concerning the implementation of the programme, the success rate become very high. Extension workers should involve the community in all aspects while implementing a programme otherwise it would be a viewed by the villagers as a programme implemented by government.

4. **Principle of learning by doing** - The villagers should be actively involved in the programme activities. This will help them to see the result by doing the things which will facilitate the quick behavioural change and develop the confidence to use the practices/ideas in future. The extension worker should keep in mind this important principle of extension that the adults learn maximum by doing things and they should apply this principle liberally in their extension works for better result.

5. **Principle of satisfaction** - The end product of extension work should produce satisfying results for the people. Satisfying results reinforce learning and motivate to seek further improvement.

6. **Principle of leadership** - People believes in local leaders, and work on their advice. Identifying different types of leaders and working through them is essential for extension. The local leaders are to be trained, and used extensively in the extension programme.
7. **Principle of grass roots approach**- Extension programmes should start with local groups, local situations and local problems. Extension work should start with where people are and what they have. Change should start from the existing situation. The objective of starting the extension programme with local people is to demonstrate the value of new practice or programmes so that more and more people would participate.

8. **Principle of democratic approach**- The extension work is democratic both in philosophy and practice. It believes in persuasion and discussion. The people are provided with number of choices and they are free to adopt or not to adopt.

9. **Principle of culture difference**- There is cultural difference between the extension agents and the farmers. Differences also exist between group of farmers in different parts of the country in their customs, values, beliefs, attitude and way of life. Extension programme must be carried out in harmony with the prevailing culture for better acceptance and results.

10. **Principle of indigenous knowledge**- People have been solving their problems by application of indigenous knowledge since generations. These knowledge have been part of their social system and people consider it essential for their survival. The extension agent, instead of ignoring the importance of indigenous knowledge, should understand them and their ramification in the life of the people and develop extension programme accordingly.

11. **Principle of whole family approach**- Household is considered as unit of intervention for development. So, extension programme should be developed in such way that it encourages the participation and involvement of entire family members. The goal of development is difficult to achieve without educating the whole family- the male member, the female member and children.

12. **Principle of adaptability**- Extension Programmes should be flexible in nature to accommodate the local conditions. This is required because the people need, resource availability and local situation vary from place to place and time to time.

13. **Principle of using existing grass root institutions/organisation**- At present, there are number of formally established institutions like Gram Panchayat, co-operatives, schools, youth clubs, farmers associations, Self Help Group (SHG) are working in the village for the development of the villagers. These institutions or organisations know the problems of the village very well than any external agency. The extension agents should utilize the services of good local organisations for promoting the developmental activities.
14. **Principle of using trained specialists**- Agriculture and allied fields are growing very rapidly due to innovations and adoption of improved practices. Technologies of yester years are becoming obsolete. It is not possible for the extension workers to be abreast of latest developments in various aspects of a particular field. So, the extension worker should use the experts or trained specialists in the programme to recommend the better and latest practice to the farmers to get maximum benefit.

15. **Principle of addressing problems of all class of society**- Extension education programmes is basically democratic in nature. It is expected that the programme benefits the all segments of the society. If the programme favours or ignores any segment or group, the results will be affected.

16. **Principle of continuous evaluation**- Evaluation is a process by which one understands the problems of programme implementation. Accordingly, suitable steps are taken to rectify or speed up the process to reach the target as outlined in the project document. Extension worker should make periodic evaluation of his/her programme to know the extent to which the results obtained are in agreement with the objectives fixed earlier. If there is any deficiency, she/he should take immediate corrective measures to bring the programme in to right track.

1.8 **Extension Educational Process**

Extension educational process involves five essential and integrated steps. The sequence of these steps is discussed on the basis of concept developed by Leagans (1961).
The first step is the analysis of situation in which the facts about people, their interests, need, social customs and habits and economic, social, cultural, physical, technological environment in which they live and work are collected. The facts collected are analyzed to identify the problems.

The second step is deciding on objectives or goals to be accomplished by the community. A limited number of objectives should be selected by involving the local people. The objectives should be specific, clearly stated and achievable and on completion should produce tangible economic benefit to the people.

The third step is teaching which involves what should be taught (content) and how it should be taught (methods). It requires the selection of appropriate methods and aids looking in to the complexity of the contents and objectives of the programme. This phase is very important, and the extension worker’s effectiveness is determined on the ability to use extension methods to meet the extension education objectives.

The fourth step is evaluating the teaching, i.e. determining the extent to which the objects have been fulfilled. This will also be a test of how accurately and clearly the objectives have been stated and what methodology adopted to reach the goals. The process of evaluation may be simple and informal or it may be formal and very complex. Evaluation not only provides us the reasons of success but also indicate the deficiencies which help to formulate better programmes in future.

The fifth step is the reconsideration of entire extension educational programme on the light of results of evaluation. This step consists of a review of previous efforts and results which reveal a new situation. If this new situation shows the need for further work, then the whole process may begin again, with new or modified objectives.

Hence, the extension education is a continuous teaching-learning process and this process goes on, resulting the progress of the people from a less desirable to more desirable situation.

**Check Your Progress II**

Note: a) Use the space provided for your answers.
      b) Check your answers with the possible answers provided at the end of this unit.

Q 4) What are the objectives of Extension?

Ans: ________________________________
Q 5) What are the important functions of Extension?
Ans: ____________________________

Q 6) What are the three broad component of Extension?
Ans: ____________________________
1.10 Let Us Sum Up

The word ‘Extension’ is derived from the Latin roots, ‘ex’ meaning ‘out’ and ‘tensio’ meaning ‘stretching’. Literally it means ‘stretching out’. That is stretching out beyond the boundaries of university and research stations to reach the rural people to educate them on various issues. We may say that the extension education is a science which deals with the creation, transmission and application of knowledge designed to bring about planned changes in the behaviour (knowledge, skill and attitude) of people, with a view to help them live better by learning the ways of improving their vocations, enterprise and institutions. In this Unit, we discussed about the principles, philosophy, needs and importance of extension education for rural development.

1.11 Key Words

**Extension:** The word ‘Extension’ is derived from the Latin roots, ‘ex’ meaning ‘out’ and ‘tensio’ meaning ‘stretching’. Literally it means ‘stretching out’.

**Education:** Education is the process of developing capabilities of the individuals so that they can respond appropriately to the situations. Or in simple words, it is the process of production of desirable changes in the human behaviour, i.e. bringing out the desired changes in knowledge (things known), attitude (things felt) and skill (things done), either in all, or one or more of them.

**Philosophy:** The word “Philosophy” has a wide range of meanings. It is the pursuit of wisdom, a body of general principles or laws of a field of knowledge. Essentially philosophy is a view of life, wisdom or knowledge and its various components. It is a body of general principles or laws of a field of knowledge, activities, etc., such as a philosophy of life or philosophy of extension work.

**Principles:** Principles are generalized guidelines which form the basis for decision and action in a consistent way.

1.12 Suggested Readings


1.13 Check Your Progress – Possible Answers

Check Your Progress I

Q 1) What is Extension?

Ans: The word ‘Extension’ is derived from the Latin roots, ‘ex’ meaning ‘out’ and ‘tensio’ meaning ‘stretching’. Literally it means ‘stretching out’. That is stretching out beyond the boundaries of university and research stations to reach the rural people to educate them on various issues.

Q2) What is Education?

Ans: Education is the process of developing capabilities of the individuals so that they can respond appropriately to the situations. Or in simple words, it is the process of production of desirable changes in the human behaviour, i.e. bringing out the desired changes in knowledge (things known), attitude (things felt) and skill (things done), either in all, or one or more of them.

Q3) What are the basic Elements of Behaviour?

Ans: 1. Knowledge and Understanding
   2. Skill
   3. Attitude

Check Your Progress II

Q 4) What are the objectives of Extension?


Ans: To assist people to discover and analyze their problems, identify the felt needs and taking appropriate decision.

1. Educating people to be able to make similar decisions in future under similar situation.
2. To develop leadership among people and help them in organising groups to solve their problems.
3. To disseminate information based on research work and/or practical experiences in such a manner that the people would accept it and put it in to actual practices.
4. To facilitate the process of farmers’ institutions development in the rural areas.
5. To keep research stations informed about the problems of the farmers.
6. Stimulating desirable developments within the framework of the national, economic and social policies involving all the sub sectors of development as a whole.

Q 5 ) What are the important functions of Extension?
Ans: 1) transferring technology for sustainable development
2) transferring management capacity to mobilize and organize developmental activities by all communities
3) capacity building of all stakeholders in the developmental process on various aspects like planning, evaluation and implementation of programmes.

Q 6) What are the three broad component of Extension?
Ans: ● Extension Education
    ● Extension Services
    ● Extension Work

Q 7) What are the steps of Extension Educational Process?
Ans: Teaching
     Evaluation
     Reconsideration
     Situation
     Objectives
UNIT -2

Historical Development and Rural Extension in India

Learning Objectives:

After completion of this unit, you should be able to:

• List different rural development programmes of pre and post Independence era
• Explain about the National Extension Services
• Explain about the Community Development Programme

Structure:

2.1 Introduction
2.2 Rural Development during Pre and Post Independence India
2.3 Post-Independence
   2.3.1 Etawah Pilot Project (1948)
   2.3.2 Sarvodaya Scheme (1948)
   2.3.3 Nilokheri Project (1948)
   2.3.4 Paul Hoffman- 15 pilot projects (1951)
   2.3.5 Chester Bowels (1951)
2.4 Planned Strategies for Rural Development in India
   2.4.1 Community Development Programme (CDP)
   2.4.2 National Extension Service (NES)
2.5 Important Rural Development Programmes and Schemes launched under different Five Year Plans
2.6 Let Us Sum Up
2.7 Key Words
2.8 Suggested Readings
2.9 Check Your Progress – Possible Answers
2.1 Introduction

The term ‘rural development’ is used very frequently by planner, policy maker, academician, researcher, social worker, common man, etc. across the globe in different ways, and vastly in divergent contexts. It is very difficult to find out a universally acceptable definition. The concept of rural development encompasses a wide spectrum of fields of development.

Rural Development:

As a Concept, it connotes overall development of rural areas with a view to improve the quality of life of rural people (Singh, 1999, p.18).

As a Phenomenon, it is the result of interaction between various physical, environmental, technological, economic, socio-cultural and institutional factors in the rural areas of a nation (Mathur, 2008, p.2).

As a Strategy, it is the approach or operational design to bring about the desired positive changes in the socio-economic and cultural life of the rural people (Mathur, 2008, p.2).

As a discipline, it is multi-disciplinary in nature, representing an intersection of agricultural, social, behavioural, engineering and management sciences (Chambers, 1983, p.147).

Thus rural development is planned, designed and deliberate interventions to influence the socio-economic situations to achieve improved living standard of low-income population residing in rural areas and making the process of their development sustainable and self sustained. It is a process that enhances the capacity of the rural people to improve their lives and environment, accomplished by wider distribution of benefits resulting from such improvement. Rural development includes both agricultural and non-agricultural aspects of life. It includes economic growth as well as development of various sections and sectors of rural society.

Economists distinguish among the terms development, economic growth and economic development. Sing (2008) explains the term development, “Generally speaking, the term development implies a change that is desirable. Since what is desirable at a particular time, place and in a particular culture may not be desirable at other places, or at other times at the same place and in the same cultural milieu, it is impossible to think of a universally acceptable definition of development At best, development in the context of society could be conceptualized as a set of desirable societal objectives which society seeks to achieve. Thus defined, development is cherished by all individuals, communities and nations, irrespective of their culture, religion and spatial location”. Economic growth means sustained increase in
per capita real income. But, economic development is a much wider term. It includes economic growth and at the same time encompasses other issues like pattern of production, distribution of national income, consumption behaviour of the people and concern for environment. The concept of sustainable development advocates economic progress in an environmentally responsible manner. To quote, “Sustainable development is development that meets the needs of the present without compromising the ability of future generation to meet their own needs (WCED 1987, p.43).” Sustainable development attempts to strike a balance between the demands of the economic development and the need for protection of the environment. It seeks to combine the elements of economic efficiency, intergenerational equity, social concerns and environmental protection. Although, the term sustainable development has many interpretations, it is generally refers to non-declining human well-being over time (Government of India, Economic Survey, 1998-99, p. 156).

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 farmers, tenants and landless. Hence, rural development is defined as a process of sustainable improvement in the quality of life of rural people, especially the poor (Singh, 2008, p. 21).

2.2 Rural Development during Pre and Post Independence India

Pre-Independence

Rural development traces back its history to the seventeenth century when voluntary efforts to serve the mankind were initiated by a religious society of people known as ‘Friends’ or ‘Quakers’ in England, then the other parts of World including India. It aimed at providing services to mankind transcending bonds of religion, territory and culture. During the British period, the British government was never serious about the rural development. But, they acted under compelling situation like famines and economic distress. During 1800 to 1825, it was reported that there were five famines; during 1825 to 1850, two famines; during 1850 to 1875, six famines; and during 1875 to 1900, there were eighteen famines in different parts of the country. Famines forced the British government in to action. The Famine Commission of 1880, 1898, 1901, the Irrigation Committee of 1903, the Commission on Co-operation of 1915 and the Royal Commission on Indian Agriculture were the efforts of the Government to improve the economic condition of the common man, but seldom were the reports of the commissions implemented in right spirit. However, during these periods, the most active role in the field of rural development was played by the Christian missionaries who aimed at the
all-round development of their Christian converts. In the year 1987, British Government heeding to the representation made by Manchester Cotton Supply Association established the Department of Revenue, Agriculture and Commerce. But, this department did not do much related to agriculture development except the collection of agricultural statistics.

Based on Famine Commission’s (1880) recommendations, Agriculture Department was established in most of the States, and as per the Famine Commission (1901) report, the Imperial Agricultural Research Institute, livestock farms and experimental stations were stated. The Government of India Act 1919 empowered the transfer of all the Development Departments connected with rural development to the major provinces and there after agricultural development become a state subject.

The Royal Commission on Agriculture (1928) suggested the government to establish a body for agricultural research at the national level for promotion, guidance and co-ordination of agricultural research. The commission observed that agricultural research can be of no help to the cultivators until its results are given to them in a form in which they become a part of their agricultural practice.

Prior to independence of the country, many reformers and philanthropists started various innovative rural development programmes either alone or with association with other organisations for the benefit of the poor people. Some of them are:

1. **Rural Reconstruction Programme (1890) in Borada**

   The rural reconstruction programme was started in Borada province by Maharaja Sayaji Rao. The programme emphasized on establishment of village Panchayats; education of children; adult education; improving agriculture production through expansion of irrigation facilities; production, distribution and use of better quality seeds, etc.

2. **Scheme of Rural Reconstruction (1903)**

   Daniel Hamilton launched a scheme of creating model village in an area of ‘Sunderban’ near West Bengal on co-operative principles. In 1934, a Rural Reconstruction Institute was also established. It provided training facilities in cottage industries.

3. **Servants of Indian Society (1905)**

   This was funded by Gopala Krishna Kokale as a political society at Poona. It laid strong emphasis on socio-economic and educational activities. Later Kokale started training centres
in Madras State (Chennai), United Province and Central Province (Madhya Pradesh) and published booklets on the basic education and labour problems, etc.

4. Economic Conference of Mysore (1914-18)

This was launched by Dr. M.S. Visweswarya as the Divan of Mysore state. It was planned to have an overall development of the locality. Agriculture was given priority in the scheme. Various committees were formed with officials to survey the needs and formulate plans for implementation. The scheme was wound up later due to immense load of the programme.

5. The Gurgaon Experiment (1920)

The Village Development Programme was started by F.L. Brayne, a Britisher, in Gurgaon district of Punjab and Haryana. The programme included establishment of school of rural economy to train the village guides for rural uplift work; setting up of domestic school of economics to train the village women; taking up rural sanitation works; agricultural development programmes, etc. He especially visualized the role of village school teacher as beyond teaching in the school and as a person who can solve the simple problems of the villagers. After the transfer of Brayane, there was a lack of interest and the scheme did not make much headway. Again this programme gathered momentum after 1933 when Brayane was appointed as the Commissioner of Rural Reconstruction in Punjab.

6. Marthandam Attempt (1921)

This programme was started by Dr. Spencer Hatch in 1921 at Marthandam (place nearer to Kanyakumari in Tamil Nadu) with the help of YMCA (Young Man Christian Association). The main objectives of this project were five-fold, namely, mental, spiritual, physical, economical and social development. Various clubs like egg selling club, honey club, weaver’s club, etc. were organised under this programme in the villages. Dr. Hatch had a very well planned approach to the village development. The programme covered development of cottage industries like mats and basket making, poultry keeping, bee keeping, etc.

7. Sriniketan Rural Reconstruction Programme (1921)
The Poet Rabindranath Tagore set up an Ashram at Shantinikatan (West Bengal), a peaceful place away from Calcutta. He started his rural development activities with L.K. Elmhirst from his institute of reconstruction with objectives of to improve village situations and developing interest among youth in rural development works. The institute of rural reconstruction conducted several demonstration on farmers’ holding on improved agricultural practices, established a dairy and poultry to supply milk, eggs, better animals and birds to the farmers for breeding. The programme emphasized on helping villagers to develop agriculture, livestock, formation of cooperatives and improving village sanitation.

8. Sevagram Project (1923)

This project was started by the Father of Nation, Mahatma Gandhi in 1923 but it had really started in 1920 as All India Spinners’ Association. The project was based on the principles of ‘Truth and Non-Violence’ and aimed at social and economic development. The objectives of the project were to provide service to the underprivileged section of the society for self dependency. The main activities of the project were organisation of training centre for cottage industries, prohibition, removal of untouchability, stressing women education and basic education and preaching and practicing of communal unity.

9. Rural Reconstruction Programme in India (1932)

The project was started by V.T. Krishnamachari in Boroda state in 1932. The programme aimed at developing a will to live better and to develop capacity for self help and self reliance. The programme included the activities like digging of water wells, distribution of agriculture inputs and establishment cooperatives, panchayats, etc.

10. Rural Development Programme (1935)

This is a Government Programme initiated in 1935-36 with the announcement of a grant of Rs. 1 crore by the Government of India for distribution to the provinces for the economic development and improvement of rural areas. The programme aimed at encouragement of village industries, improvement of village communication, rural sanitation and recreation, medical aids, agricultural improvements, etc. Rural reconstruction centres were organised for intensive work in the specially selected areas and various non-official organisation and educational bodies also did lot of work in this direction.
11. Grow More Food Campaign (1943)

This was started in 1942 after the crisis of food grains in Bengal. This campaign was done in an organised way to increase agricultural production. More emphasis was given on use of improved agricultural techniques in farming. Trained field men were employed. Fertilizers and improved seeds were distributed to raise food production. The Grow More Food Campaign Enquiry Committee under the chairmanship of V.T. Krishnamachari observed that the campaign failed to achieve the expected results due to various shortcomings in the basic strategy like, very narrow and restricted scope of operation, lack of integrated approach and the short-term objectives of increasing productivity, etc. It was also observed that the movement only touched a fringe of the population, and did not arouse widespread enthusiasm, or became in any sense a national programme.

12. Indian Village Service (1945)

This was a mission project and was operated in U.P. districts in 1948 under the direction of Dr. W.H. Wiser. The main objectives of the scheme was to motivate people regarding cooperation for development work, give chance to rural people for their help in rural uplift works and enable villagers to solve their own problems.

13. Firka (Village) Development Scheme (1946)

Firka Development scheme was first started in 34 firkas in the them Madras State by T. Prakasam. The scheme was later extended to other firkas. Based on Gandhiji’s idea of ‘Village Swaraj’, the programme emphasized on providing housing, education, water supply, developments of roads, improvements of sanitation, etc. The programme was directed in each firka by firka development committee consisting of officials and non-officials. At macro level, the programme emphasized on improvements in agriculture, development of village industries, formation of Panchayat, setting up cooperatives, encouraging social and cultural activities, etc. The scheme was later merged in Community Development Programme in 1952.

2.3 Post-Independence

2.3.1. Etawah Pilot Project (1948) : This Project of rural development and welfare was started in Etawah (U.P.) in September 1948 with active assistance of Lt. Col. Albert Mayer
and Mr. Horace Holmes of USA. The main objectives of the project were to increase agricultural production and social development. These objectives were sought to be achieved through reclamation of waste land, ravine reclamation and building of upland, construction of sanitary wells, agriculture demonstrations, construction of roads, supply of seeds and manures, horticulture development, etc.

Initially, the project was started with 64 villages and later it was extended up to 122 villages. In this project, the village level workers were trained and appointed, co-operation of other department and agencies was enlisted and demonstrations were conducted. The Government of India was very much impressed by the achievements of the project and considered it as a shining example of rural development work. Finally, this project was merged with National Extension Service (NES).

2.3.2. Sarvodaya Scheme (1948)

Sri Vinoba Bhave started this programme in 1948, and it was based on Gandhian principles. This programme was worked for village upliftment and it aimed at Bhudan, Gramdan, etc. The land and money collected were distributed amongst the landless labourers in the villages.

2.3.3. Nilokheri Project (1948)

This project was started by S.K. Dey to rehabilitate the displaced persons coming from Pakistan (due to partition of the country) by establishing a new township at Nilokheri in Karnal district in Haryana. Dey engaged the refugees in construction work assuring them the right to live, the right to work, and right to earn remuneration for the work they performed. These three rights formed the basis of a scheme known as Mazdoor Manzil. The plan included developing medical facilities, sanitation, middle and high school education, vocational farming, horticulture, poultry, fishery, etc. The Nilokheri township developed through this project served the villages around and in turn received the surplus of food and other commodities for the urban population. There was establishment of good relationship between town and nearby villages. The development phase was more or less completed by the end of 1951.

2.3.4. Paul Hoffman- 15 pilot projects (1951)

Ford Foundation of USA under the guidance of its president, Paul Hoffman started 15 pilot projects in various states of the country around middle of 1951. Under this project, a centre for training of extension personnel was also opened. The idea was to produce a multipurpose
worker who would know how to offer first aid in the various facets of the programme of agriculture. Five training centres attached to five agriculture colleges were started with financial help from Ford Foundation.

2.3.5. Chester Bowels (1951)

Chester Bowles met with Nehru in 1951 and offered 54 million dollar U.S. aid to begin expanding the Etawah work. He agreed to spend the money over three years on approximately 50 projects, each with 300 villages. The planning document specified that each village in the program should be provided with drinking water facility, with agricultural extension and veterinary services, with drainage facilities where needed. He has planned that each group of 25 villages was to be clustered in a market unit, and each five market units would be grouped in a “block,” whose central settlement would have accommodations for a thousand families, electricity and telephone services, an agricultural school, a plant nursery, a small hospital, and small-scale industries. Under this programme, fifteen pilot projects were approved in 1951. Each covered 100 villages, and each was under the control of an extension director with a staff agricultural officer, three agricultural technicians, and about a dozen village level workers.

The above mentioned projects had one or more shortcomings which resulted in failure or limited success in achieving the goals of community development. The shortcomings are summed up as follows:

i. Most of the efforts were based on individual efforts and inspired by humanitarian considerations.

ii. Government backing and financial assistance were lacking.

iii. Attempts were isolated, uneven and discontinuous.

iv. Staffs employed were inadequate, inexperienced and untrained.

v. Plans and programmes were ill-defined and unbalanced.

vi. Association and cooperation with other departments was very limited.

vii. Involvement of the people in planning and execution i.e. finding out the problems and their solution was very limited.
Check Your Progress I

Note: a) Use the space provided for your answers.
     b) Check your answers with the possible answers provided at the end of this unit.

Q 1) What is the meaning of Rural Development?
Ans: __________________________________________

Q2) Name some of the important rural development programmes initiated by Indians?
Ans: __________________________________________

Q3) List some of the important rural development programmes initiated by individuals after Independence?
Ans: __________________________________________
2.4 Planned Strategies for Rural Development in India

Food and Agriculture Ministry appointed a Committee to examine the Grow More Food activities of the Government which were in implementation and to suggest measures for ensuring rapid expansion of agricultural production. The Grow More Food Campaign Inquiry Committee pointed out that there was imperative “Need of an organisation for intensive rural work which would reach every farmer and assist in the coordinated development of rural life as a whole similar in conception to the “extension” or “advisory” services in the U.S.A., the U.K. and elsewhere.” One of the recommendations of the Committee was that an extension agency should be set up for rural work, which would reach every farmer and assist in the coordinated development of rural life. The Planning Commission set up the Government of India in 1950 to formulate the First Five Year Plan summarized the reasons for failure of the earlier efforts by the governmental and voluntary organisations as follows:

i. Most of the schemes are short duration
ii. The activities were not properly planned and coordinated
iii. Initiatives come from the Government side and not from the people
iv. Some basic problems like land tenure, rural credit, etc., remained untouched in the programmes.

On the basis of experiences and reports of earlier rural development programmes, the Planning Commission of India suggested a systematic, planned and country wide community development programme in its First Five Year Plan report to address the issues of rural community. It was out of this background that India’s Community Development Programme (CDP) was born in 2nd October, 1952 with the aim to promote better living of the whole community in rural areas.

Community Development

The term “Community Development” has been frequently used to indicate any efforts towards the advancement of community interests. It is described as a:
Rural Development

- **process** of change from the traditional way of living of rural communities to progressive ways of living.

- **method** of helping local communities to become more aware of their needs, to assess their resources more realistically, to organize themselves and their resources in such a way as to satisfy some of their needs through action projects.

- **programme** for accomplishing certain activities concerning the welfare of the rural people.

- **movement** for progress with certain ideological contents.

**Community**

A community is a group of people, who live in a continuous geographical area and have interests in each other for the purpose of making a living. It is a part of a larger social system which meet the basic social needs, through the function of which people have developed a sense of belongingness and ability to work together as an entity.

Some of the important characteristics of the community are

1. Communities are close-knit entities
2. Their customs are interrelated
3. These communities are complexes of sub-group relationship and
4. There is a discernible leadership within the community.

**Development and Community Development**

The term development connotes growth or maturation. It implies gradual and sequential phases of change.

Cambridge Conference in 1948 defined community development as a movement designed to promote better living of the whole community with the active participation of the community members. On the similar line, United Nations define community development as a process designed to create conditions of economic and social progress of the whole community with its active participation and fullest reliance upon the community initiation. Murkerji describes Community development as a :

- **Process** of change from traditional way of leaving of rural communities to progressive ways of living;
Rural Development

- **Method** by which people can be assisted to develop themselves on their own capacity and resources;

- **Programme** for accomplishing certain activities in fields concerning the welfare of the rural people, and

- **Movement** for progress with a certain emotional and ideological content.

It is a movement designed to promote better living for the whole community with the active participation, and initiative of the community by organising them to work for their wellbeing. Community development is used as a technique by many governments to reach the village people and to make more effective use of local initiative and energy for increased production and better living of the local people.

By understanding the above terms, we can say that community development programmes means a programme for gradual change in a group of people living in a geographical area and have interest in each other for the purpose of making a meaningful living. It is a process by which the efforts of the people themselves are combined with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and enable them to contribute fully to national progress.

### 2.4.1 Community Development Programme (CDP)

One of the initial moving forces for launching the Community Development Programme in India was First Prime Minister, Pt. Jawaharlal Nehru. He felt that the undeveloped human resource of the country could be involved in building new India through community development programme. The central objectives of India’s first planned programme of community development were to secure the total development of the material and human resources of rural areas and to develop local leadership and self-governing institutions.

The CDP was launched on 2nd October 1952 on the birth anniversary of Father of Nation, Mahatma Gandhi in 55 community development projects in the country with active cooperation of Ford Foundation, USA.

Each project of Community Development Programme consisted of about, 300 villages covering over 400-500 square miles and having a population of around 2 lakhs. The project area was divided into three development blocks, each comprising 100 villages and population around 60 to 70 thousands. In areas where a full project was considered not feasible, one or two developmental blocks were started to begin with. The blocks were further divided into
groups of 5 to 10 villages, and a multi-purpose village level worker was given charge of the villages. Intensive development work was taken up in all fields. The rural people showed great interest in the programme and participated for their economic development. Knowing the beneficial effect of the programme on community development, the Members of the State Legislative Assembly and Parliament demanded the expansion of the programme to their areas. Due to political pressure, the country was forced to implement a new programme, i.e., National Extension Service (NES), a less extensive scheme, to cover the whole country in eight years and the more extensive CDP in twelve years.

2.4.2 National Extension Service (NES)

Within a few months of the launching of community development programmes, the people of the project areas responded enthusiastically and indeed much beyond the expectations of the Government and the sponsors of the programme. This success put a pressure on the Government to extend the programme to the other parts of the country. But the country’s resources were not sufficient to sustain a comprehensive plan of the same magnitude as contemplated in the community development projects. The Government therefore decided to launch alongside the community development programme another programme which was somewhat less intensive in nature, called the National Extension Service programme. The programme was formulated in April 1953 and was inaugurated one year after the CDP that is, on 2nd October, 1953. The CDP and NES had the same idea and two were integrated under one agency at the Centre as well as in the states. Both the programmes were complementary and interwoven and ran concurrently. The idea behind the National Extension Service Programme was to cover the entire country within a period of about 10 years. The National Extension Service was a permanent organization and covered the whole country. It provided the basic organization, official, non-official and a minimum financial provision for development. National Extension Service blocks in which successful results had been achieved with the maximum popular co-operation were selected for intensive development for a period of three years. The National Extension Service and the community development programmes had uniform unit of operation which was called a development block. It represented on an average 100 villages, with a population of 60,000 to 70,000 persons spread over an area of 150 to 170 square miles. But the N.E.S. blocks were not developed with the same intensity as areas under the community development blocks. Out of the areas developed as National Extension Service Blocks, selection was made periodically for intensive development work under the community development programme and the block which were selected were called C.D. blocks. Only those blocks were selected for the second plan period for three years which showed good results.
### 2.5 Important Rural Development Programmes and Schemes launched under different Five Year Plans

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<th>Programme</th>
<th>Year of Introduction</th>
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<tr>
<td>I</td>
<td><strong>First five year plan (1951-56)</strong></td>
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<td></td>
<td>Community Development Programme (CDP)</td>
<td>1952</td>
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<td>National Extension Service (NES)</td>
<td>1953</td>
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<td>II</td>
<td><strong>Second Five Year (1956-61)</strong></td>
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<td>Khadi and Village Industries Programme (KVIP)</td>
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<td>Village Housing Scheme</td>
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<td>Multi –Purpose Tribal Development</td>
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<td>III</td>
<td><strong>Third Five Year Plan (1961-66)</strong></td>
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<td>Applied Nutrition Programme (ANP)</td>
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<td>Rural Industries Projects</td>
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<td>Intensive Agricultural Area Programme (IAAP)</td>
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<td>Intensive Cattle Development Programme (ICDP)</td>
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<td>High Yielding Variety Programme (HYVP)</td>
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<td>National Family Welfare Programme</td>
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<td><strong>Annual Plan (1966-67)</strong></td>
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<td>Farmer’s Training and Education Programme</td>
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<td>Well Construction Programme</td>
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Annual Plan (1967-68)
Rural Works Programme (RWP) 1967

Annual Plan (1968-69)
Tribal Development Block 1968
Rural Manpower Programme 1969
Composite Programme for Women and Pre-school Children 1969

IV Fourth Five Year Plan (1969-74)
Drought Prone Area Programme (DPAP) 1970
Crash Scheme for Rural Development (CSRD) 1971
Small Farmer’s Development Agency (SFDA) 1971
Marginal Farmers’ and Agricultural Labourers Programme (MFAL) 1971
Tribal Area Development Programme (TADP) 1972
Pilot Project for Tribal Development 1972
Pilot Intensive Rural Employment Programme (PIREP) 1972
Minimum Needs Programme (MNP) 1972
Command Area Development Programme 1974
Training and Visit Programme (T&V) 1974

V Fifth Five Year Plan (1974-79)
Hill Area Development Programme (HADP) 1975
Special Livestock Production Programme 1975
Food for Work Programme (FWP) 1977
Desert Development Programme (DDP) 1977
Whole Village Development Programme 1979
Training of Rural Youth for Self–Employment (TRYSEM) 1979
Integrated Rural Development Programme (IRDP) 1978-79

VI Sixth Five Year Plan (1980-85)

National Rural Employment Programme (NREP) 1980
Prime Minister’s Twenty –Point Programme 1980
New Twenty –Point Programme 1982
Development of Women and Children in Rural Areas (DWCRA) 1983
Nutrition Noon Meal Scheme 1982
Rural Landless Employment Guarantee Programme (RLEG) 1983
National Agricultural Extension Project (NAEP) 1984

VII Seventh Five Year Plan (1985-90)

Indira AwasYojana (IAY) 1985
Reclamation and Development of Alkali and Acid Soils (RADAS) 1985-86
New Twenty –Point Economic Programme 1986
Technology Mission on oilseeds (TMO) 1986
JawaharRozgarYojana (JRY) 1989

Annual Plans 1990-91 and 1991-92

National Watershed Development

Project for Rainfed Areas (NWDPRRA) 1990-91

VIII Eighth Five Year Plan(1992–1997)

Milk and Milk Products Order 1992
RashtriyaMahilaKosh 1992
MahilaSamridhiYojana 1993
Prime Minister’s RozgarYojana 1993
Integrated Dairy Development Sch 1993-94
Indian MahilaYojana 1995
Mid-day Meal Scheme 1995
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The Rural Group Life Insurance Scheme 1995

IX Ninth Five Year Plan (1997–2002)
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Rural Housing 1998
Swarnajayanthi Gram Swarozgar Yojana (SGSY) 1999
Employment Assurance Scheme (EAS) 1999
National Agricultural Insurance Scheme (NAIS) 1999-2000
Pilot Scheme on Seed Crop Insurance (PSSCI) 1999-2000

National Project on Cattle and Buffalo Breeding (NPCBB) 2000
Pradhan Mantri Gram Sadak Yojana (PMGSY) 2000
Grameen Bhandaran Yojana 2001

X Tenth Five Year Plan (2002–2007)
Agriclinics and Agribusiness Centres (AABC) Scheme 2002
Farm Income Insurance Scheme (FIIS) 2003-04
Kissan Call Centre (KCC) Scheme 2004
Agricultural Marketing Infrastructure,
Grading & Standardization (AMIGS): 2004
Providing Urban Amenities in Rural Areas (PUR) 2004
Intensive Dairy Development Programme (IDDP) 2005
### Rural Development

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<td>Bharat Nirman</td>
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<td>Agricultural Technology Management Agency (ATMA)</td>
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#### XII Twelve Five Year Plan (2012–2017)

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<td>National Mission for Sustainable Agriculture (NMSA)</td>
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<td>National Mission on Oil Seeds and Oil Palm (NMOOP)</td>
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<td>Mission for Integrated Development of Horticulture (MIDH)</td>
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Check Your Progress II

Note: a) Use the space provided for your answers.
   b) Check your answers with the possible answers provided at the end of this unit.

Q 4) What do you mean by community development?

Ans:

Q 5) What are the important programmes of launched under eleventh five year plan (2007-12)?

Ans:

2.6 Let Us Sum Up

The rural development is planned, designed and deliberate interventions to influence the socio-economic situations to achieve improved living standard of low-income population residing in rural areas and making the process of their development sustainable and self-sustained. It is a process that enhances the capacity of the rural people to improve their lives and environment, accomplished by wider distribution of benefits resulting from such improvement. Rural development includes both agricultural and non-agricultural aspects of life. It includes economic growth as well as development of various sections and sectors of rural society. Various philanthropists have started rural development programmes in the pre-independence era for socio-economic development of the people. However, they are only in a very limited scale. Similarly, in a smaller scale with a limited geographical area, some of the social workers started some of the rural development programmes after independence. However, planned rural development programmes were launched in the country by Government of India after introduction Five Year Plans in the country.
2.7 Key Words

**Development**: The term development connotes growth or maturation. It implies gradual and sequential phases of change.

**Community**: A community is a group of people, who live in a continuous geographical area and have interests in each other for the purpose of making a living.

**Gram Panchayat**: Gram Panchayat is the lowest tier of Panchayat Raj System and the basic institute constituted at the village level for local administration.

**Panchayat Samiti**: Panchayat Samiti is the middle tier of panchayat raj system at block level which is above the gram panchayat and below the Zilla Parishad.

**Zilla Parishad**: The District Council or Zila Parishad or District Panchayat is the topmost tier of the panchayat raj system at the district level. Zilla Parishad is an elected body.

2.8 Suggested Readings


2.9 Check Your Progress – Possible Answers

Check Your Progress I

Q 1) What is the meaning of Rural Development?

Ans: Rural Development is a planned, designed and deliberate interventions to influence the socio-economic situations to achieve improved living standard of low-income population residing in rural areas and making the process of their development sustainable and self-sustained.

Q 2) Name some of the important rural development programmes initiated by Indians?

Ans: 1. Rural Reconstruction Programme (1890) in Borada
   2. Scheme of Rural Reconstruction (1903)
   3. Servants of Indian Society (1905)
   4. Economic Conference of Mysore (1914-18)
   5. The Gurgaon Experiment (1920)
   6. Marthandam Attempt (1921)
   7. Sriniketan Rural Reconstruction Programme (1921)
   8. Sevagram Project (1923)
   9. Rural Reconstruction Programme in India (1932)
   10. Rural Development Programme (1935)
   11. Grow More Food Campaign (1943)

Q 3) List some of the important rural development programmes initiated by individuals after Independence?

Ans: 1. Etawah Pilot Project (1948)
   2. Sarvodaya Scheme (1948)
Check Your Progress II

Q 4) What do you mean by community development?

Ans: Community development as a:

- Process of change from traditional way of living of rural communities to progressive ways of living;
- Method by which people can be assisted to develop themselves on their own capacity and resources;
- Programme for accomplishing certain activities in fields concerning the welfare of the rural people, and
- Movement for progress with a certain emotional and ideological content.

Q 5) What is Gram Sabha?

Ans: Gram Sabha is a body consisting of persons registered in the electoral rolls of a village or a group of villages which elect a Panchayat. A vibrant and enlightened Gram Sabha is central to the success of the Panchayati Raj system.

Q 6) What are the important programmes of launched under eleventh five year plan (2007-12)?

Ans:

**Eleventh Five Year Plan (2007–2012)**

- Pilot Weather Based Crop Insurance Scheme (WBCIS) 2007
- National Food Security Mission 2007-08
- RashtriyaKrishiVikasYojana (RKVY) 2007-08
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UNIT -3

Rural Extension through ICAR

Learning Objectives:

After completion of this unit, you should be able to:

- List the different institutional systems involved in rural development
- Explain the importance of KVKs in the country
- List the different ICAR programmes

Structure:

3.1 Introduction

3.2 ICAR Front Line Extension Programmes
   3.2.1 All India Coordinated Project on National Demonstration Programme (NDP)
   3.2.2 Operational Research Project
   3.2.3 KrishiVigyan Kendra (KVK) (Farm Science Centre)
   3.2.4 Lab-to-Land Programme (LLP)
   3.2.5 National Agriculture Research Project (NARP)
   3.2.6 National Agricultural Technology Project (NATP)
   3.2.7 Technology Assessment and Refinement–Institute Village Linkage Programme (TAR-IVLP)
   3.2.8 Agricultural Technology Information Centres (ATICS)
   3.2.9 National Agricultural Innovation Project (2006)
   3.2.10 National Initiative on Climate Resilient Agriculture (NICRA)

3.3 Let Us Sum Up

3.4 Key Words

3.5 Suggested Readings

3.6 Check Your Progress – Possible Answers
3.1 Introduction

The main work of the agricultural development and extension work is done by the ministry of Agriculture at the national level and the Department of Agriculture at the state level. The Indian Council of Agriculture of Agriculture Research (ICAR) conducts the first-line extension works through ICAR institutes and State level Agricultural Universities. They play a major role through organizing demonstration, training, etc., on a limited scale. Similarly, the developmental works are also being done by the voluntary organization, the Non-Governmental organization, and they are mostly funded by ICAR, State Departments of Agriculture and State Development Departments. They work on a very limited geographical area and some of them are very effective for their dedication to serve the people.

There are four major organizational system involved in the country in doing extension work in rural development and agriculture, and they are:

1. Ministry of Rural Development of Government of India and State Rural Development Departments
2. Ministry of Agriculture of Government of India and State Agriculture Departments
3. Indian Council of Agriculture Research (ICAR) and State Agriculture Universities (SAUs)
4. Private bodies like voluntary Organizations, Corporate houses, International agencies etc.

Various rural and agriculture development programmes have been launched and implemented in different five year plans for the socio-economic development of the rural poor. In this unit, we will discuss only some of the important programmes launched by the ICAR.

3.2 ICAR Front Line Extension Programmes

It was recognized by Indian Council of Agricultural Research (ICAR) in the early sixties that agriculture development requires interdisciplinary and multi institutional approach. The integrated functioning of agricultural research, education and extension was for the first time recognized as the cardinal principle of agricultural development system, and accordingly agricultural research, education and extension function were integrated in the ICAR institutes and State Agricultural Universities (SAU). ICAR established a Section of Extension Education at its headquarter in 1971, which was later renamed as Division of Agricultural Extension to promote the transfer the agricultural technologies through the ICAR-SAU system. The unit
of extension education at the ICAR head quarters therefore was intended to enforce this functional relationship down the line in the ICAR institutes, SAUs, and other institutions of the country. In order to sanitize the process of integration, few frontline extension education projects were launched by the ICAR in different years. For better understanding, brief details of these projects are given below.

3.2.1 All India Coordinated Project on National Demonstration Programme (NDP)

On the recommendation of a panel of scientists constituted by the minister of food and agriculture, a nationwide programme of demonstrations, known as National Demonstration (ND) on major food crops was launched in the 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. The conceptual framework of national demonstration was that it was a nationwide project with a uniform design and pattern. It differed from other demonstrations in the following four major respects.

i) There was a specific yield-target and there was no separate control plot near the demonstration. The idea behind this principle was that the entire living memory of the farmers about the yield potential of the crop as well as the entire block in which the demonstration had been laid out would serve as the control.

ii) The area of the demonstration plot was about one hectare (it could be one acre if bigger plots were not available), so that the feasibility of raising a good crop could be strikingly and unquestionable demonstrated.

iii) The farmers in whose plots the demonstrations were laid out were the actual cultivators with small holdings, so that the high yields obtained were not attributed to the effects of affluence.

iv) The agricultural scientists conducted these demonstrations in association with local extension agencies and workers.

Initially, the national demonstration’s project was implemented in 100 selected districts of 23 states in the country. During 1966, 1000 national demonstrations in rice alone were conducted as part of the celebration of ‘International Rice Year’. The demonstrated conducted during 1965–67 were single crop demonstrations. From 1967 onwards, the ICAR reoriented the programme by introducing multiple cropping which aimed at maximizing production per unit
area per unit time. In 1968, the demonstrations were also introduced in the non-irrigated areas. In 1970, it was further emphasized that these demonstrations would be used as training grounds. The concepts of entire farming demonstrations, introduced in 1980-81, was conducted with a few selected farmers only.

**Objectives of the National Demonstration:**

The national demonstrations were intended to show the genetic production potentiality of new technologies and to influence both farmers and the extension agencies. The specific objectives of the project were as follows:

1. To demonstrate convincingly to farmers extension personnel the genetic production potentialities of major crops per unit area of land per unit time and encourage them to adopt and popularize these technologies for accelerating production.

2. To fully exploit these demonstrations for the purpose of training farmers and extension workers in improved cultivation practices.

3. To provide research workers an opportunity to get firsthand knowledge of the problems being faced by farmers in adopting high yielding varieties and practising recommended package of practices.

4. To determine the income and employment generation potentialities of the crops/subjects under demonstration, and educate the farmers and extension agents about them.

5. To influence the extension systems (the State Department of Agriculture, voluntary organizations, etc.) in the country by demonstrating the yield-gaps and pointing out operational constraints.

An analysis of the results of national demonstrations conducted during 1977-80 revealed that the production of wheat could be raised 4 times, rice by 3 times, maize by 3 ½ times, sorghum by 5 times, and pearl millet by 5 times.

**3.2.2 Operational Research Project**

The experience with the national demonstration project highlighted the issue that the demonstration of a particular technology or a combination of technologies in an area on watershed basis would prove more effective in convincing farmers and providing them greater scope for identifying constraints, many of which are community based. The ICAR
lunched a project during fifth five year plan (1975) known as Operational Research Project (ORP) which aimed at disseminating the proven technology in a discipline/area among farmers on a watershed basis covering the 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. The ORP considered two kinds of problems. Firstly, the common agricultural problems affecting the farming community requiring group or community action like vaccination, plant protection. Secondly, problems related to the total resource development of the watershed area. Resource development like raising production of agriculture as well as livestock production

The Specific Objective of the ORP:

i) To test, adopt and demonstrate the new agricultural technology on farmers field in a whole village or in a cluster of few contiguous villages/watershed area.

ii) To determine the profitability of the new technologies and their pace of spread among the farmers.

iii) To identify the constraints both technological as well as socio-economic which are barriers to rapid change.

iv) To demonstrate group action as a method of popularizing the modern technologies at a faster rate.

3.2.3 KrishiVigyan Kendra (KVK) (Farm Science Centre)

The genesis of KVKs: The genesis of KVKs can be traced to the Second Education Commission (1964-66), under the Chairmanship of Dr. D.S. Kothari, which inter alia recommended the establishment of ‘agricultural polytechnics’ to provide vocational education in agriculture to school drop-outs and other rural youths. After careful deliberation by the Union Ministry of Education, Ministry of Agriculture and the Planning Commission and as a follow-up of the Kothari Commission recommendations, the Indian Council of Agricultural Research (ICAR) appointed a committee under the Chairmanship of Dr. Mohan Singh Mehta of SevaMandir, Udaipur in 1973 for formulating an institutional design for KrishiVigyan Kendra (KVK) to provide vocational training in agriculture. The committee submitted its report in 1974.
The Basic Concept of KVK

- The centre will impart learning through work-experience and hence will be concerned with technical literacy, the acquisition of which does not necessarily require the ability to read and write.

- The centre will impart training only to those extension workers who are employed and to the practicing farmers and fishermen. In other words, the centre will cater to the needs of those who are already employed or those who wish to be self-employed.

- There will be no uniform syllabus for the KVKs. The syllabus and programme of each KVK will be flexible in nature and tailored according to the felt needs, natural resources and the potential for agricultural growth in that particular area.

The three fundamental principles which form the backbone of the KVK programme are: i) agricultural production as the prime goal, ii) work-experience as the main method of imparting training, and iii) priority to the weaker section of the society.

As per the Dr. Meheta committee recommendation, the bulk of trainees may be either drop out from schools or the illiterate rural people. To them, some general education may be imparted to make them not only good rural people but also alert citizens as well. Need based training courses are designed for different types of clientele especially for the deserving weaker section of the society like the tribal farmers, small and marginal farmers, agricultural labourers, drought and flood affected farmers, etc. Training programmes are developed on the basis of information received through family and village survey.

Mandate of KVKs: In the beginning, the mandate of KVK was confined only to provide skill based training to the farmers, farm women and rural youth in crop production, horticulture, livestock production, fisheries, home science, farm machinery and implements and other allied vocations such as apiculture, mushroom cultivation etc. Besides, various extension activities such as field demonstration, field days, farmers’ fairs, exhibitions, radio/TV talks, film show, publication of farm leaflets, etc. were also carried out for creating awareness and to disseminate the agricultural technology. With the consolidation of other front-line extension projects of the ICAR during the Eighth Five Year Plan, such as National Demonstration Project (NDP), Operational Research Project (ORP) and Lab to Land Programme (LLP), the mandate was enlarged and revised (i) to take up on-farm testing for identification of technologies in terms of location specific sustainable land use, (ii) to organize frontline...
demonstrations on various crops to generate production data and to organize training to update the extension personnel with emerging advances in agricultural research on regular basis, and (iii) to organize short and long term vocational training courses in agriculture and allied vocations for the farmers and rural youth with emphasis on “learning by doing” for higher production on farms and generating self employment.

Objectives of KVKs

The main objective of the KVK is to provide a strong training support for bringing about production breakthrough in agriculture. The specific objectives are as follows:

i) To plan and conduct survey of the operational area through Participatory Rural Appraisal (PRA) methods and characterize physical and human resources with special reference to identifying the technological and training needs of the farming community.

ii) To compile all relevant recommendations/package of practices for the district to be meaningfully utilized in the training programmes and the follow-up extension activities.

iii) To plan and conduct production-oriented and need-based short and long duration training courses both on the campus as well as in the villages for various target groups with priority on the weaker and resource poorer sections.

iv) To organize Farm Science Clubs in order to inculcate in the younger generations a scientific temper and an interest on agriculture and allied sciences and for scientific farming through supervised individual and group projects.

v) To develop and maintain the campus farms and demonstration units on scientific lines as the facilities for providing work experience to the trainees, dissemination of the latest technical know-how and also as a means to achieve financial sustainability in due course of time.

vi) To provide practical training facilities of the Kendra to the teachers and the students of vocational agriculture of the higher secondary schools.

vii) To provide added training facilities in the area for home making and nutrition education for rural communities and gradually enlarging the training facilities to encompass other important areas such as home/rural crafts and cottage industries with the requirements of the integrated rural development in collaboration with the concerned organizations.
viii) To implement all such schemes of the ICAR and other related organizations which intend to strengthen the training and technology dissemination programmes as well as follow-up extension activities of the centre.

ix) To undertake on-farm testing of the technologies developed by the National Agricultural Research System (NARS) in agriculture and allied fields for their suitability and identifying the constraints.

x) To demonstrate the potentialities of various technologies and recommend for their adoption in maximizing yield/income per unit of time and area under different resource conditions

**Special Features of KVK**

i) Technically competent and experienced trainers

ii) Need based courses

iii) Practical facilities for training

iv) Work experience as training device

v) Un-uniform syllabus

vi) Training without certificate and diplomas

vii) Limited areas of jurisdiction

viii) Flexibility in approach

ix) Strong forward and backward institutional linkage

x) Training of trainers

xi) Continued monitoring and evaluation of the activities

**Training Programmes of KVK**

The KVKs organize two types of training programmes i.e. On-campus and Off-campus training. No certificate or diploma is awarded irrespective of the duration of the courses. On-campus training programmes are organized on the campus of the KVK whereas off-campus training are conducted out of campus of KVK, either at villages, block, district training centre. Depending on the need, interest and categories of trainees, both short duration and long duration trainings are conducted by KVK. Short duration training programme may
be of one day to ten days where as long duration training may of two weeks to twelve weeks or in some special cases it may be up to six months.

3.2.4 Lab-to-Land Programme (LLP)

The Lab-to-Land Programme (LLP) was launched in 1979 by the ICAR as a part of its Golden Jubilee celebration. The overall objective of the programme was to improve the economic condition of the small and marginal farmers and the landless labourers, particularly scheduled castes and scheduled tribes by transfer of improved technology developed by the agricultural universities, research institutes, etc.

Objectives of LLP

The specific objectives of the lab-to-land programme were as follows:

i) To study and understand the background and resources of the selected farmers and landless agricultural laborers to introduce low cost relevant agricultural and allied technologies on the farmers houses for increasing their employment, production and income.

ii) To assist the farmers to develop feasible farm plan keeping in view the availability of technologies, need and resources of the farmers and the resources which could be made available in the future from external agencies.

iii) To guide and help the farmers in adopting improved technologies as per their farm plans and demonstrate to them the economic viability of those technologies as well as methods of cultivation and farm management.

iv) To organize training programmes and other extension activities in relation to their adopted practices and prepare them for active participation in agricultural development programmes of the state department of agriculture.

v) To make the farmers aware of the various opportunities and agencies which they could utilize to their economic advantage.

vi) To develop functional relations and linkages with the scientists and the institutions for future guidance, advisory services and help.

vii) To utilize this project as a feedback mechanism for the agricultural scientists and extension functionaries.
The programme was initiated with 75,000 farm families over the whole country, and it was implemented by agricultural universities, ICAR institutions, State departments of agriculture and some selected voluntary organizations. The programme operated in a number of phases and a phase ran for a period of two years with a particular set of farmers.

With effect from 1st April, 1992 all the first-line transfer of technology projects of the ICAR, viz, ND, ORP and LLP have been integrated into KVKs.

3.2.5 National Agriculture Research Project (NARP)

NARP was launched in 1978 by ICAR with the assistance of world bank with the main objective to provide solutions to the location specific problems faced by the State by reorganizing the research in agriculture. Through this project, the regional research capacity of the State Agriculture Universities was improved and strengthened. ICAR provided financial support to SAUs to develop suitable infrastructure to carry out area specific research in agriculture under different agro-climatic zone.

3.2.6 National Agricultural Technology Project (NATP)

National Agriculture Technology Project was launched by ICAR in 1998 with the assistance of world bank. The main objective was to enhance the performance and effectiveness of research system in responding to the location specific needs of the farmers. The basic premise of the NATP is that research and extension programmes should be farmer-centered and demand driven. The NATP had three major components i.e. Agriculture Research Management, Research and Innovation in Technology Dissemination. The innovation in technology dissemination component of NATP was with Division of Agriculture Extension. This component has four sub-components:

i) Institute Village Linkage Programme (IVLP)

ii) Remandating of Selected Zonal Agricultural Research Station (ZARS)

iii) Agricultural Technology Innovation Centre (ATIC)

iv) Strengthening of Directorate of Extension and Zonal Co-ordination Units.
3.2.7 Technology Assessment and Refinement–Institute Village Linkage Programme (TAR-IVLP)

In the earlier programmes, the strategy followed in designing and implementing transfer technology projects has been based more on the supply of technological information than on the consideration of limitations of the small farmers at the farm level. The usual approach has been that any technology, which produces the best results at the experimental level, is superior, and that is what should be offered to the farmers. Failure to consider the actual circumstances under which small farms operate has seriously affected the appropriateness of these technologies. What was felt a technology generation and transfer mechanism and a methodology that would make it possible to recognize and classify the different types of small farmers. Then, and only then, the organizational design can generate and make available to farmers an appropriate technology, which they could adopt. A more holistic approach in terms of diagnosis of problems, identification of technological interventions based on farmers knowledge and technology identification for various production systems was needed to address the special production issues of small farmers. It was in this concept, a programme captioned TAR-IVLP was evolved to address the above elements to arrive at appropriate technologies. The programmegot its fillip and momentum since 1999 when it was brought under the fold as part of NATP.

Objectives of TAR - IVLP

i) To introduce technological interventions with emphasis on stability and sustainability along with productivity and profitability taking into account environmental issues in well endowed and small production systems.

ii) To introduce and integrate appropriate technologies to increase the productivity with marketed surplus in commercial and off farm production systems.

iii) To monitor socio-economic impact of technological interventions for different production systems.

iv) To identify extrapolation domain for new technology/technology modules based on environmental characterization as at meso and mega levels.

The project was implemented by Central Agricultural Research Institutes/State Agricultural Universities through a multidisciplinary core team of scientists numbering 4-5 from the implementing institution led by a Team Leader (Principal Investigator). The TAR-IVLP also
envisages an optional team of scientists drawn from other institutes to look into specific issues.

3.2.8 Agricultural Technology Information Centres (ATICS)

Agricultural Technology Information Centre (ATIC) was conceived and put into practice since 1998-99 under National Agricultural Technology Project (NATP) sponsored by World Bank and implemented through 40 ICAR Institutes and State Agricultural Universities (SAUs) located in various parts of the country.

Objectives of ATIC

ATIC is established with the objectives to provide all basic needs of the farmers through a single window service. This unique system not only serves the farmers but also other stakeholders of the farming practices to provide solution to their location specific problems and make available all the required technological information together with technology inputs and products for testing and use by them. The important objectives are:

1. To provide a single window delivery system for the products and species available from an institution to the farmers and other interested groups as a process of innovativeness in technology dissemination at the institute level;

2. To facilitate direct access to the farmers to the institutional resources available in terms of technology, advice, products, etc., for reducing dissemination losses; and

3. To provide mechanism for feedback from the users to the institute.

4. To sale and distribute improve products

5. To provide published literature

6. To overcome technology dissemination loss

7. Research generation to the institute/ SU's

Attributes of ATIC

1. Availability and accessibility of new technologies

2. Relevance of new technologies

3. Responsiveness of new technologies to the needs of different categories of farmers
4. Varied requirements for different categories of farmers and

5. Sustainability of such unit within overall institutional framework.

3.2.9 National Agricultural Innovation Project (2006)

Agriculture growth was on the ascendancy till the mid nineties but after that the growth slowed down. Since 1996-97, the growth rate of agricultural GDP was on an average, 1.75% per year in contrast with the rate of 4% that was required. On the other hand, the farmer has been facing rising input costs, declining returns from the inputs, uncertain market, increasing role of market in agriculture and blurring of distinction between the domestic market and the international market. To assist the farmer in these changing contexts, new strategies and innovative solutions are urgently required which in turn will require technological support. Hence, the agricultural research system which generates technologies has to conduct the business of agricultural research in an innovative way. The World Bank aided National Agricultural Innovation Project (NAIP) has been conceived by ICAR in 2006 to pilot this innovation in conducting agricultural research.

The Basic Principles of NAIP

1. To give the agricultural research and technology development system an explicit development and business perspective through innovative models. In other words, the agricultural research system should be able to support agriculture as a business venture and also as a means of security of livelihood of the rural Indian while maintaining excellence in science.

2. To make the National Agricultural Research System a ‘pluralistic’ system where every Organisation having stake in agricultural research: public, private or civil society, has to play a role.

3. Working in well defined partnership groups with clear common goals and understanding on sharing responsibilities and benefits.

4. Funding through competition so that a wide choice of excellent innovative ideas come in from the stakeholders themselves.
5. Work with focus, plan and time frames.

6. Develop well-tested models for application of agricultural research and technology for profitability of farming, income generation and poverty alleviation.

The overall objective of the NAIP is to facilitate an accelerated and sustainable transformation of the Indian agriculture so that it can support poverty alleviation and income generation through collaborative development and application of agricultural innovations by the public organizations in partnership with farmers’ groups, the private sector and other stakeholders.

**The specific objectives envisaged are:**

a) To build the critical capacity of the ICAR as a catalyzing agent for management of change in the Indian NARS

b) To promote ‘production to consumption systems research’ in priority areas / themes to enhance productivity, nutrition, profitability, income and employment.

c) To improve livelihood security of rural people living in the selected disadvantaged regions through technology-led innovation systems encompassing the wider process of social and economic change covering all stakeholders.

d) To build capacity to undertake basic and strategic research in frontier areas of agricultural sciences to meet challenges in technology development in the immediate and predictable future.

The NAIP is planned for six years (2006-12) to allow time for piloting, learning and scaling up, wherever possible.

**3.2.10 National Initiative on Climate Resilient Agriculture (NICRA)**

**Background**

Climate change has become an important area of concern for India to ensure food and nutritional security for growing population. The impacts of climate change are global, but countries like India are more vulnerable in view of the high population depending on agriculture. In India, significant negative impacts have been implied with medium-term (2010-2039) climate change, predicted to reduce yields by 4.5 to 9 percent, depending on the magnitude and distribution of warming. Since agriculture makes up roughly 16
percent of India’s GDP, a 4.5 to 9% negative impact on production implies a cost of climate change to be roughly up to 1.5 percent of GDP per year. The Government of India has accorded high priority on research and development to cope with climate change in agriculture sector. The Prime Minister’s National Action Plan on climate change has identified Agriculture as one of the eight national missions. With this background, the ICAR has launched a major Project entitled, **National Initiative on Climate Resilient Agriculture (NICRA)** during 2010-11 with an outlay of Rs.350 crores for the XI Plan.

**Objectives of the Project:**

- To enhance the resilience of Indian agriculture covering crops, livestock and fisheries to climatic variability and climate change through development and application of improved production and risk management technologies
- To demonstrate site specific technology packages on farmers’ fields for adapting to current climate risks

**Check Your Progress I**

Note: a) Use the space provided for your answers.
   b) Check your answers with the possible answers provided at the end of this unit.

Q 1) What are the Special features of KVK ?
Ans: _______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Q 2) What are the objectives of National Initiatives on Climate Resilient Agriculture project?
Ans: _______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Odisha State Open University
Q 3) What were the specific Objective of the Operational Research Project (OPRP)?

Ans: To enhance the capacity building of scientists and other stakeholders in climate resilient agricultural research and its application.

3.3 Let Us Sum Up

In this Unit, we have presented an overview of the organisational systems involved in rural extension and developmental works in the country. The important extension and developmental programmes launched by the two systems of country-ICAR system and Department of Agriculture- have been discussed.

3.4 Key Words

**NDP**: On the recommendation of a panel of scientists constituted by the minister of food and agriculture, a nationwide programme of demonstrations, known as National Demonstration (ND) on major food crops was launched in the 1964.

**ORP**: The ICAR launched a project during fifth five year plan (1975) known as Operational Research Project (ORP) which aimed at disseminating the proven technology in a discipline/area among farmers on a watershed basis covering the 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.

**KVK**: Indian Council of Agricultural Research (ICAR) appointed a committee under the Chairmanship of Dr. Mohan Singh Mehta of SevaMandir, Udaipur in 1973 for formulating an institutional design for KrishiVigyan Kendra (KVK) to provide vocational training in agriculture.

### 3.6 Suggested Readings


### 3.7 Check Your Progress – Possible Answers

**Check Your Progress I**

Q 1) What are the Special features of KVK?

Ans: Special Features of KVK

xii) Technically competent and experienced trainers

xiii) Need based courses

xiv) Practical facilities for training
xv) Work experience as training device
xvi) Un-uniform syllabus
xvii) Training without certificate and diplomas
xviii) Limited areas of jurisdiction
xix) Flexibility in approach
xx) Strong forward and backward institutional linkage
xxi) Training of trainers
xxii) Continued monitoring and evaluation of the activities

2) What are the objectives of National Initiatives on Climate Resilient Agriculture project?

Ans: Objectives of the Project:

- To enhance the resilience of Indian agriculture covering crops, livestock and fisheries to climatic variability and climate change through development and application of improved production and risk management technologies
- To demonstrate site specific technology packages on farmers’ fields for adapting to current climate risks
- To enhance the capacity building of scientists and other stakeholders in climate resilient agricultural research and its application.

Q 3) What were the specific Objective of the Operational Research Project (OPRP)?

Ans: The Specific Objective of the ORP:

v) To test, adopt and demonstrate the new agricultural technology on farmer’s field in a whole village or in a cluster of few contiguous villages/watershed area.

vi) To determine the profitability of the new technologies and their pace of spread among the farmers.

vii) To identify the constraints both technological as well as socio-economic which are barriers to rapid change.

viii) To demonstrate group action as a method of popularizing the modern technologies at a faster rate.
UNIT - 4

Extension Methods

Learning Objectives:

After completion of this unit, you should be able to:

• Explain the meaning of Extension Methods
• Differentiate between Method demonstration and Result demonstration
• List different mass media method
• Explain the importance of selection, use and combination of extension methods in effective communication

Structure:

4.1 Introduction
4.2 Extension Method
   4.2.1 Function of Extension Methods:
   4.2.2 Classification of Extension Methods:
4.3 Individual Methods
4.4 Group Methods
   4.4.1 Method Demonstration
   4.4.2 Result Demonstration
4.5 Mass Media Method
4.6 Selection, Use and Combination of Extension Methods
   4.6.1 Methods useful in different steps of Extension Teaching Process
4.7 Let Us Sum Up
4.8 Key Words
4.9 Suggested Readings
4.10 Check Your Progress – Possible Answers
4.1 Introduction

The function of extension education is to bring about desirable changes in the behaviour of a human being. The changes in human being are produced by increasing his/her knowledge level, improving skill and changing attitude. For all these to happen, an individual has to be taught, trained and communicated. So, the extension education emphasizes the process of communication, and if you examine, you will find that the extension education is broadly a teaching-learning process in which a learning situation is created by an extension worker/teacher by which an individual attempts to change his/her behaviour. The learning situation created in extension education process is a condition or environment in which the elements like teacher, learner, subject matter, physical facilities and teaching methods and aids for promoting learning are present in a dynamic relationship with one another. The quality of learning depends upon the conditions created by the teacher for learners to learn. However, the learner is the key element in the teaching and learning process. His willingness and desire for change are very important. The third element; subject matter is the content of the message that the extension worker wants to transfer to the client. Transfer of the subject matter will be easy and effective if it is valid, correct, based on facts, applicable to practical life situation and need based. Effective teaching-learning process is also affected if physical facilities like place, light, ventilation, seating arrangements, etc., are not properly provided to both teachers as well as to the learners. Besides all these, the transfer of subject matters to the learners requires the help of suitable teaching methods, aids and media. Proper selection and handling of methods and aids facilitate in creating the desirable learning situation. The teaching methods and aids should be simple, easy to handle, suitable to subject matter, readily available, suited to the environment and needs of the learners.

4.2 Extension Method

Effective learning depends upon the effective teaching. Effective teaching and creation of learning environment largely depend upon the teaching methods/extension methods/extension teaching methods used by teacher. Proper selection and skillful handling of extension methods bring out expected changes in adult. (the words like ‘extension method’, ‘teaching method’ and ‘extension teaching method’ carry the same meaning, and in this book they are used interchangeable.) Then, what is the meaning of extension method? We may understand the meaning of extension method in this way that the extension methods are the techniques and tools used to create a learning situation in which effective communication can take place between the learners (may be an adult or rural farmer) and the teacher.
**Function of Extension Methods:**

i. To create an environment in which communication takes place so that the learner may see, hear and do things to be learnt.

ii. To provide stimulation that causes the desired mental and/or physical action on the part of the learner.

iii. To take the learner through one or more steps of the teaching-learning process, viz., attention, interest, desire, conviction, action and satisfaction.

iv. To provide an atmosphere to teacher to establish rapport with learner so that communication process becomes easier.

**4.2.2 Classification of Extension Methods:**

The extension methods are broadly classified on the basis of their a) use b) form and c) function.

1. **Classification according to use**

   (a) **Individual method**
   - Farm and home visit
   - Office calls/ Farmer’s call
   - Personal letters
   - Telephone calls
   - SMS
   - E-mail

   (b) **Group method**
   - Method demonstration
   - Result demonstration
   - All types of Meetings
   - Group discussion
Rural Development

- Tours
- Field trips

(c) Mass media method

- Farm Publications (Leaflets, Folders, Pamphlets, Bulletin, Newsletters, etc.)
- Circular letters
- Campaign
- Exhibition
- Television
- Radio

II. Classification According to Form

(a) Written
- Personal letters
- Circular letters
- Leaflets
- Bulletins

(b) Visual
- Result Demonstration
- Posters
- Exhibits
- Slides
- Charts

(c) Spoken
• Farm and Home visit
• Office calls
• Telephone calls
• General meetings
• Radio

(d) Spoken and Visual
• Method Demonstration
• Television

III. Classification According to Function

(a) Telling
• Lecture
• Meetings
• Audio lessons
• Farm & home visit
• Radio talk
• Extension talk

(b) Showing
• Exhibition
• Tours
• Motion picture
• Video text
• Internet

(c) Doing
• Practical
• Workshop
• Method Demonstration
• Result demonstration
• Do it yourself

(The methods mentioned under each category is not exhaustive)
4.3 Individual Methods

This method is followed when the number of people to be contacted is few and they are located nearer to the extension agent or office of the extension agent. In this method the extension agent communicates with the people individually.

Advantages

i. It provides opportunities to extension agent in building rapport with clients.

ii. Facilitates gaining firsthand knowledge of farm and home.

iii. Helps in selecting demonstrators and local leaders.

iv. Helps in teaching complex practices

v. Helps in changing attitude of the people.

vi. Facilitates transfer of technology.

vii. Facilitates getting feedback information.

Limitations

i. This method is time consuming and relatively expensive.

ii. Coverage of client is very limited.

iii. There is possibility that the extension agent may develop favoritism or bias towards some persons due to his/her frequent interactions.

In individual method, an extension worker contacts directly an individual through various means. The benefits of this method are: (a) closer supervision of clients, with a capability for spotting problems, and doing so quickly; (b) quicker intervention to deal with the problems spotted; and (c) closer interaction with clients, presumably leading to better rapport and to feelings of support. The individual contact may be established through the farm and home visits, office calls, informal contacts, telephone calls, personal letters, etc.

1. Farm and Home Visits

What is it? - It is a face-to-face type of individual contact by the extension worker with the farmer and/or the members of his family on the latter’s farm or at his home for one or more specific purpose connected with extension.
Objectives or Purposes

i. Obtain and/or give first hand information on matters relating to farm and home conditions.

ii. Give advice or otherwise assist to solve a specific problem; or to teach skills etc.,

iii. Arouse the interest of those not reached by other methods.

iv. Promote good public relations.

v. To sustain interest in adoption of new technology

Technique

Planning and preparation

➤ Decide on the client and the objective-whom to meet and what for?
➤ Get adequate information about the matter you are going to discuss
➤ Collect relevant publications and materials to be handed over.
➤ Make a schedule of visits to save time and energy.
➤ If possible, send advance information.

Implementation

➤ Visit on the scheduled date and time or according to convenience of the farmer and when the person is likely to listen.
➤ Create interest of the farmer and allow the individual to talk first.
➤ Present the message or points of view and explain up to the satisfaction of the farmer.
➤ Answer to questions raised and clarify doubts. Hand over publications.
➤ Try to get some assurance for action.

Follow-up

➤ Keep appropriate record of visit.
Rural Development

➢ Send committed information or material.
➢ Make subsequent visits as and when necessary.

Advantages

i. The extension worker gets first-hand information on rural problems.

ii. Helps in rapport building with farmer.

iii. He develops confidence when his ideas are accepted by the farmers.

iv. Helps in locating local leaders and co-operation.

v. Those farmers who could not be contacted by other methods can be contacted by this method.

vi. Percentage of adoption is high.

Limitations

➢ Only limited number of contacts may be made.

➢ Requires relatively large amount of time of extension worker.

➢ Comparatively costly method than other methods.

➢ Attention may be concentrated on a few big and progressive persons; neglecting the large number of small, marginal, tribal farmers, landless labour and backward people; which may prejudice them.

2. Office Calls

What is it? – It is a call made by a farmer or a group to the extension worker at his office for obtaining information and for inputs or other farm-helps needed or for making acquaintance with him.

Objectives or Purposes

i. To get quick solution of problems relating to the problems.

ii. To enable the farmer and homemaker to bring specimens for proper identification of the problem.
iii. To ensure timely supply of inputs and services.

iv. To act as a reminder to the extension agent.

v. To promote close contact between farmers and extension worker.

**Technique**

**Planning and preparation**

- Keep the office neat, orderly and attractive.
- Remain present in the office on the days which have been communicated to the farmers in advance.
- Organize an information centre in the office or at least put up a few boards in the office room and display current leaflets, folders, photographs, charts etc. relating to important projects and extension activities in the area.

**Implementation**

- Allow the visitor to talk first and make the point.
- Discuss about his/her problems and suggest solutions.
- If necessary, take the person to the subject matter specialist.
- Put maximum effort to make visitor satisfied.

**Follow-up**

- Make a note of the call, if necessary.
- If required, refer the problem to research for solution.
- Supply further information and materials if such commitment has been made.

**Advantages**

i. Economic use of the extension workers’ time and energy.

ii. Farmers likely to be highly receptive to learning.
iii. It develops goodwill and confidence.
iv. It reinforces other methods.
v. It is the sign of confidence that the farmer has in the extension worker and respect for his ability.

Limitations
i. It is not possible to get detailed first-hand knowledge of the farmer’s problems and activities.
ii. Limited contact with the farmer.
iii. Waiting for visitors who are not turning up is waste of time.

3. Personal Letters

What is it? – It is a personal and individual letter written by the extension worker to a farmer in connection with extension work.

Objectives or Purposes
i. To answer to queries relating to problems of farm and home.
ii. To send information or seek cooperation on important extension activities.

Technique
- Send the letter in time, or if a letter has already been received, send a prompt reply.
- The content should be clear, complete, to the point and applicable to farmer’s own situation.
- Use simple and courteous language.

Advantages
i. To reach more number of farmers at a time
ii. Less costly method.
iii. Easier to seek farmer co-operation for extension work
iv. Useful to educate farmers.
v. The best method to reach farmers who could not be reached by the farm and home visit office call methods.
**Limitations**

i. It is a time consuming method.

ii. Since majority of the farmers are ‘illiterates’ this method has limited usage.

iii. It is difficult for the extension worker to answer ‘each and every’ individual problem.

iv. Only few persons can be contacted.

v. Difficult to teach skill

**4. Telephone Calls**

**What is it?** It is the communications between the extension worker and farmers over the telephone on certain matters connected with extension works.

**Objectives or Purposes**

1. To inform farmers regarding farm problems, supplies, services, etc, in a very short time.

2. To clarify farmers doubt and provide information which are very urgent in nature.

**Advantages**

1. The communication may be initiated by either farmers or the extension worker.

2. Very useful for giving specific and brief information about various issues of farm practices.

3. Useful means to follow-up extension events and get feedback of the programme.

4. It is comparatively cheaper than other methods.

**Limitations**

1. Use of telephone by farmers is very limited in our country.

2. Complex issues and practices cannot be communicated through telephone.

**5. Short Message Services (SMS)**

**What is it?** It is an electronic communication service allowing the interchange of short text messages between the users of digital mobile telephone. Both extension worker and farmers should have mobile connections for communication of short text messages.
Objectives or Purposes

1. To communicate with farmers regarding the problems farm, availability or non-availability of supplies, other extension services in a real time.

2. To clarify farmers doubt and provide information which are very urgent in nature.

Advantages

1. The sending of SMS may be initiated by either farmers or the extension worker.

2. Useful for giving specific and brief information about various issues of farm practices.

3. Useful means to follow-up extension events and get feedback of the programme.

4. It is very cheap method of extension education

Limitations

1. Mobile telephone use by the farming community in India is very limited.

2. Complex issues and practices cannot be communicated through SMS

6. Electronic Mail:

What is it? It is commonly called email or e-mail. It is the equivalent of a normal physical letter, but it is written on a computer and delivered via the internet. Both the extension worker and farmers should have computer and internet connection to communicate through e-mail.

Objectives or Purposes

1. To communicate with farmers through text, messages, pictures and sound regarding various issues of farm and related practices in a very real time.

2. To clarify farmers doubt and provide information which are very urgent in nature.

Advantages

1. Both farmers and extension worker can communicate with each other.
2. Useful for giving detailed information about various issues of farm practices.

3. Useful means to communicate a large number of farmers in a very short time.

4. Information can be stored in the e-mail and may be reused when it is required.

5. It is less expensive method.

**Limitation**

1. Use of computer by the farmers is minimal in our country.

**Check Your Progress I**

Note: a) Use the space provided for your answers.

b) Check your answers with the possible answers provided at the end of this unit.

Q 1) What are the important functions of Extension Methods?

Ans: _____________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Q 2) What are the advantages of Individual methods?

Ans: _____________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
Q3) What is the meaning of Office Call?

Ans: ______________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

4.4 Group Methods

In this method, an extension worker communicates with a small number of people in a group. The size of a small group may be from 15 to 25, a medium group from 35 to 50 and a large group from 50 to 100 persons. Examples of group method are result demonstration, method demonstration, group meeting, small group training, field day or farmers’ day, study tour, etc.

Advantages

i. Enables the extension agent to have face-to-face contact with a number of people at a time.

ii. Can reach a select part of the target group.

iii. Facilitates sharing of knowledge and experience and thereby strengthen learning of the group members.

iv. Reach fewer people, but offer more opportunities for interaction and feedback.

v. Satisfies the basic urge of people for social contacts.

vi. Motivate people to accept change due to group influence.

vii. More effective than mass method in stimulating action.

viii. Less expensive than individual method due to more coverage.

Limitations
i. Wide diversity in the interest of group members may create a difficult learning situation.

ii. Vested interests, caste groups and village factions may hinder free interaction and decision making by the group members.

iii. Difficult to give attention to all members

4.4.1 Method Demonstration

**What is it?** - It is an extension teaching method conducted by an extension worker, or a trained leader or specialist, for a group of persons, to show how to carry out a new skill or to improve an old skill not being properly executed.

In method demonstration, an extension worker shows how to do job step by step such as clean milking procedures. The method demonstration is not concerned with the worth of the practice but with “how-to-do” something. It is not an experiment, but it is a teaching effort. The farmers watch the process and listen to the oral explanation to clear up points. To increase the farmers’ confidence in their ability, as many farmers as possible are asked to repeat the demonstration in the presence of the extension worker,

**Objectives or Purposes**

i. To teach skills and stimulate people to action.

ii. To enable people to improve upon their old skills.

iii. To improve upon the result by doing a job in a better way.

iv. To build up learners’ confidence and satisfaction on the practice.

v. To demonstrate a practice to a group of people in short time.

**Technique**

**Planning and preparation**

- Select appropriate topic which is important for the client for demonstration
- Select and finalize the target audience and venue of demonstrations.
- Contact subject matter specialists and make necessary arrangements for their participation.
- Collect relevant information and arrange materials and equipments beforehand.
Rural Development

- Identify and list the steps of demonstrations, and practice for its correct presentation.
- Decide on the date and time in consultation with the local leaders and give timely intimation to others.

**Implementation**

- Reach the demonstration site on the scheduled date and time.
- Explain about the demonstration to the participants
- Conduct operation of the activity step-by-step and explaining in each step why it is important. Repeat difficult steps.
- Ask the participants one by one or in small batches to practice the skill. Clarify doubts and answer to their questions.
- When everybody has practiced the skill and has expressed confidence, emphasize on the key points again.

**Follow-up**

- Keep a record of the participants and maintain contact with them.
- Assist the participants in getting the required materials and equipments.

**Advantages**

i. It is very effective in teaching new skill.

ii. It stimulates action and builds confidence among the participants

iii. Serves publicity purpose.

iv. It introduces a change of practice at low cost.

**Limitations**

i. Suited only to the ‘skill involving technologies’.

ii. Transporting the materials and equipments to the demonstration plot is difficult.

iii. It require lot of planning
iv. It causes a setback if whole programme is not properly coordinated.

4.4.2 Result Demonstration

**What is it?** Result Demonstration method is one which is conducted by a participating farmer on his/her farm, under the guidance of an extension worker, to prove by evidence that the practice being demonstrated is superior to the one in existence. It is a way of showing the farmer the value or worth of a practice whose success has already been proved or established in research stations. In this method the new practice is compared with the old one in farmer’s land, and the villagers are asked to see the result on their own eyes and judge the result. Result demonstrations establish proof that the improved practice advocated is applicable locally. It may be conducted for single recommended practice or a series of practices that come in sequence with respect to a problem.

**Objectives or Purposes**

i. To show the feasibility and applicability of a newly recommended practice in farmer’s own situation.

ii. To motivate groups of people in a community to adopt a new practice by seeing its result.

iii. To build up confidence of the farmers and extension agents.

**Technique**

**Planning and preparation**

- Analyze farmer’s situations and select relevant profitable practices in consultation with research workers and farmers.

- Consult with local leaders and select a demonstrator who is interested in improving his practices and make him ready to do demonstration in his field.

- Select the site of demonstrations where it will be easily visible to a large number of people in the community.

- Prepare a calendar of operations.

- Make wide publicity

**Implementations**
Arrange all necessary materials required for demonstration

Organize materials and equipments necessary for conducting the demonstrations

Start demonstration in front of the group of villagers.

Explain the objectives and steps to the demonstrating farmers.

Arrange method demonstration where a new skill is involved.

Put up suitable signboards in prominent places.

Personally supervise all critical operations.

Conduct field day or farmers’ day to successful demonstration events.

Help the demonstrating farmers to maintain records.

Motivate as many farmers as possible to remain present at the time of assessment of the result.

Let the demonstrating farmers explain to the visitors as far as possible.

Analyze and interpret the results, and compare them with the farmers’ existing practice.

Emphasize applicability of the new practice in the farmers’ own situations.

Follow-up

Give wide publicity to the results of demonstration

Use the result of the demonstrations in future extension works

Utilize demonstrating farmers in farmers’ meetings and training programmes.

Prepare visual aids, particularly photographs, coloured slides, charts etc. on the demonstrations for future extension programmes.

Advantages

Useful in introducing new practices

Enhance the confidence of extension workers regarding the suitability of recommended practices in village conditions.
Successful demonstrator becomes the resource person for the extension worker

**Limitations**

- Require lot of time and preparation on the part of the extension worker.
- It is a costly teaching method.
- Difficult to find a good demonstrator who will keep record.
- Results may be vitiated by uncontrollable factors like weather.
- It is not suitable for all advocated practices.
- Unsuccessful demonstrations may cause some setback to extension work.

**Meetings**

Meetings are one of the oldest and the most important group methods of extension teaching. If properly conducted, the benefits are higher compared to other methods in relation to the cost of using methods. The term meeting includes all kinds of meetings held by extension worker. In size, the meeting varies from small committee meeting to large special occasion meetings like *melas* and festival meeting attended by thousands.

**Types of meetings**

Kelsey and Hearne (1963) identify five general types of meetings involved in extension work:

1. Organization meetings (board of directors’ meet, youth clubs),
2. Planning meetings (village planning meeting),
3. Training meetings (rural leaders’ training),
4. Special interest meetings (special meeting about dairying), and
5. Community meetings (community meet for general problems).

**General meeting**
What is it? It is broadly a meeting of heterogeneous participants wherein certain information is passed on for consideration and future action.

The term ‘General Meeting’ includes all kind of meetings conducted by extension workers. There is a large variety of such meeting in terms of size and form. They may be small committee meetings to those held in special occasions like melas or festivals attended by thousands of people. The meetings may be held periodically or sporadically.

Objectives or Purposes

i. To effectively reach and serve large numbers of people.

ii. To prepare the people for the other methods of extension work

Planning and Preparation

- Decide the topic, venue and participants
- Collect relevant information and teaching materials for the meeting
- Inform the resource persons and subject matter specialist
- Arrange social and recreational features
- Advertise meeting in advance

Implementation

- Hold the meeting preferably in a central place having all physical facilities
- Start the meeting on schedule date and time
- State the purpose and objective of the meeting
- Make introduction brief
- Prompt in starting and closing the meeting
- Use appropriate audio-visual materials
- Encourage audience participation when required
➢ Take advantage of group psychology and employ appeals that arouse interest, create desire and stimulate action.

➢ Give recognition to all sections and groups participated in the meeting.

➢ Associate local leaders for welcoming the gathering or thanking the participants if possible.

➢ Acknowledge the services briefly and then indicate the follow up work, if any.

➢ Distribute relevant folders and pamphlets at the time of break.

**Follow-up**

➢ Remind the members about the decision taken in the meeting and encourage them to take action.

➢ Facilitate the supply of inputs.

➢ Sustain interest through personal contact.

**Advantages**

i. Large number of people can be reached.

ii. Serves as a preparatory stage for other methods.

iii. Group psychology can be used in promoting the programme.

iv. Reactions of the people to a programme can be assessed.

v. Adoption of practices can be accomplished at low cost.

**Limitations**

i. Meeting place and facilities are not always adequate.

ii. Scope for discussion is limited except possibly for few questions and answers.

iii. Handling the topic become difficult because of mixed composition of audience.

iv. Circumstances beyond control like factions and weather might reduce the attendance.

v. Requires understanding of group dynamics to handle the group by extension worker.
4.5 Mass Media Methods

Mass media methods

The mass media method is followed where a large and widely dispersed audience is to be communicated within a short time. There may be a few communicators such as the extension agent and some subject matter specialists. The size of the audience may be a few hundred in mass meeting, few thousands in campaign and exhibition, and millions in newspaper, radio and television.

Advantages

i. Suitable for creating general awareness amongst the people.

ii. Helps in transferring knowledge and, forming and changing opinions.

iii. Large number of people may be communicated within a short time.

iv. Facilitates quick communication in times of emergency.

v. Reinforces previous learning.

vi. Less expensive due to more coverage.

Limitations

i. Less intensive method.

ii. Little scope for personal contact with the audience.

iii. Little opportunity for interaction with and amongst the audience.

iv. Generalized recommendations hinder application by individuals.

v. Little control over the responses of the audience.

vi. Difficulty in getting feedback information and evaluation of results.

Mass media like farm publications, newspaper articles, circular letters, radio, television, posters, exhibits, etc. disseminate information to a much larger audience at faster rate than the individual or group contact but their impact is less than the other two methods.

1. Farm publications

Extension worker uses various types of farm publications to communicate messages to farmers and some of them are discussed here.
Leaflet: It is a single printed sheet of paper of small size, containing preliminary information relating to a topic. It is made as and when needed and normally distributed free-of-cost.

Folder: It is a single printed sheet of paper of big size, folded once or twice, and gives essential information relating to a particular topic. It is printed as and when required and normally free-of-cost.

Bulletin: It is a printed, bound booklet with a number of pages, containing comprehensive information about a topic. It is made as and when necessary. A small price may be fixed on some important bulletins.

Newsletter: It is a miniature newspaper in good quality paper, containing information relating to the activities and achievements of the organization. It has fixed periodicity of publication and normally distributed free-of-cost.

Farm publications are extremely useful to the literate farmers, and even illiterate farmers can make use of them with the help of literate members in their family. Farm publications are used by all types of extension functionaries, input dealers, bank personnel and media-persons.

Objectives or purposes

i. To provide precise and reliable scientific information in simple language

ii. To serve the immediate needs of the farmer in any important issue

iii. To reach a large number of people quickly and simultaneously at a low cost.

iv. To provide accurate, motivating, creditable and distortion-free information.

v. To provide support to other extension methods.

vi. To facilitate use at convenience and to serve as future reference.

Technique

Planning and preparation

➢ Select a topic of economic and practical importance, for which information is needed by the audience.

➢ Estimate the time required to prepare the manuscript, print and dispatch, and plan publication in such a way that it reaches the audience in time.
Check up availability of funds and decide on the number of copies to be printed. It may be useful to have more copies at less cost than a few copies at high cost.

**Implementation**

- Collect relevant information on the topic from all available sources.
- Contact specialists relating to relevant disciplines.
- Prepare the draft in clear, simple, short and direct sentences, keeping the target audience in view.
- Arrange write-up in short paragraphs, in a logical sequence.
- Give suitable title to the publication and sub-heads to the paragraphs.
- Devote the first paragraph to highlight the economic and other benefits. This may be printed in bold letter.
- Present all weights and measures clearly and directly.
- Put suitable diagrams, photographs and sketch for better understanding.
- Go for pre-testing before mass publication.
- Below the press line put the name of the department and the organization under whose authority it is being published.

**Follow-up**

- Arrange timely dispatch of the publication to the target audience and for the extension programmes.
- Dispatch publications to the media persons and others according to mailing list.
- Attend to requests for publications promptly.
- Try to get feedback information from the users.
- Maintain appropriate records for free distribution and sale of publications.

**Advantages**

- Can reach a large section of literate people quickly and simultaneously.
- Can be read at leisure and preserved for future use.
- Supplement to other teaching methods.
Influence adoption of practices at relatively lower cost.
Can be used to continue contact with extension agency

Limitations
Not suitable for illiterate audience.
May lose its significance if not carefully prepared and used.
Periodical version is necessary to keep the publications up-to-date.
Cannot be used in exclusion to other methods

2. Circular letter

What is it?
It is a letter reproduced and sent to many people by the extension worker to publicize an extension activity or to give timely information on farm activities.

Objectives or purposes
i. To maintain regular contact with farmers.
ii. To communicate some general information which could best be put in the form of a letter?
iii. To stimulate interest in the subject

Technique
Planning and preparation
i. Determine the place of the circular letter in teaching plan
ii. Determine the specific purpose and the segments of clients to be reached
iii. Plan letter to serve the definite purpose
iv. Have a single purpose and write in simple language.
v. Give complete information.
vi. Be clear in statements which should lead to action.
vii. The letters should be a part of a programme or campaign.
Implementation

i. Write circular letters and get them duplicated

ii. Write appealing immediate personal interest of the clients

iii. Give a cartoon or illustration containing the central idea

iv. State the facts concerning the nature of seriousness of the problem

Follow-up

➢ Timely dispatch of the circular letters to the target audience

➢ Attending the quarries of the clients related to letter promptly.

➢ Try to get feedback information from the users.

➢ Maintain appropriate dispatch register

Advantages

i. Information can reach large number of people in short time.

ii. Preserved and used for future reference.

iii. Comparatively cheap.

iv. Provide accurate information.

v. Easy to make.

Limitations

i. Less useful in low literacy area.

ii. Cannot be use in exclusion of other methods

3. Extension News Articles (or News Stories)

What is it? This is a piece of write-up on important information about the rural farming and other related issues that interests mostly the farming community.
Objectives or Purposes

1. To develop interest on the subject
2. To inform important developments to farming community
3. To create favourable attitude towards a product/practice/use.
4. To reinforce other extension methods like meetings and demonstrations.

Technique

1. Write something that has actually happened (e.g. agricultural credit mela or inauguration of chilling plant)
2. Write something that is very important for farming community (e.g. declaration of minimum support price by government for cereals).
3. Write something that makes the farmers interested like catastrophe, fight, conflict, competition, new knowledge, etc.
4. News should be recent in nature, timely, accurate, fair and brief
5. Write in simple language and avoid using personal opinion.
6. Use accepted principles of good writing of news items for a newspaper.

Advantages

1. Large coverage in short time.
2. Credibility of news is high due to appearance in print media
3. Reinforces the effect of other methods
4. It is less expensive in comparison to other methods.

Limitations

1. It is of limited use for illiterate farmers
2. Difficult to assess the effects of extension new articles
3. Message may not always reach the intended readers
4. Expertise is required on the part of the extension worker to write good articles.
4. Campaign

What is it? It is an intensive educational activity undertaken at an opportune time for a brief period focusing attention in concerted manner on a particular problem, with a view to stimulate the widest possible interest in a community, block or other geographical area.

The duration of a campaign may be for single day on a theme like ‘application of bio-fertilizer’, for a few weeks as in family planning, for a few months as in Vanamahostava (tree planting) and for a few years as in ‘Grow More Food’ campaign. A campaign may be held by involving a small number of people in a few villages, or by involving an entire community or the entire nation over the whole country as in 'Pulse Polio’ campaign. Campaign on certain themes (say, environment, disease control etc.) may be organized over the whole world.

Objectives or purposes

i. To draw attention of the large number of people to an important issue

ii. To create mass awareness about an important problem or felt need of the community and encourage them to solve it.

iii. To induce emotional participation of the community at the local level and create a favourable psychological climate for adoption of new practices.

Technique

Planning and preparation

➢ Identify with the local leaders an important problem or need of the community for campaign.

➢ List out specialists, local leaders and other persons who could be involved in solving it. Train the required personnel.

➢ Decide with the local leaders about the time of holding the campaign and its duration.

➢ Arrange necessary inputs, services and transport.

➢ Prepare a written programme of the campaign.

➢ Give wide publicity in advance
Implementation

➢ Carry out the campaign as per plan.
➢ Hold group meeting with the people and discuss about the origin and nature of the problem. Suggest practical and effective solution.
➢ Arrange method demonstration and training programme for the participants.
➢ Maintain supply of critical inputs and services.
➢ Keep close watch on the campaign and take corrective steps, if necessary.
➢ Arrange mass media coverage.
➢ Conclude the campaign in time.

Follow-up

➢ Make individual and groups to find out their reaction.
➢ Assess the extent of adoption of the practice.
➢ Publicize the events in newspaper, radio and television.
➢ Analyze deficiencies and failures.
➢ Give due recognition to the local leaders.

Advantages

➢ Especially suited for mass scale adoption of an improved practices
➢ Successful campaign creates conducive atmosphere for popularizing other methods

Limitations

➢ Applicable only for topics of community interest but not suitable to individual problems
➢ Success depends on cooperation of the community and their leaders.
➢ Not useful when advocated practice involves complicated technicalities
➢ Expensive method
➢ Requires adequate preparation, concerted efforts and propaganda techniques, and uninterrupted of critical inputs.
5. Exhibition

What is it? An exhibition is a systematic display of models, specimens, charts, information, posters, photographs etc. in a sequence so as to be significant in teaching or creating interest in the participating members. An exhibition covers three stages of extension education, viz, arousing interest, creating desire to learn and providing a chance to take a decision (Leagan, 1961).

Farmers’ fairs and *krishimelas* held by the agricultural universities, institutes and various other organizations in which field visit, training programmes etc. are combined with exhibition are effective and popular. Exhibitions may also be organized by taking advantage of local fairs and festivals.

Objectives and purposes

i. To prepare visual literacy.

ii. To acquaint people with better standards.

iii. To create interest in a wide range of people.

iv. To motivate people to adopt better practices.

v. To promote understanding and create goodwill towards extension.

Technique

Planning and preparation

- Form an exhibition committee with competent people
- Decide on the theme and distribute the responsibility to the committee members
- Decide on the venue, time and duration.
- Prepare a written programme and communicate to all concerned members of the team in time.
- Get the site ready within the selected date. Make provision for essentials facilities.
- Earmark a stall for display of exhibits to be bought by the farmers.
- Arrange a *pandal* for holding meeting, training and entertainment programmes.
- Display posters at important places. Publicize about the exhibition through mass media.
Decorate the stalls simply and tastefully and make adequate arrangements for lighting.

Prepare good quality and colourful exhibits which shall convey the desired message to the visitors. Use local materials as far as possible. Label the exhibits in local language with bold letters.

Display exhibits about 50 to 60 cm. above the floor of the stall, up to a height of about two meters. Maintain proper sequence. Avoid overcrowding of exhibits.

Implementation

Organize formal opening of the exhibition by a local leader or a prominent person.

Arrange smooth flow of visitors.

Interpreters may briefly explain the exhibits to the visitors so that the intended message is clearly communicated.

Distribute publications materials to visitors.

Organize a panel of experts to be present nearby, so that the visitors who would like to know more or discuss some problems could get the desired information.

Conduct meetings, training programmes etc. as per schedule during the day time.

Arrange judging of exhibits brought by the farmers and give away prizes and certificates.

If desired, judge the stalls on the basis of their quality of display, ability to draw visitors and effectiveness in communicating message, and award certificates.

Keep the exhibits and the premises clean

Conclude the exhibitions as scheduled by thinking the participants and those who have helped.

Follow-up

Meet some visitors personally and maintain a visitors’ book for comments during the exhibition to get feedback information.

Talk to the local leaders and assess success of the exhibition.

Ensure availability of critical inputs and facilities emphasized during the exhibition.
Look for changes in practice in the community in the coming years.

**Advantages**

i. Best method to teach illiterates

ii. Create awareness among the visitors about the products

iii. Most fit for festive occasion

iv. Can create market for certain products

**Limitations**

- Difficult to represent entire process of a practice
- Requires lot of funds and preparation.
- Cannot be organised frequently.

6. **Radio**

Radio is an electronic audio-medium for broadcasting programmes to the audience. It is a medium of mass communication and an efficient tool for giving information and entertainment.

This medium is cosmopolite in approach and is suitable for communication to millions of people widely dispersed and situated in remote areas. It is suitable for creating general awareness amongst the people. People with no education or very little education and those who are not in a position to attend extension programmes personally, can take advantage of this medium and build up adequate knowledge about a practice. It reaches large number of people with no time and the programmes can be listened by the people while doing work in the field or at home.

**Objectives or Purposes**

i. To reach large number of people quickly and inexpensively

ii. To build enthusiasm and maintain interest

iii. To motivate farmers by highlighting the achievement of other farmers.

iv. To provide information on extension activities to farmers

**Procedure or Technique**

i. Determine radio programme utility in teaching plan
ii. Be clear about the purpose of broadcast and design the programme keeping the interest of the audience.

iii. Decide what treatment to give to your message.

iv. Seek assistance of experts to write message

v. Time the broadcast to synchronize the farmers’ leisure hours.

vi. Encourage listener to listen radio programmes and write their views to broadcasting station.

vii. Reply to the queries of farmers

Advantages

i. Can reach more people quickly than any other means of communication

ii. Especially suited to give emergency and timely information (e.g. weather, disease outbreak, etc.)

iii. Suitable to communicate with illiterate people.

iv. Relatively cheap

v. Builds interest on other extension media.

Limitation

i. Limited number of broadcasting stations

ii. Not within reach of all farmers

iii. Generalized recommendations in the programme limit individual application.

iv. No turning back if not understood

v. Difficult to check on results

4.6 Selection, Use and Combination of Extension Methods

Selection and use of extension methods

The selection and use of teaching method depends upon proper understanding of the factors influencing their effectiveness, their nature and characteristics and possibility of their use in
combination with others or in media-mix, and the objective to be achieved including the time and the cost involved. The selection of appropriate method is not an easy task. There is no single thumb-rule for its selection. In order to get more effective results, the extension worker should—

i. Select the appropriate methods;

ii. Have a suitable combination of selected methods; and

iii. Use them in proper sequence so as to have repetition in a variety of ways.

The following considerations should be taken into account in the selection of extension teaching methods:

i. Education level of audience
ii. Size of audience
iii. The teaching objective
iv. The subject matter
v. The state of development of extension organization
vi. Size of the extension staff
vii. Availability of media
viii. Relative cost
ix. Extension worker’s familiarity
x. Problems and technological needs of the people
xi. The length of time
xii. The significance of the programme
xiii. General local conditions
xiv. Emergency situation

Ray (2008) has made some suggestions which is presented under table 4, may serve as guideline for the extension agent for selection of extension methods under different situations.
Use of Extension Methods

<table>
<thead>
<tr>
<th>Characteristics/Situations</th>
<th>Extension Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Nature of the Audience</td>
<td></td>
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<tr>
<td>1. Socio-economic status</td>
<td>Low</td>
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<td></td>
<td>Individual</td>
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<td></td>
<td>Group</td>
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<td>High</td>
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<td>Mass</td>
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<td>2. Size</td>
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<td>Mass</td>
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<td>3. Location</td>
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<td>Individual</td>
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<td>B. Ecosystem</td>
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<td>Group</td>
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<td>Hostile</td>
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<td>Individual</td>
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<td>Group</td>
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<td>C. Teaching objective</td>
<td>Create</td>
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<td>general awareness</td>
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<td>Mass</td>
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<td>Increase Knowledge</td>
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<td>Change attitude</td>
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<td>D. Extension Programme</td>
<td>National Importance</td>
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<td>Individual</td>
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</table>
From the broad categories suggested, the extension agent has to choose a particular method or combination of methods according to specific requirements of the situation. For instance, people with little or no education and low income may respond to personal visits and result demonstrations. The more educated and progressive section of the population may respond well to mass media like farm publications, exhibition, radio and television.

**Combination of Extension Teaching Methods**

Extension field studies conducted over long period of years show that people are influenced by extension education to make change in behaviour in proportion to the number of different teaching methods with which they come in contact. As the number of methods of exposure to extension increases, the number of farm families changing behaviour increases. For wide spread response, the people may be exposed to teaching methods in several different ways. It is also proved that the combined use of several methods is of utmost important in extension teaching. The percentage of adoption rate is high when more methods are used than single or two methods. The extension worker should know the proper sequence of use of extension methods to get desired result.

**4.6.1 Methods useful in different steps of Extension Teaching Process**

1. **Attention:** Pictures, Posters, awareness campaign, news stories, displays, exhibits, radio announcement, Television advertisement, banner, leaflet, cartoons, wall painting, hoardings, demonstration, etc.
2. **Interest:** Meetings of various types, film strip and slide show, news articles, radio talks, bulletins and pamphlets, tours, result demonstration, personal contact, etc.

3. **Desire:** Real object, demonstration, circular letters, pictures, models, samples and exhibits, success stories, charts, folders, field trips, etc.

4. **Conviction:** Demonstration, field trips, discussion with scientist, success stories, etc.

5. **Action:** Reminding circular letters, news stories, radio talks, personal contact, campaign, leader contact, etc.

6. **Satisfaction:** Personal contact, news stories, success stories, personal letters, etc.

**Methods useful in different stages of Adoption Process**

1. **Awareness:** All printed materials, film show, radio, television, local leaders, campaign, banner, leaflets, posters, personal contact, etc.

2. **Interest:** Personal contact, meeting, radio talk, TV/VCR, meetings, slide, film strips, farm journal, folder, bulletin, etc.

3. **Evaluation:** Demonstration followed by discussion, cassettes, field trips, farmer’s experience in any printed form, field day, etc.

4. **Trial:** Personal contact, method demonstration, result demonstration, leaflet, folder, farm journals, field trips, field days, TV/VCR, etc.

5. **Adoption:** Group Discussion, method demonstration, result demonstration, field trips, slide, self-experiences, leaflets, folder, farm journals, training, campaign, etc.

**Check Your Progress I I**

Note: a) Use the space provided for your answers.
   b) Check your answers with the possible answers provided at the end of this unit.

Q 4) What do you mean by method demonstration?

Ans: ________________________________
Q 5) What do you mean by result demonstration?
Ans: ________________________________

Q 6) What are the advantages of mass media method?
Ans: ________________________________

Q 7) What is an Exhibition?
Ans: ________________________________
4.7 Let Us Sum Up

The learning situation created in extension education process is a condition or environment in which the elements like teacher, learner, subject matter, physical facilities and teaching methods and aids for promoting learning are present in a dynamic relationship with one another. Proper selection and handling of methods and aids facilitate in creating the desirable learning situation. The teaching methods and aids should be simple, easy to handle, suitable to subject matter, readily available, suited to the environment and needs of the learners.

4.8 Key Words

**Extension Methods:** Extension methods are the techniques and tools used to create a learning situation in which effective communication can take place between the learners (may be an adult or rural farmer) and the teacher.

**Short Message Services (SMS):** It is an electronic communication service allowing the interchange of short text messages between the users of digital mobile telephone. Both extension worker and farmers should have mobile connections for communication of short text messages.

**Method Demonstration:** It is an extension teaching method conducted by an extension worker, or a trained leader or specialist, for a group of persons, to show how to carry out a new skill or to improve an old skill not being properly executed.

**Result Demonstration:** This method is one which is conducted by a participating farmer on his/her farm, under the guidance of an extension worker, to prove by evidence that the practice being demonstrated is superior to the one in existence. It is a way of showing the farmer the value or worth of a practice whose success has already been proved or established in research stations.

**Leaflet:** It is a single printed sheet of paper of small size, containing preliminary information relating to a topic. It is made as and when needed and normally distributed free-of-cost.
Folder: It is a single printed sheet of paper of big size, folded once or twice, and gives essential information relating to a particular topic. It is printed as and when required and normally free-of-cost.

Bulletin: It is a printed, bound booklet with a number of pages, containing comprehensive information about a topic. It is made as and when necessary. A small price may be fixed on some important bulletins.

Newsletter: It is a miniature newspaper in good quality paper, containing information relating to the activities and achievements of the organization. It has fixed periodicity of publication and normally distributed free-of-cost.

Campaign: It is an intensive educational activity undertaken at an opportune time for a brief period focusing attention in concerted manner on a particular problem, with a view to stimulate the widest possible interest in a community, block or other geographical area.

Exhibition: An exhibition is a systematic display of models, specimens, charts, information, posters, photographs etc. in a sequence so as to be significant in teaching or creating interest in the participating members.

4.9 Suggested Readings


4.10 Check Your Progress – Possible Answers

Check Your Progress I

Q 1) What are the important functions of Extension Methods?

Ans:

v. To create an environment in which communication takes place so that the learner may see, hear and do things to be learnt.

vi. To provide stimulation that causes the desired mental and/ or physical action on the part of the learner.

vii. To take the learner through one or more steps of the teaching-learning process, viz., attention, interest, desire, conviction, action and satisfaction.

viii. To provide an atmosphere to teacher to establish rapport with learner so that communication process becomes easier.

Q2) What are the advantages of Individual methods?

Ans:

i. It provides opportunities to extension agent in building rapport with clients.

ii. Facilitates gaining firsthand knowledge of farm and home.

iii. Helps in selecting demonstrators and local leaders.

iv. Helps in teaching complex practices

v. Helps in changing attitude of the people.

vi. Facilitates transfer of technology.

vii. Facilitates getting feedback information.

Q3) What is the meaning of Office call?

Ans: It is a call made by a farmer or a group to the extension worker at his office for obtaining information and for inputs or other farm-helps needed or for making acquaintance with him.
Check Your Progress II

Q 4) What do you mean by method demonstration?

Ans: It is an extension teaching method conducted by an extension worker, or a trained leader or specialist, for a group of persons, to show how to carry out a new skill or to improve an old skill not being properly executed.

Q 5) What do you mean by result demonstration?

Ans: Result Demonstration method is one which is conducted by a participating farmer on his/her farm, under the guidance of an extension worker, to prove by evidence that the practice being demonstrated is superior to the one in existence. It is a way of showing the farmer the value or worth of a practice whose success has already been proved or established in research stations.

Q 6) What are the advantages of mass media method?

Ans:

vii. Suitable for creating general awareness amongst the people.

viii. Helps in transferring knowledge and, forming and changing opinions.

ix. Large number of people may be communicated within a short time.

x. Facilitates quick communication in times of emergency.

xi. Reinforces previous learning.

xii. Less expensive due to more coverage.

Q 7) What is an Exhibition?

Ans: An exhibition is a systematic display of models, specimens, charts, information, posters, photographs etc. in a sequence so as to be significant in teaching or creating interest in the participating members. An exhibition covers three stages of extension education, viz, arousing interest, creating desire to learn and providing a chance to take a decision (Leagan, 1961). Farmers’ fairs and krishimelas held by the agricultural universities, institutes and various other organizations in which field visit, training programmes etc. are combined with exhibition are effective and popular. Exhibitions may also be organized by taking advantage of local fairs and festivals.